Teacher Education Council
Meeting Minutes
Crabaugh 221
August 24, 2015
4:00 p.m.

Presiding: Dr. Mary B. Gunter, Chair
College of Education Dean

In Attendance: Dr. Tim Carter, Vice Chair
Dr. V. Carole Smith
Dr. Annette Holeyfield
Dr. Linda Bean
Ms. Jennifer Curry
Ms. Rocc Malone
Dr. Chris Giroir. Ex Officio

Mrs. June Lawson, Secretary
Dr. Rebecca Shopfner
Dr. James Musser
Dr. Diane Gleason
Ms. Heather Lewis
Ms. Caitlin Harris

Dr. Justin Killingsworth, Ms. Julie Paladino and Ms. Lauren Henderson were absent. Dr. David Bell was a visitor.

Dr. Gunter called the meeting to order at 4:00 p.m. and established that a quorum was present. She made introductory remarks, described the restructuring of the College of Education and welcomed everyone. She asked that the council members introduce themselves, along with their official title and the department they were representing. A motion was made by Dr. Smith to approve the minutes from the last meeting and Dr. Gleason seconded the motion. Motion approved.

Curriculum proposals were presented:

College of Arts and Humanities

Department of Communication and Journalism

1. Delete TH 4263: Theatre History I: Antiquity to 1564, from the course descriptions;
2. Delete TH 4273: Theatre History II: 1564 to 1900, from the course descriptions;
3. Change the title for TH 4313 (5313): Theatre History III: 1900 to 1960, to Theatre History I: Antiquity to Romanticism; and modify the course description;
4. Change the title for TH 4323 (5323): Theatre History IV: 1960 to the Present, to Theatre History II: Late 18th Century to the Present; and modify the course description; and
5. Modify the Curriculum in Speech for Teacher Licensure, Curriculum in Communication with Theatre Option, and the Minor Theatre as follows: a) delete TH 4263 Theatre History I: Antiquity to 1564; and TH 4273 Theatre History II: 1564 to 1900; from the theatre history requirement; and change the titles TH 4313 Theatre History III: 1900 to 1960, TH 4323 Theatre History IV: 1960 to
the Present; to TH 4313: Theatre History I: Antiquity to Romanticism; and TH 4323: Theatre History II: Late 18th Century to the Present.

A motion was made by Dr. Gleason to accept the proposal and Dr. Shopfner seconded the motion. Motion approved.

\[\text{College of Education}\]

Department of Curriculum and Instruction

1. Add the following courses to the course descriptions:
   a. DYS 5003: Dyslexia and Other Learning Disorders;
   b. DYS 5013: Foundation of Language and Literacy Development;
   c. DYS 5023: Interpreting and Administration of Assessments for Planning Instruction;
   d. DYS 5033: Professional Learning and Leadership;
   e. DYS 5043: Structured Language Teaching; and
   f. LBMD 6503: School Librarian: Leadership and Collaboration;
2. Make the Master of Elementary Education inactive; change the Special Education Option of the Masters of Elementary Education to a standalone program titled Master of Education Special Education; and add a 15-hour Dyslexia Therapist, Grades K-12 Licensure Endorsement Option under the Master of Special Education; and
3. Change the title of the Master of Education Secondary Education Instructional Technology to Master of Education Instructional Technology; and modify the Library Media Specialty Option as follows:
4. Letter of Notification: Master of Education/Instructional Technology—Library Media Specialist (existing degree) to be delivered via distance learning.

Dr. Bell explained that the Special Education option for K-6 Special Education licensure had been housed under the Elementary Education Master’s program. Dr. Carter added that Special Education licensure is changing to K-12 only without the K-6 option.

A motion was made by Dr. Holeyfield to accept the proposal and Dr. Gleason seconded the motion. Motion approved.

\[\text{College of Natural and Health Sciences}\]

Department of Physical Sciences

1. Add PHSC 2003. Physics in Society and the Environment, to the course descriptions; and
2. Separate the Curriculum in Physical Science for Teacher Licensure into the Curriculum in Chemistry Education and Curriculum in Physics Education.
Dr. Musser gave an explanation of the proposals and answered questions about numbers of students.

A motion was made by Dr. Bean to accept the proposal and Dr. Gleason seconded the motion. Motion approved.

Other items of interest included an announcement by Dr. Holeyfield that an informational video about the College of Education would appear on the big screen. October 24 the alumni office will spotlight the College of Education and there will be an open house in Crabaugh. Dr. Bean discussed the social media campaign to make a stronger connection with our students. Bookmarks were handed out that promote getting connected through Facebook, Twitter and Instagram. Dr. Gunter clarified how the proposals would be processed through the Curriculum Committee, Graduate Council and Board of Trustees before approval would be sought at ADHE.

A motion was made by Dr. Gleason to adjourn and Dr. Smith seconded the motion. Motion approved. Meeting adjourned at 4:48 p.m.

Respectfully Submitted,

[Signature]

June Lawson, Secretary
August, 2015
Graduate Council Meeting

College of Arts and Humanities

Department of Communication and Journalism

1. Change the title for TH 5313: Theatre History III: 1900 to 1960, to Theatre History I: Antiquity to Romanticism; and modify the course description; and
2. Change the title for TH 5323: Theatre History IV: 1960 to the Present, to Theatre History II: Late 18th Century to the Present; and modify the course description;

College of Education

Department of Curriculum and Instruction

1. Add the following courses to the course descriptions:
   a. DYS 5003: Dyslexia and Other Learning Disorders;
   b. DYS 5013: Foundation of Language and Literacy Development;
   c. DYS 5023: Interpreting and Administration of Assessments for Planning Instruction;
   d. DYS 5033: Professional Learning and Leadership;
   e. DYS 5043: Structured Language Teaching; and
   f. LBMD 6503: School Librarian: Leadership and Collaboration;
2. Make the Master of Elementary Education inactive; change the Special Education Option of the Masters of Elementary Education to a standalone program titled Master of Education Special Education; and add a Dyslexia Therapist, Grades K-12 Licensure Endorsement Option under the Master of Special Education; and
3. Change the title of the Master of Education Secondary Education Instructional Technology to Master of Education Instructional Technology; and modify the Library Media Specialty Option as follows: a) add LBMD 6503: School Librarian: Leadership and Collaboration, and EDMD 6303: Survey of Instructional Media; and b) delete LBMD 6013: Reference Materials in the School Library Media Center, and LBMD 6043: Preservation of Instructional Materials;
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Select Appropriate Committee
FROM (Initiating Department): Curriculum and Instruction
DATE SUBMITTED:

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<tr>
<td>Department Head</td>
<td>David Bell</td>
<td>6-17-15</td>
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<td>Teacher Education Council (if applicable)</td>
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<td>Vice President for Academic Affairs</td>
<td>Sammy Iwane</td>
<td>6-19-15</td>
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Program Title: Master of Education Elementary Education Option and Elementary Education Special Education Option
Requested changes will be effective Summer I for next catalog year

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. The Arkansas Department of Education has changed its licensure options from Special Education P-4, 4-12 to Special Education K-12. Therefore, the Special Education option that existed under the Elementary Education Master's Degree now needs to be moved to be its own standalone Master's program as mandated by the Arkansas Department of Education for licensure in this area. As a result, it is requested that the Special Education option under Elementary Education be separated into its own Master's degree (This reconfiguration document is attached.).

   a. Make the Master of Education Elementary Education Option inactive because the program no longer leads to licensure. Currently enrolled students seeking this degree will be allowed to finish the requirements for the program.
   b. Make the Elementary Education Special Education Option a standalone program because of licensure change.
The following are the courses that were offered under the old heading and those that will be offered within the program with the new heading (The courses in the Special Education Master's degree are the same courses that are currently being offered in our approved program under the Elementary Education Special Education option. Some courses have been retitled to reflect the new emphasis from the P-4, 4-12 licensure options separately to K-12 licensure together.). Below are listed the courses for the previous titles and for the new titles.

**Current:**

**Elementary Education Special Education Licensure Option Core Requirements (15 hours)**
1. **EDFO 6004** Educational Research
2. **EDFO 6043** Current Issues in Human Learning
3. **EDFO 6052** The At-Risk Child in the School Environment
4. **EDFO 6313** Principles of Curriculum Development
5. **EDFO 6993** Project in Educational Research

**Special Education Licensure Option P-4 (21 hours)**
6. **EDFO 6503** Classroom and Behavior Management
7. **ELED 6343** Literacy Assessment and Intervention
8. **SPED 5003** Characteristics Children with Exceptionalities
9. **SPED 5013** Assessment and Design (Birth-4th grade)
10. **SPED 5023** Planning Instruction for Children with Exceptionalities
11. **SPED 5033** Working with Families of Children with Exceptionalities
12. **SPED 5043** Supervised Practicum

**Additional Licensure Plan – 4-12 Special Education Instructional Specialist (6 hours)**
13. **SPED 5053** Planning Instruction for Children with Exceptionalities, 4-12
14. **SPED 5063** Supervised Practicum

**New:**

**Core Requirements (15 Hours)**
- **EDFO 6003** Educational Research *(Core in current)*
- **EDFO 6993** Project in Educational Research *(Core in current)*
- **EDFO 6313** Principles of Curriculum Development *(Core in current)*
- **ELED 6343** Literacy Assessment and Intervention *(Under P-4 Licensure Option in Current)*
- **EDFO 6503** Classroom and Behavior Management *(Under P-4 Licensure Option in Current)*

**Special Education K-12 Licensure Option (21 Hours)**
- **EDFO 6052** The At-Risk Child in the School Environment *(Core in Current)*
- **SPED 5003** Characteristics of Children with Exceptional Learning Needs *(Under P-4 Licensure Option in Current)*
- **SPED 5013** Assessment of Children with Exceptional Learning Needs *(Under P-4 Licensure Option in Current)*
- **SPED 5023** Planning Instruction for Children with Exceptional Learning Needs, Grades K-6 *(Under P-4 Licensure Option in Current)*
- **SPED 5033** Working with Families of Children with Exceptional Learning Needs *(Under P-4 Licensure Option in Current)*
- **SPED 5053** Planning Instruction for Children with Exceptional Learning Needs, Grades 7-12 *(Under 4-12 Licensure Option in Current)*
2. Add a Dyslexia Therapist, Grades K-12 Licensure Endorsement Option under Special Education. The following courses are the courses required for this endorsement.

Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours):

**DYS 5003: Dyslexia and Other Learning Disorders**
Catalog Description: This course is designed to provide the dyslexia specialist candidates an introduction to the field of dyslexia and related learning disorders. This course includes a field experience.

**DYS 5013: Foundation of Language and Literacy Development**
Catalog Description: This course is designed to provide the dyslexia therapist candidates with a deep understanding of the stages of language processing as well as the structure of language, and define and identify factors that contribute to literacy. This course includes a field experience.

**DYS 5023: Interpreting and Administration of Assessments for Planning Instruction**
Catalog Description: This course is designed to provide the dyslexia specialist candidates with a comprehensive view of academic assessments. The course will familiarize the student with an overview of statistical concepts, the basic theories of assessment, interpreting data for instruction, and practicum experience administering academic assessments for planning instruction. This course includes a field experience.

**DYS 5033: Professional Learning and Leadership**
Catalog Description: This course is designed to prepare students to serve within a Dyslexia Specialist position with all the incumbent responsibilities. To be able to ethically design, facilitate, lead and evaluate differentiated professional development programs for working with students with Dyslexia based on the most up to date research and policy from the local, state and national levels. This course includes a field experience.

**DYS 5043: Structured Language Teaching**
Catalog Description: This course is designed to prepare students to design, teach, evaluate and adjust a variety of multisensory and multimodal approaches that effectively support students diagnosed with dyslexia (reading difficulties). This course includes a practicum experience.

*These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.

What impact will the change have on staffing, on other programs and space allocation?
None. This is an existing program.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/Registrar/curriculum_forms.php.

This will not affect another department.
Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does the program change fit with the university mission? The Special Education option under the Elementary Education Master's Degree is designed to prepare teachers to positively impact learners in diverse and evolving learning communities. This degree allows these teaching professionals to become licensed in an additional licensure area (special education) in Arkansas and allows them opportunity to further demonstrate professionalism, value-added learning, and enables them to better serve their profession and students with diverse and exceptional learning needs. The university's mission is exemplified in these professional educators through these efforts.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This change is mandated by the Arkansas Department of Education.

c. How will the program change impact learning for students enrolled in this program? This change from licensures of P-4, 4-12 Special Education to one license of K-12 Special Education will allow students to continue to be effectively prepared to impact the learning of their students and will allow Arkansas Tech University to continue to recommend students for a special education licensure in Arkansas. This program is a Council for Exceptional Children (CEC) nationally-recognized program. The State of Arkansas has required that Special Education teachers no longer complete the P-4, 7-12 licensure options but rather combine these to complete a single K-12 licensure option.

d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will continue to demonstrate the learnings of the program that currently exists based on the ATU and CEC-approved assessment measures currently in use. There will not be major changes in the assessment instruments that are currently used.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. In the program currently, students plan lessons to positively
Office of Assessment and Institutional Effectiveness (2014)

impact student learning, they reflect on the learning of their students based upon assessment results, they develop plans to meet the needs of learners with exceptional learning needs, they design modified assessments for these learners, and so forth. They will continue to do these same artifacts that were previously approved for use by the CEC and by ATU.

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. This program has been previously reviewed through CEC and will continue to be reviewed by this SPA organization for Arkansas Department of Education licensure purposes.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) The assessment plan being used is the same one that is currently in use with the P-4, 4-12 Special Education licensure options that will now be a single K-12 option for Special Education licensure. Previously approved assessments will continue to be used to meet university, Arkansas State Department of Education, and CEC expectations.
Arkansas Tech University
REQUEST FOR COURSE ADDITION

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<th>TO:</th>
<th>Select Appropriate Committee</th>
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<td>FROM (Initiating Department):</td>
<td>Curriculum and instruction</td>
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<th>Course Subject: (e.g., ACCT, ENGL)</th>
<th>Course Number: (e.g., 1003)</th>
<th>Effective Term:</th>
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<tr>
<td>DYS</td>
<td>5003</td>
<td>Spring</td>
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

| Dyslexia and Other Learning Disorders |

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

| Dyslexia and Other Learn Di |

Will this course be cross-listed with another existing course? If so, list course subject and number.

| Yes | No |

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

| Yes | No |

If so, list course subject and number.

Is this course repeatable for additional earned hours?

| Yes | No |

How many total hours?

Grading: 

| Standard Letter | P/F | Other |

Mode of Instruction (check appropriate box):

<p>| 01 Lecture | 02 Lecture/Laboratory | 03 Laboratory only |
| 05 Practice Teaching | 06 Internship/Practicum | 07 Apprenticeship/Externship |
| 08 Independent Study | 09 Readings | 10 Special Topics |
| 12 Individual Lessons | 13 Applied Instruction | 16 Studio Course |
| 17 Dissertation | 18 Activity Course | 19 Seminar |
| 98 Other |</p>
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<th>Does this course require a fee?</th>
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<th>How Much?</th>
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- Elective
- Major
- Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Corequisites
   6. Description
   7. Notes (e.g., Information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at [http://www.atu.edu/assessment/](http://www.atu.edu/assessment/)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).
DYS5003
Dyslexia and Other Learning Disorders
(3 credits)

Course Title/Subject/Number: Dyslexia & Other Learning Disorders

Course Description: This course is designed to provide the dyslexia specialist candidates an introduction to the field of dyslexia and related learning disorders.

Course Outcomes (knowledge, skills, and dispositions to be achieved in this course): Upon completion of this course, students will be able to:

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<th>Dyslexia &amp; Other Learning Disorders Outcomes</th>
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| 1 | Understand and explain other aspects of cognition and behavior that affect reading and writing, such as attention, perception, recognition, identification, memory, executive function, processing speed, recall: graphomotor control and fluency. | ADT: 1.2
|   |                                                                                                         | IDA: A
|   |                                                                                                         | TESS: 1, 3          |
| 2 | Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values). | ADT: 1.3
|   |                                                                                                         | IDA: A
|   |                                                                                                         | TESS: 1, 3          |
| 3 | Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic based on current evidence-based practices). | ADT: 3.1
|   |                                                                                                         | IDA: C
|   |                                                                                                         | TESS: 1, 3          |
| 4 | Recognize the tenets of the NICHD/IDA definition of dyslexia.                                         | ADT: 3.2
|   |                                                                                                         | IDA: C
|   |                                                                                                         | TESS: 1             |
| 5 | Recognize that dyslexia and other reading difficulties exist on a continuum of severity.                  | ADT: 3.3
|   |                                                                                                         | IDA: C
|   |                                                                                                         | TESS: 1, 3          |
| 6 | Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language disorders, attention deficit hyperactivity disorder, disorders of written expression and/or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.) | ADT: 3.4
|   |                                                                                                         | IDA: C
|   |                                                                                                         | TESS: 1, 3          |
| 7 | Identify how symptoms of reading difficulty may change over time in response to development and instruction. | ADT: 3.5
|   |                                                                                                         | IDA: C
|   |                                                                                                         | TESS: 1, 3          |
| 8 | Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia. | ADT: 3.6
|   |                                                                                                         | IDA: C
|   |                                                                                                         | TESS: 1, 3          |
| 9 | Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field. | ADT: 6.1.1
|   |                                                                                                         | IDA: E
|   |                                                                                                         | TESS: 4             |

ADT = Arkansas Dyslexia Therapist Competencies
IDA= 2010 International Dyslexia Association Knowledge and Practice Standards
TESS= Teacher Excellence and Support System
Taskstream Required for Course: Taskstream is an electronic service utilized during the block courses and internship at Arkansas Tech University. Students are required to pay for the use of TaskStream. To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com

Course Outline:

- Overview Learning Disabilities & Related Disabilities
- Specialized Instruction
- Educational Settings & Role of the Family
- Theories of Learning
- Social, Emotional, & Behavioral Challenges
- Attention Deficit Hyperactivity Disorder
- Young Children with Disabilities
- Adolescents with Disabilities
- Understanding the Laws Related to Students with Disabilities
- Spoken Language Difficulties
- Reading Difficulties
- Written Language Difficulties: Written Expression, Spelling, and Handwriting
- Mathematics Difficulties

Textbook Required for Course:

Course Assignments Overview: (still working on 1, 2, 5, 7)

Graphic Organizer Poor/Good Readers-(50 points) (Standard 3)
Students will complete a graphic organizer demonstrating the most common intrinsic differences between good and poor readers.

Case Study Profiles- (100 points) (Standard 6)
Students will create case study profile for a dyslexic student.

Federal and State Laws Report- (100 points) (Standard 8)
Students will create a presentation which explains the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, and individualized educational plan, services in the least restrictive environment, and due process.

NICHD/IDA Summary Article- (50 points) (Standard 4)
Students will explain the reading or evidence behind the main points in the definition.

Assessments
- Mid-term- (100 points)
- Final- (100 points)
Participation- (5 points ea.)- (100 points)
Students will be expected to respond to course content prompts in the discussion area of Blackboard.

Field Component:
The following refers to an on-going documentation of your 30 required hours of observation/participation during the field component of this course.
Keep an accurate log of hours using the form provided.
You will write a Journal entry in the Journal area of the Assignments section of Blackboard. You must have at least 5 separate journal entries.

Methods of Student Performance Assessment and Evaluation Method:
Coursework will consist of text and related course readings, discussion of weekly prompts, all of which will serve to evaluate student comprehension and application of key course concepts and skills. A variety of methods will be used to evaluate coursework including rubrics and scoring guides.

Grading Scale:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% or less

Policy on Cheating and Plagiarism:
Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.
http://issuu.com/arkansasstechuniversity/docs/studenthandbook-2013

Bibliography:


Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>a. How does this course fit with the university mission? This course prepares candidates to develop greater professional expertise in a needed area that will assist them in having a greater impact on learners with exceptional learning needs in the public school setting. These graduate-level endorsement courses will help the candidate in continuing to develop as a life-long learner, which not only aligns with the university mission but also with the expectations of educators within our state.</td>
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<td>b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This course is one required by the Arkansas Department of Education in order for candidates to move toward an education licensure endorsement as a Dyslexia Therapist, Grades K-12.</td>
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<tr>
<td>c. Provide up to three student learning outcomes students will achieve after completing this course? 1. Understand and explain other aspects of cognition and behavior that affect reading and writing, such as, attention, perception, recognition, identification, memory, executive function, processing speed, recall- graphomotor control and fluency. 2. Define and Identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values). 3. Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic) based on current evidence-based practices.</td>
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<td>d. What assessment tool or measure will you use to assess student learning? Graphic Organizers of Good and Poor Readers, Case Study Profiles, Federal and State Laws Report</td>
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</table>
| e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a graphic organizer demonstrating the most common intrinsic differences between good and poor readers. Students will create case study profile for a dyslexic student. Students will create a presentation which explains the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public
education, and individualized educational plan, services in the least restrictive environment, and due process.

<p>| | |</p>
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<tr>
<td>f.</td>
<td>Provide an example or examples of student learning assessment evidence which supports the addition of this course. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.</td>
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<td>How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.</td>
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Arkansas Tech University
REQUEST FOR COURSE ADDITION

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<thead>
<tr>
<th>TO:</th>
<th>Select Appropriate Committee</th>
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<tbody>
<tr>
<td>FROM (initiating Department):</td>
<td>Curriculum and Instruction</td>
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<tr>
<td>DATE SUBMITTED:</td>
<td></td>
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<tr>
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<td>Department Head</td>
<td>David Bell</td>
<td>6-17-15</td>
</tr>
<tr>
<td>Dean</td>
<td>Sherry L. Field</td>
<td>6-18-15</td>
</tr>
<tr>
<td>Teacher Education Council (If applicable)</td>
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<tr>
<td>DYS</td>
<td>5013</td>
<td>&lt;c&gt; Spring &lt;c&gt; Summer I</td>
</tr>
</tbody>
</table>

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Foundation of Language and Literacy Development

Will this course be cross-listed with another existing course? If so, list course subject and number.
- Yes [ ] No [x]

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number.
- Yes [ ] No [x]

Is this course repeatable for additional earned hours?
- Yes [ ] No [x] How many total hours? [ ]

Grading:
- Standard Letter [x] P/F [ ] Other [ ]

Mode of Instruction (check appropriate box):
- [ ] 01 Lecture [ ] 02 Lecture/Laboratory [ ] 03 Laboratory only
- [ ] 05 Practice Teaching [ ] 06 Internship/Practicum [ ] 07 Apprenticeship/Externship
- [ ] 08 Independent Study [ ] 09 Readings [ ] 10 Special Topics
- [ ] 12 Individual Lessons [ ] 13 Applied Instruction [ ] 16 Studio Course
- [ ] 17 Dissertation [ ] 18 Activity Course [ ] 19 Seminar [ ] 98 Other
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<th>How Much?</th>
<th>Select Fee Type</th>
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<tr>
<td><strong>Elective</strong></td>
<td><strong>Major</strong></td>
<td><strong>Minor</strong></td>
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<tr>
<td>(If major or minor course, you must complete the Request for Program Change form to add course to program.)</td>
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<td>b. Course number</td>
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<tr>
<td>c. Catalog course title</td>
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<td></td>
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<tr>
<td>d. Catalog description</td>
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<td>2. Cross-listing</td>
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<tr>
<td>3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)</td>
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<tr>
<td>4. Prerequisites</td>
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<td>5. Corequisites</td>
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<tr>
<td>6. Description</td>
<td></td>
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<tr>
<td>7. Notes (e.g., Information not in description such as course may be repeated for credit)</td>
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<td>8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)</td>
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<td>9. Fees (e.g., $36 art fee)</td>
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<tr>
<td>e. Section for Name of instructor, office hours, contact information (telephone, email)</td>
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<tr>
<td>f. Text required for course</td>
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<tr>
<td>g. Bibliography (supplemental reading list)</td>
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<tr>
<td>h. Justification/rationale for the course</td>
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<tr>
<td>i. Course objectives</td>
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<tr>
<td>j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)</td>
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<tr>
<td>k. Assessment methods (include grading policy with specific equivalents for A, B, C)</td>
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<td>l. Policy on absences, cheating, plagiarism, etc.</td>
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<tr>
<td>m. Course content (outline of material to be covered in course).</td>
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<tr>
<td>Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.</td>
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<tr>
<td>Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.</td>
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<tr>
<td>Attach the Course Addition Assessment Form. The form is located on the Assessment &amp; Institutional Effectiveness web page at <a href="http://www.atu.edu/assessment/">http://www.atu.edu/assessment/</a>.</td>
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<tr>
<td>If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at <a href="http://www.atu.edu/Registrar/curriculum_forms.php">http://www.atu.edu/Registrar/curriculum_forms.php</a>.</td>
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</table>
Course Title/Subject/Number: Foundations of Language and Literacy Development

Course Description: This course is designed to provide the dyslexia therapist candidates with a deep understanding of the stages of language processing as well as the structure of language, and define and identify factors that contribute to literacy.

Course Outcomes: The aim of this course is to provide a background in several core areas of the study of human language: phonetics and phonology (sound structure and patterns), morphology (word structure), syntax (sentence structure), and semantics (the meanings of words and expressions). Additional topics to be addressed include child language acquisition, dialects, social aspects of language and language change. After completion of this course, the student will show evidence of the following competencies:

<table>
<thead>
<tr>
<th>#</th>
<th>Dyslexia &amp; Other Learning Disorders Outcomes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand and explain the language processing requirements of proficient reading and writing.</td>
<td>ADT: 1.1</td>
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<td></td>
<td></td>
<td>IDA: A</td>
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<td></td>
<td></td>
<td>TESS: 1, 3</td>
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<tr>
<td>2</td>
<td>Define and identify environmental, cultural, and social factors that contribute to literacy development.</td>
<td>ADT: 1.3</td>
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<td></td>
<td></td>
<td>IDA: A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESS: 1, 3</td>
</tr>
<tr>
<td>3</td>
<td>Know and identify phases in the typical developmental progression of language and literacy.</td>
<td>ADT: 1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IDA: A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESS: 1, 3</td>
</tr>
<tr>
<td>4</td>
<td>Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling,</td>
<td>ADT: 1.5</td>
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<td></td>
<td>accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill,</td>
<td>IDA: A</td>
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<tr>
<td></td>
<td>vocabulary, reading comprehension, and writing.</td>
<td>TESS: 1, 3, 4</td>
</tr>
<tr>
<td>5</td>
<td>Know and explain how the relationships among the major components of literacy development change with reading</td>
<td>ADT: 1.6</td>
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<tr>
<td></td>
<td>development.</td>
<td>IDA: A</td>
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<td>TESS: 1, 3</td>
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<tr>
<td>6</td>
<td>Know the structure of language including phonology, orthography, morphology, semantics, syntax, and discourse</td>
<td>ADT: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</td>
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<tr>
<td></td>
<td>organization.</td>
<td>IDA: B</td>
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<td></td>
<td></td>
<td>TESS: 1, 3</td>
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<tr>
<td>7</td>
<td>Contrast first and second language phonological systems to assist English language learners.</td>
<td>ADT: 5.1.3</td>
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<td></td>
<td></td>
<td>IDA: E</td>
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<td></td>
<td></td>
<td>TESS: 1, 3</td>
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<tr>
<td>8</td>
<td>Apply the phonological features of a second language, such as Spanish, and how they interfere with English</td>
<td>ADT: 5.1.6</td>
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<tr>
<td></td>
<td>pronunciation and phonics.</td>
<td>IDA: E</td>
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<tr>
<td></td>
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<td>TESS: 1, 4</td>
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<tr>
<td>9</td>
<td>Explicitly and effectively, teach concepts related to spelling.</td>
<td>ADT: 5.6.2</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>1</td>
<td>Language Preview</td>
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<td></td>
<td>Phonetics</td>
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<td>2</td>
<td>Phonetics (continued)</td>
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<td>3</td>
<td>Phonology</td>
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<td>4</td>
<td>Phonology (continued)</td>
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<td>Morphology</td>
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<td>6</td>
<td>Syntax</td>
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<td>7</td>
<td>Syntax (continued)</td>
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<td>8</td>
<td>Semantics</td>
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<td>7</td>
<td>Semantics (continued)</td>
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<tr>
<td>8</td>
<td>Mid-term Exam</td>
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<tr>
<td>9</td>
<td>Historical Linguistics</td>
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<td>10</td>
<td>Classification of Languages</td>
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<tr>
<td>11</td>
<td>First Language Acquisition</td>
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<tr>
<td>11</td>
<td>Second Language Acquisition</td>
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<td>12</td>
<td>Psycholinguistics</td>
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<tr>
<td>13</td>
<td>Brain and Language</td>
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<tr>
<td>14</td>
<td>Language in Social Contexts</td>
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<tr>
<td>15</td>
<td>Language in Social Contexts (continued)</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
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</tbody>
</table>

**Course Outline:**

1. Participation/discussion 5% of final grade
2. Assignments 25 points each
   a) Exercise on transcription
b) Exercise on coarticulation
c) Exercise on other vowels and consonants
d) Exercise on feature representations
e) Exercise on Morphophonemics
f) Exercises on Variation
g) Exercise on Pronouns
h) Exercise on Spelling Pronunciation
i) Exercises on Language Families
j) Exercises on Second Language Pedagogy
k) Exercises on English Spelling
l) Exercises on types of signs

3. Stages and Standards Notebook 200 points
   Create a Notebook on Stages and Standards for Reading Development
   ✦ Each section must be divided with a tab divider and labeled.
   ✦ Each section must include:
     o A brief (one paragraph) description of the concept
     o A one page detailed explanation of the concept
     o A one page (minimum) instructional strategy
       ✦ The Instructional Strategy must include:
         • Title
         • Objective
         • Materials
         • Procedures
         • Evaluation of student learning
   ✦ The sections to include in the notebook will be:
     o Oral Language
     o Phonemic Awareness
     o Alphabetic Principal
     o Phonics
       ✦ Grapheme
       ✦ Morpheme
       ✦ Phoneme
     o Fluency
     o Comprehension
     o Vocabulary
     o Writing

4. Midterm Exam 100 points
5. Final Exam 100 points
6. Term Paper 100 points

Possible topics
  a) Bilingualism
  b) Language Disorders
  c) Philosophy of Language
  d) Phonetics
  e) Phonology
  f) Semantics
g) Languages and Dialects  
h) Linguistics  
i) Grammar and Word Use  
j) Language Acquisition  
k) Written Language

Field Component:
The following refers to an on-going documentation of your 30 required hours of observation/participation during the field component of this course.  
Keep an accurate log of hours using the form provided.  
You will write a Journal entry in the Journal area of the Assignments section of Blackboard. You  
must have at least 5 separate journal entries.

Methods of Student Performance Assessment and Evaluation Method: Coursework will be assessed by quantitative and qualitative methods. A variety of methods will be used to evaluate coursework to include scoring guides and rubrics. Written examinations and class assignments will serve to evaluate comprehension and application of concepts and skills. The following are the experiences and assignments that will be used to assess the course objectives and student competencies in these areas:

Grading Scale:  
A  90-100%  
B  80-89%  
C  70-79%  
D  60-69%  
F  59% or less

Policy on Cheating and Plagiarism:  

Bibliography:  


Office of Assessment and Institutional Effectiveness (2014)

Arkansas Tech University
Course Addition
Assessment Form

DYS 5013

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

| a. | How does this course fit with the university mission? This course prepares candidates to develop greater professional expertise in a needed area that will assist them in having a greater impact on learners with exceptional learning needs in the public school setting. These graduate-level endorsement courses will help the candidate in continuing to develop as a life-long learner, which not only aligns with the university mission but also with the expectations of educators within our state. |
| b. | If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This course is one required by the Arkansas Department of Education in order for candidates to move toward an education licensure endorsement as a Dyslexia Therapist, Grades K-12. |
| c. | Provide up to three student learning outcomes students will achieve after completing this course? Understand and explain the language processing requirements of proficient reading and writing. Define and identify environmental, cultural, and social factors that contribute to literacy development. Know and identify phases in the typical developmental progression of language and literacy. |
| d. | What assessment tool or measure will you use to assess student learning? Notebook on Stages and Standards for Reading Development |
| e. | What will students demonstrate, represent, or produce to provide evidence of their learning? The notebook will be divided into sections with summaries and strategies for how the candidate will address various forms of language disorders including dyslexia. |
| f. | Provide an example or examples of student learning assessment evidence which supports the addition of this course. The course is required by the State of Arkansas to pursue a licensure endorsement in this area. |
| g. | How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program |
provide comparative examples from regional educational institutions. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.
Arkansas Tech University  
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<td>6-17-15</td>
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<td>Teacher Education Council (If applicable)</td>
<td>Mervin B. White</td>
<td>8-24-15</td>
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<td>Graduate Council (If applicable)</td>
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<td>8-25-15</td>
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<tr>
<td>Registrar</td>
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<td>8/19/15</td>
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<td>Vice President for Academic Affairs</td>
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Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Interpreting and Administration of Assessments for Planning Instruction

Banner Title: (Limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Inter and Admin of Assess

Will this course be cross-listed with another existing course? If so, list course subject and number.
  ○ Yes ○ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number.
  ○ Yes ○ No

Is this course repeatable for additional earned hours?
  ○ Yes ○ No  How many total hours?

Grading:
  ○ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):
  ○ 01 Lecture ○ 02 Lecture/Laboratory ○ 03 Laboratory only
  ○ 05 Practice Teaching ○ 06 Internship/Practicum ○ 07 Apprenticeship/Externship
  ○ 08 Independent Study ○ 09 Readings ○ 10 Special Topics
  ○ 12 Individual Lessons ○ 13 Applied Instruction ○ 16 Studio Course
  ○ 17 Dissertation ○ 18 Activity Course ○ 19 Seminar ○ 98 Other
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<tr>
<td>☑ Elective</td>
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<td>⚫ Major</td>
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<td>⚫ Minor</td>
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For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
   - 2. Cross-listing
   - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   - 4. Prerequisites
   - 5. Co-requisites
   - 6. Description
   - 7. Notes (e.g., information not in description such as course may be repeated for credit)
   - 8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   - 9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification /rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at [http://www.atu.edu/assessment/](http://www.atu.edu/assessment/)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum_forms.php](http://www.atu.edu/registrar/curriculum_forms.php)
DYS 5023
Interpreting and Administration of Assessments for Planning Instruction
(3 credits)

Course Title/Subject/Number: Interpreting & Administration of Assessments for Planning Instruction

Course Description: This course is designed to provide the dyslexia specialist candidates with a comprehensive view of academic assessments. The course will familiarize the student with an overview of statistical concepts, the basic theories of assessment, interpreting data for instruction, and practicum experience administering academic assessments for planning instruction.

Course Outcomes (knowledge, skills, and dispositions to be achieved in this course): Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Outcomes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand and apply the differences among screening, diagnostic, outcome, and progress-monitoring assessments.</td>
<td>ADT: 4.1</td>
</tr>
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<td></td>
<td></td>
<td>TESS: 1, 3, 4</td>
</tr>
<tr>
<td>2</td>
<td>Understand basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties.</td>
<td>ADT: 4.2</td>
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<td></td>
<td></td>
<td>TESS: 1, 4</td>
</tr>
<tr>
<td>3</td>
<td>Understand and apply the principles of progress-monitoring and the use of graphs to indicate progress.</td>
<td>ADT: 4.3</td>
</tr>
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<td></td>
<td></td>
<td>TESS: 1, 3, 4</td>
</tr>
<tr>
<td>4</td>
<td>Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing.</td>
<td>ADT: 4.4</td>
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<td></td>
<td>TESS: 1, 3, 4</td>
</tr>
<tr>
<td>5</td>
<td>Recognize and interpret the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators.</td>
<td>ADT: 4.5</td>
</tr>
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<td></td>
<td></td>
<td>TESS: 1, 3, 4</td>
</tr>
<tr>
<td>6</td>
<td>Interpret and explain measures of reading comprehension and written expression in relation to an individual child's component profile.</td>
<td>ADT: 4.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESS: 1, 3, 4</td>
</tr>
<tr>
<td>7</td>
<td>Analyze a student's level of spelling development and spelling errors to determine instructional needs.</td>
<td>ADT: 5.6.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESS: 3</td>
</tr>
<tr>
<td>8</td>
<td>Integrate the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).</td>
<td>ADT: 5.6.5</td>
</tr>
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<td></td>
<td></td>
<td>TESS: 3</td>
</tr>
<tr>
<td>9</td>
<td>Recommend appropriate uses of assistive technology in written expression</td>
<td>ADT: 5.6.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESS: 4</td>
</tr>
</tbody>
</table>
|   | Avoid misrepresentation of the efficacy of educational or other treatments of the proof for or against those treatments | ADT: 6.1.2  
IDA: E  
TESS: 4 |
|---|---|---|
| 11 | Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully | ADT: 6.1.3  
IDA: E  
TESS: 4 |
| 12 | Respect confidentiality of students or clients | ADT: 6.1.8  
IDA: E  
TESS: 4 |
| 13 | Respect the intellectual property of others | ADT: 6.1.9  
IDA: E  
TESS: 4 |

ADT = Arkansas Dyslexia Therapist Competencies  
IDA = 2010 International Dyslexia Association Knowledge and Practice Standards  
TESS = Teacher Excellence and Support System

Taskstream Required for Course: Taskstream is an electronic service utilized during the block courses and internship at Arkansas Tech University. Students are required to pay for the use of Taskstream. To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com

Course Outline:

- Assessment for Identification of Reading Problems  
  o Some General Issues Related to Assessment  
  o Issues Related to Formal Assessment  
  o Steps in Assessment Identification

- Assessment for Verifying General Reading Levels  
  o Informal Reading Inventories  
  o Informal Word Recognition/Identification Inventories  
  o Cloze Tests  
  o Computer-Administered Tests  
  o Daily Observations  
  o Oral Versus Silent Reading Assessment  
  o Pre-and Postmeasures

- Assessment for Identifying Specific Strengths and Weaknesses Reading  
  o Assessing Prereading Concepts  
  o Assessing Phonemic Awareness  
  o Using a Student’s Own Dictated Story for Assessment  
  o Assessing Knowledge of Basic Sight Vocabulary  
  o Assessing Knowledge of Word Identification Strategies  
  o Oral Reading Observation and Analysis  
  o Assessing reading Fluency and Rate  
  o Writing Assessment  
  o Assessing Spelling  
  o Evaluating Diagnostic Tests
- Assessing Knowledge of Word Meanings
- Assessing Comprehension
- Assessing Metacognition
- Assessing Attitudes and Interests and obtaining Background Information
- Performance Assessment
- A Lesson Plan Format for Assessment Sessions

Textbook Required for Course: (This is the same book used in SPED 4123. This course will focus on the assessment chapters.)

Course Assignments Overview:

1. **Field Experience and Assessment Report**- (100 points)-(Standards 3 and 6)
   Students will administer an academic assessment, interpret results, and progress monitor growth of targeted students during their field experience. Students will create an assessment report. (rubric-scored)

2. **Electronic Journal**-(400 points)- (Standards 1-6)
   Students will maintain an electronic journal which will include 4-sections: Screening (Standards 1 and 2), Diagnostic (Standards 1, 4, and 5), Outcome (Standards 1 and 6), and Progress Monitoring (Standards 1 and 3). Each section will contain an in-depth reflection of the specific assessment. (rubric-scored)

3. **Article Reviews**-(50 points ea.)- (Standards 1-6)
   Students will write 2 article reviews on current assessment practices in the field of dyslexia. (rubric-scored)

4. **Lesson Plans**- (50 points)-(Standards 1 and 2)
   Students will create and implement one lesson plan for an assessment session. (rubric-scored)

5. **Assessments**
   a. Mid-term- (100 points)
   b. Final- (100 points)

6. **Participation**- (5 points ea.)- (100 points)
   Students will be expected to respond to course content prompts in the discussion area of Blackboard.

Field Component:
The following refers to an on-going documentation of your 30 required hours of observation/participation during the field component of this course.
Keep an accurate log of hours using the form provided..
You will write a Journal entry in the Journal area of the Assignments section of Blackboard. You must have at least 5 separate journal entries.

Methods of Student Performance Assessment and Evaluation Method:
Coursework will consist of text and related course readings, discussion of weekly prompts, developing an in-depth assessment journal, writing article reviews on current research and practice, and creating an assessment report of findings for field experience, all of which will serve to evaluate student comprehension and application of key course concepts and skills. A variety of methods will be used to evaluate coursework including rubrics and scoring guides.

Grading Scale:
A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  59% or less

Policy on Cheating and Plagiarism:
Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.
http://issuu.com/arkansasstechuniversity/docs/studenthandbook-2013

Bibliography:


Office of Assessment and Institutional Effectiveness (2014)

Arkansas Tech University

Course Addition

Assessment Form

OYS 5023

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

<table>
<thead>
<tr>
<th>(a) How does this course fit with the university mission? This course prepares candidates to develop greater professional expertise in a needed area that will assist them in having a greater impact on learners with exceptional learning needs in the public school setting. These graduate-level endorsement courses will help the candidate in continuing to develop as a life-long learner, which not only aligns with the university mission but also with the expectations of educators within our state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This course is one required by the Arkansas Department of Education in order for candidates to move toward an education licensure endorsement as a Dyslexia Therapist, Grades K-12.</td>
</tr>
<tr>
<td>(c) Provide up to three student learning outcomes students will achieve after completing this course? Understand and apply the differences among screening, diagnostic, outcome, and progress-monitoring assessments. Understand basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties. Understand and apply the principles of progress-monitoring and the use of graphs to indicate progress.</td>
</tr>
<tr>
<td>(d) What assessment tool or measure will you use to assess student learning? Students will complete a field experiences and assessment report, and electronic journal, and complete article reviews.</td>
</tr>
<tr>
<td>(e) What will students demonstrate, represent, or produce to provide evidence of their learning? In the field experience candidates will administer an academic assessment, interpret the results, and monitor progress of targeted students. The journal will involve an indication of various forms of assessment. Article reviews will entail the explanation of different assessments and project-monitoring approaches for students with dyslexia.</td>
</tr>
</tbody>
</table>

For assistance contact Dr. Monica Varner
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.

| g. | How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is required by the State of Arkansas to pursue a licensure endorsement in this area. |
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Select Appropriate Committee

FROM (Initiating Department): Curriculum and Instruction

DATE SUBMITTED:

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>David Bell</td>
<td>6-17-15</td>
</tr>
<tr>
<td>Dean</td>
<td>Sherry L. Fiteck</td>
<td>6-18-15</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td>Nancy B. Huffman</td>
<td>8-24-15</td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td>Nancy B. Huffman</td>
<td>8-25-15</td>
</tr>
<tr>
<td>Registrar</td>
<td>Tammy Weam</td>
<td>6/9/15</td>
</tr>
</tbody>
</table>

Vice President for Academic Affairs

Course Subject: (e.g., ACCT, ENGL) Course Number: (e.g., 1003) Effective Term: 
DYS 5033 Spring Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Professional Learning and Leadership

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Professional Learn and Lead

Will this course be cross-listed with another existing course? If so, list course subject and number. 

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? 

If so, list course subject and number. 

Is this course repeatable for additional earned hours? 

Grading: G Standard Letter C P/F C Other

Mode of Instruction (check appropriate box):

G 01 lecture C 02 Lecture/Laboratory C 03 Laboratory only
C 05 Practice Teaching C 06 Internship/Practicum C 07 Apprenticeship/Externship
C 08 Independent Study C 09 Readings C 10 Special Topics
C 12 Individual Lessons C 13 Applied Instruction C 16 Studio Course
C 17 Dissertation C 18 Activity Course C 19 Seminar C 96 Other
<table>
<thead>
<tr>
<th>Does this course require a fee?</th>
<th>☐ Yes</th>
<th>☑ No</th>
<th>How Much?</th>
<th>Select Fee Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>If selected other list fee type:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Elective</td>
<td>☐ Major</td>
<td>☐ Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(If major or minor course, you must complete the Request for Program Change form to add course to program.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>If course is required by major/minor, how frequently will course be offered?</td>
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</table>

For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.
DYSS5033
Professional Learning and Leadership
(3 credits)

Course Title/Subject/Number: Professional Learning and Leadership (SPED 4023)

Course Description: Professional Learning and Leadership is a course designed to prepare students to serve within a Dysexia Specialist position with all the incumbent responsibilities. To be able to ethically design, facilitate, lead and evaluate differentiated professional development programs for working with students with Dyslexia based on the most up to date research and policy from the local, state and national levels.

Course Outcomes (knowledge, skills, and dispositions to be achieved in this course): Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>SPED 4123 Outcomes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will discuss, evaluate and revise specific strategies to provide accurate information about currently accepted and scientifically supported best practices in the field; avoiding misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.</td>
<td>ADT: 6.1.1 &amp; 6.1.2 IDA: F IRA: 6 TESS: 4</td>
</tr>
<tr>
<td>2</td>
<td>Students will discuss, evaluate and revise specific strategies for reporting assessment and treatment results accurately, honestly, and truthfully and respects the training requirement of established credentials organizations by not making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.</td>
<td>ADT: 6.1.3, 6.1.4 &amp; 6.1.5 IDA: F IRA: 6 TESS: 4</td>
</tr>
<tr>
<td>3</td>
<td>Students will discuss, evaluate and revise specific strategies to avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur; and support treatment of individuals with dyslexia and related learning difficulties; and respecting confidentiality and intellectual property.</td>
<td>ADT: 6.1.6, 6.1.7, 6.1.8 &amp; 6.1.9 IDA: F IRA: 6 TESS: 4</td>
</tr>
</tbody>
</table>

Profession Learning and Leadership

<table>
<thead>
<tr>
<th>#</th>
<th>SPED 4123 Outcomes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students will recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility by demonstrating foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</td>
<td>ADT: 6.2.1 IDA: F IRA: 6 TESS: 4</td>
</tr>
<tr>
<td>5</td>
<td>Students will display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</td>
<td>ADT: 6.2.2 IDA: F IRA: 6 TESS: 4</td>
</tr>
</tbody>
</table>
Students will participate in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs for working with students with Dyslexia based on the most up to date research and policy from the local, state and national levels.

ADT = Arkansas Dyslexia Therapist Competencies
IDA = 2010 International Dyslexia Association Knowledge and Practice Standards
TESS = Teacher Excellence and Support System

TaskStream Required for Course: Taskstream is an electronic service utilized during the block courses and internship at Arkansas Tech University. Students are required to pay for the use of Taskstream. To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com

Technological Expectations: Since this course is entirely online, there are inherent technological expectations that need to be considered. As part of this course students will need to create a wiki, post to discussion boards, write journal entries, make a blog and submit all assignments through Blackboard. Students, who have never taken an online course and/or are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the professor on campus to go over the basics.

Course Outline:
- Educational Leadership for Students with Dyslexia and Other Special Needs
- School Culture and Organizational Change
- Laws and Policies Affecting Schools Serving Special Needs students
- Assessment Data and IEP's
- Ethical Practices for Working with Students with Dyslexia
- RTI and Inclusion: Facilitating Collaborative Arrangements
- Program Evaluation and Designing and Facilitation Professional Development Workshops

Textbooks Required for Course:
   Students will also be responsible for reading other course related materials provided by the professor.

Options for Purchase or Rent:
1) http://www.amazon.com/Building-Inclusive-Schools-Strategies-Success/dp/0205627641
2) http://www.coursesmart.com/0132733560/?a=1773944

Course Assignments Overview:
Field Component:
The following refers to an on-going documentation of your 30 required hours of observation/participation during the field component of this course. Keep an accurate log of hours using the form provided.

1. Field Experience and Related Assignments

   Students will be assigned to a K-6 school site for the semester. During this time, students are expected to not only observe, but also teach lessons, assist in tutorials, and other learning activities as directed by the mentor teacher and work on related field experience course assignments. Students will assess their own teaching and its effect on the students involved and will respond and react to the field experience through class discussions.

A. Personal Introduction Video (10 points)

   Students will create a YouTube video (http://www.youtube.com/vt/advertise/make-a-video.html) to introduce themselves to the rest of the class by sharing some interesting background information such as: where they are from, why they are taking the class, and anything else they might like the class to know. Videos should be at least 3 minutes.

   Remember to select the “shared with link” option on YouTube so that only people in the class can see it and not everyone on the Internet. Students will then post their hyperlink under the personal introduction heading on the discussion board so everyone in the class can see them.

B. CEC Smart Brief Current Events – (25 points for each monthly post - 100 points total)

   (Course Outcomes 1-6)

   Students will sign up for the free CEC Smart brief newsletter: https://www2.smartbrief.com/signupSystem/subscribe.action?pageSequence=1&briefName=cec&utm_source=brief by entering their email in the box (as pictured below). A rubric outlining the key elements of this task will be provided.

   Then, once a month, each student in the class will select an article from the CEC Smart brief newsletter that directly relates to the content of this course (leadership, professional learning, ethics, advocacy – through the lens of supporting students with special needs, especially LD/Dyslexia) and do the following:

   1) Post the hyperlink of their article on the discussion board

   2) Write at least three paragraphs about the article which should include:

       a. A specific quote or two from the article

       b. A personal connection to the topic of the article

       c. A third paragraph that shows how the quote and personal connection relate to the content in this course.

C. Peer Feedback on CEC Smart Brief Current Events (10 points for each monthly points – 50 points total)
Each month students are responsible for selecting one of their peers’ current events (a new person each month) and commenting on what was written. A rubric outlining the key elements of this task will be provided.

D. Case Study Analysis (15 points each) – varies (Course outcomes 1-6)
Students will evaluate a variety of case studies and discuss their thoughts and ideas with their fellow classmates. A rubric outlining the key elements of this task will be provided.

E. RTI and IEP Meeting Observations Notes (TESS Domain 4) - (100 points) (Course outcome 6)
Students are going to make arrangements either from within their practicum placements or in another suitable educational environment, to attend both a Response to Intervention Team Meeting as well as an IEP Team meeting where students with Dyslexia are being discussed. As part of this assignment they are also going to make arrangements to interview a special educator, school counselor, administrator, etc. who works closely with their special education team to gather information regarding the elements outlined in TESS domain 4). A rubric outlining the key elements of this task will be provided.

F. Leadership and Learning 1 frame Project - (100 points) (Course outcomes 1-9)
Based on a specific reading assignment from the profession, each student in the class will design their own unique 1 frame project as an instructional tool for helping others (teachers, principals related stake holders) to understand the importance of some specific issues directly related to a learning and leadership challenge of working with students diagnosed with dyslexia. A rubric outlining the key elements of this task will be provided.

G. Ethics Web quest - (100 points) (Course outcomes 1-3)
Based on the Ethics objectives outlined in the course syllabus (6.1.1-6.1.9), students are going to design their own web quest project as an instructional tool for helping others to understand the importance of ethical behaviors and beliefs of working with students diagnosed with dyslexia. A rubric outlining the key elements of this task will be provided.

H. Leadership and Learning Website – (200 points) (Course outcomes 1-6)
Using Google sites, students will individually design a free website page that addresses the following elements:

Along with the course text and related course reading materials, students will also incorporate relevant elements from the following sources:

2). The IRIS Center: Vanderbilt University- School Improvement/Leadership Learning Module Ideas: http://www.iriscenter.com/iris-resource-locator/

A rubric outlining the key elements/requirements of this task will be provided.
First, students will go to: https://support.google.com/sites/answer/153197?hl=en and sign up for a free Google sites account. Then students will create a different page for each of the following areas:

Opening Web Page
Supporting Students with Dyslexia and Other Special Needs

This page will be the students' philosophy statement, which will address the following elements:
1. Your Role as a Dyslexia Specialist in Establishing a School-Wide Supportive Learning Environment
2. Your Role as a Dyslexia Specialist in Providing Effective Instruction
3. Your Role as a Dyslexia Specialist in Collecting/Analyzing Accurate Assessment Data to Improve Learning Outcomes
4. Your Role as a Dyslexia Specialist in Serving as Liaison Between Parents, Specialists, Administrators and Related Community Partners

Tab 1
Research and Policy (Page Title)
Current and relevant examples of research and policy from the local, state and national levels.

Tab 2
Effective Leadership Practices (Page Title)
Elements to Include:
Advocacy Practices for Supporting Students with Dyslexia and Other Special Needs students
Ethics (1 frame overview and hyperlink)
Laws and Policies Affecting School Programs Serving Students with Dyslexia and Other Special Needs students

Tab 3
Designing and Facilitating Professional Development (Page Title)
Elements to Include:
Adult Learning, School Culture and Organizational Change Assessment for IEP and RTI Team meetings Effective Instructional Strategies for Working with Students with Dyslexia (Wiki overview and hyperlink from SPED 4123)

Things to Keep In Mind When Creating Your Website

1) Students must post the hyperlink to their website on the Blackboard discussion board by December 5th at 8 am.
2) Websites must include at least 7-10 different Internet sources (e.g.: NICHY, ed.gov, OSEP, IRIS, CEC, etc.) and all website sources must be credible, providing research based, accurate, current information. Don’t list examples/resources less than 5 years old unless it’s relevant to the topic being discussed.

3) Plagiarism will not be allowed, so a specific URL source must be listed for EVERY ITEM listed in the wiki or all points will be lost for that page!

4) Each website page must include pictures, graphics, video links and related interesting technological elements.

2. Preparation and Participation

Preparation and participation are all going to be an important part of this on-line course.

Activities will include: case studies, research reports, analyze assessment data, lesson simulations, group presentations, field based experiences/theory discussions, etc.

3. Assessments

Weekly Chapter Quizzes (Varies) Due date: Every Friday the weekly quiz will post to Blackboard and students will have until midnight on Sunday of the same week to complete it.

Students will be responsible for taking a weekly quiz based on the information from each of the 12 chapters in the text. They quizzes will be stored under the Quiz tab on Blackboard and students will have from Friday at 8 am until Sunday at midnight to take the quiz.

Methods of Student Performance Assessment and Evaluation Method:
Coursework will consist of text and related course readings, weekly quizzes, a variety independent and peer related activities, collaborative group work, group discussions, analyzing case studies and current research, developing, sharing lesson plans, and working with children at the field placement site, all of which will serve to evaluate student comprehension and application of key course concepts and skills. A variety of methods will be used to evaluate coursework including scoring guides and rubrics. The following are the experiences and assignments that will be required.
<table>
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<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Where to Submit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction YouTube Video (A)</td>
<td>August, 28, 2015</td>
<td>BB Discussion Board</td>
<td>15 points</td>
</tr>
<tr>
<td>CEC Smart brief Current Events (B)</td>
<td>Varies</td>
<td>BB Discussion Board</td>
<td>100 points (total)</td>
</tr>
<tr>
<td>Peer Feedback (C)</td>
<td>Varies</td>
<td>BB Discussion Board</td>
<td>50 points</td>
</tr>
<tr>
<td>Case Studies (D)</td>
<td>Varies</td>
<td>BB Discussion Board</td>
<td>15 points each</td>
</tr>
<tr>
<td>RTI and IEP Meeting Observations Notes (E)</td>
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<td>BB – Upload Submit Assignment Tab</td>
<td>100 points</td>
</tr>
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<td>Leadership and Learning iFrame Project (F)</td>
<td>Monday, October 26, 2015</td>
<td>BB Discussion Board</td>
<td>100 points</td>
</tr>
<tr>
<td>Ethics Web quest (G)</td>
<td>Monday, November 2, 2015</td>
<td>BB Discussion Board</td>
<td>50 points</td>
</tr>
<tr>
<td>Leadership and Learning Website (H)</td>
<td>Tuesday, December 1, 2015</td>
<td>BB Discussion Board</td>
<td>200 points</td>
</tr>
<tr>
<td>Assessments (weekly quizzes on text chapters)</td>
<td>Quizzes every Friday</td>
<td>Blackboard “Quizzes Tab”</td>
<td>Points vary</td>
</tr>
</tbody>
</table>

Please mark each of these assignment dates on your calendars!

Grading:
Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments, assessments and reflections. Late assignments will result in a decrease of the total points earned for the assignment. Assignments are late if the assignment is not turned in by the designated date and time. Student’s active participation in class exercises and discussions are vital to their growth and development as a reflective practitioner and professional educator.

Scale:
A  90-100%
B  80-89%
C  70-79%
D  60 - 69%
F  59% or less
Policy on Absences, Cheating, Plagiarism:


Bibliography:


Davis, R. & Braun, E. (2010). *The gift of dyslexia: Why some of the smartest people can’t read...and how they can learn*. Volume 33 (6).


Office of Assessment and Institutional Effectiveness (2014)

Arkansas Tech University

Course Addition

Assessment Form

DYS 5033

<table>
<thead>
<tr>
<th>Our Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide an answer for each question. Your answers are to be typed single spaced.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> How does this course fit with the university mission? This course prepares candidates to develop greater professional expertise in a needed area that will assist them in having a greater impact on learners with exceptional learning needs in the public school setting. These graduate-level endorsement courses will help the candidate in continuing to develop as a life-long learner, which not only aligns with the university mission but also with the expectations of educators within our state.</td>
</tr>
<tr>
<td><strong>b.</strong> If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This course is one required by the Arkansas Department of Education in order for candidates to move toward an education licensure endorsement as a Dyslexia Therapist, Grades K-12.</td>
</tr>
<tr>
<td><strong>c.</strong> Provide up to three student learning outcomes students will achieve after completing this course? Students will discuss, evaluate and revise specific strategies to provide accurate information about currently accepted and scientifically supported best practices in the field; avoiding misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments. Students will discuss, evaluate and revise specific strategies for reporting assessment and treatment results accurately, honestly, and truthfully and respects the training requirement of established credentials organizations by not making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services. Students will participate in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs for working with students with Dyslexia based on the most up to date research and policy from the local, state and national levels.</td>
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<tr>
<td><strong>d.</strong> What assessment tool or measure will you use to assess student learning? Students will complete CEC Smart Briefs Current Events discussion and application, Students will complete a case study. Students will complete a Leadership and Learning Frame Project.</td>
</tr>
</tbody>
</table>
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will select issues in the Smart Briefs in order to present pertinent information in a selected area. Students will evaluate case studies involving the identification, diagnosis, and instructional approaches for students with dyslexia. Students will complete a project that will assist others in the professional field.

f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.

g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.
# Request for Course Addition

**Arkansas Tech University**

**REQUEST FOR COURSE ADDITION**

<table>
<thead>
<tr>
<th>TO:</th>
<th>Select Appropriate Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM (Initiating Department):</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>DATE SUBMITTED:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>David Bell</td>
<td>6-17-15</td>
</tr>
<tr>
<td>Dean</td>
<td>Henry L. Field</td>
<td>6-18-15</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td>Tommy Lee</td>
<td>8-24-15</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td>8-25-15</td>
</tr>
<tr>
<td></td>
<td>Tommy Lee</td>
<td>6/19/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Subject: (e.g., ACCT, ENGL)</th>
<th>Course Number: (e.g., 1003)</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DYS 5043</td>
<td></td>
<td>Spring ☑ Summer ☐</td>
</tr>
</tbody>
</table>

**Official Catalog Title:** (If official title exceeds 30 characters, indicate Banner Title below)

**Structured Language Teaching**

**Banner Title:** (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

**Structure Language Teach**

**Will this course be cross-listed with another existing course? If so, list course subject and number.**

- [ ] Yes
- [x] No

**Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?**

- [ ] Yes
- [ ] No

**Is this course repeatable for additional earned hours?**

- [ ] Yes
- [x] No

**How many total hours?**

- [ ]

**Grading:**

- [ ] Standard Letter
- [ ] P/F
- [x] Other

**Mode of instruction (check appropriate box):**

- [ ] 01 Lecture
- [ ] 02 Lecture/Laboratory
- [ ] 03 Laboratory only
- [ ] 05 Practice Teaching
- [ ] 06 Internship/Practicum
- [ ] 07 Apprenticeship/Externship
- [ ] 08 Independent Study
- [ ] 09 Readings
- [ ] 10 Special Topics
- [ ] 12 Individual Lessons
- [ ] 13 Applied Instruction
- [ ] 16 Studio Course
- [ ] 17 Dissertation
- [ ] 18 Activity Course
- [ ] 19 Seminar
- [ ] 98 Other
Does this course require a fee?  ☑ Yes  ☐ No  How Much?  

If selected other list fee type:  

☑ Elective  ☐ Major  ☐ Minor  

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  

For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

a. Course subject  
b. Course number  
c. Catalog course title  
d. Catalog description  
  1. Arkansas Course Transfer System (ACTS) course number, if applicable  
  2. Cross-listing  
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)  
  4. Prerequisites  
  5. Co-requisites  
  6. Description  
  7. Notes (e.g., Information not in description such as course may be repeated for credit)  
  8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)  
  9. Fees (e.g., $36 art fee)  

e. Section for Name of instructor, office hours, contact information (telephone, email)  
f. Text required for course  
g. Bibliography (supplemental reading list)  
h. Justification/rationale for the course  
i. Course objectives  
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)  
k. Assessment methods (include grading policy with specific equivalents for A, B, C)  
l. Policy on absences, cheating, plagiarism, etc.  
m. Course content (outline of material to be covered in course).  

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?  No.  

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?  No.  

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/  

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.
**DYS5043**
**Structured Language Teaching**
**(3 credits)**

**Course Title/Subject/Number: Structured Language Teaching (SPED 4123)**

**Course Description:** Structured language teaching is a course designed to prepare students to design, teach, evaluate and adjust a variety of multisensory and multimodal approaches that effectively support students diagnosed with dyslexia (reading difficulties).

**Course Outcomes (knowledge, skills, and dispositions to be achieved in this course):** Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>DYS5043 Outcomes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand and apply principles of explicit and direct teaching: model, lead, give guided practice, and review focusing on comprehending, applying, and evaluating multisensory and multimodal techniques.</td>
<td>ADT: 5.2.2, 5.2.3, IDA: E, TESS: 1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>Plan and implement complete lesson format from the application in meaningful reading and writing so that students understand and implement research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.</td>
<td>ADT: 5.2.4, 5.2.5, IDA: E, TESS: 1, 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Understand and apply the reciprocal relationships among phonological processing/order (symbol/sound, morphemic variations, syllables), reading, spelling, and vocabulary; comparing and contrasting various phonological manipulations including identifying, matching, blending, segmenting, substituting, and deleting sounds.</td>
<td>ADT: 5.1.2, 5.1.4, 5.2, 5.2.1, IDA: E</td>
</tr>
<tr>
<td>3</td>
<td>Design, teach, evaluate, and adjust instructional activities and approaches that are most likely to improve phonological and fluency outcomes for students.</td>
<td>ADT: 5.1, 5.1.1, 5.3.1, IDA: 3, TESS: 1</td>
</tr>
<tr>
<td>4</td>
<td>Understand and recommend techniques to enhance student’s motivation to read and recommend appropriate uses of assistive technology for student with serious limitations in reading fluency and written expression.</td>
<td>ADT: 5.3.2, 5.3.3, 5.5.7, IDA: E, TESS</td>
</tr>
<tr>
<td>5</td>
<td>Understand the role of vocabulary development and vocabulary knowledge in comprehension and how to accommodate for the sources of wide differences in students’ vocabularies and related challenges student’s with dyslexia face.</td>
<td>ADT: 5.4.1, 5.4.5, IDA: E, TESS</td>
</tr>
<tr>
<td>6</td>
<td>Understand and demonstrate the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction, specifically: before, during, and after reading and understand that knowledge is multifaceted.</td>
<td>ADT: 5.4.2, 5.4.3, 5.4.4, IDA: E</td>
</tr>
<tr>
<td>7</td>
<td>Utilize multisensory techniques to teach letter naming, letter formation, and handwriting fluency.</td>
<td>ADT: 5.5.1, IDA: E, TESS: 3</td>
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</table>
| 8  | Explicitly and effectively, teach concepts related to spelling, specifically: how to recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling through analyzing a students' level of spelling development and spelling errors to determine instructional needs. | ADT: 5.5.2, 5.5.3, 5.5.4  
IDA: E  
TESS: 3 |
| 9  | Design, teach, evaluate, and adjust activities to address developmental expectations for students’ writing components, integrating the major components and processes of written expression and how they interact. | ADT: 5.5.5, 5.5.6  
IDA: E  
TESS: 1 |
| 10 | Handwriting, Spelling, and Written Expression. | ADT: 5.6  
IDA: E  
TESS: 3 |
| 12 | Displaying positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. | ATS: 6.2.2  
IDA: E  
TESS: 3 |
| 13 | Participating in, designing, facilitating, leading, and evaluating effective and differentiated professional development programs. | ATS: 6.2.3  
IDA: E  
TESS: 4 |
| 14 | Understanding and informing local, state, or national policy. | ATS: 6.2.4  
IDA: E  
TESS: 4 |

ADT = Arkansas Dyslexia Therapist Competencies  
IDA = 2010 International Dyslexia Association Knowledge and Practice Standards  
TESS = Teacher Excellence and Support System

**TaskStream Required for Course:** Taskstream is an electronic service utilized during the block courses and internship at Arkansas Tech University. Students are required to pay for the use of Taskstream. To access this service, pay on-line with a credit or debit card at the following address: [http://www.taskstream.com](http://www.taskstream.com)

**Technological Expectations:** Since this course is entirely online, there are inherent technological expectations that need to be considered. As part of this course, students will need to create a wiki, post to discussion boards, write journal entries, make a blog and submit all assignments through Blackboard. Students who have never taken an online course and/or are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the professor on campus to go over the basics.

**Course Outline:**

- Basic Concepts and Definitions in Reading
- Causes and Correlates of Individual Differences in Reading
- Identifying Specific Strengths and Weakness in Reading and Writing Skills
- Principles of Instruction for Delayed Readers
- Word Recognition, Identification and Fluency
- Knowledge of Word Meanings
- Comprehension of Narrative and Informational Text
Characteristics and Programs for Severely Delayed Readers
Supporting Diverse Populations with Reading Difficulties

Textbook Required for Course:


- This course text will also be used within your SPED 4053 Assessment course.
- Students’ will also be responsible for reading other course related materials provided by the professor.

Options for Purchase or Rent:

http://instructors.coursesmart.com/instructing-students-who-have-literacy-problems/sandra-mccormick-jerry-zutell/dp/9780133563641

Course Assignments Overview:

Field Component:
The following refers to an on-going documentation of your 90 required hours of observation/participation during the field component of this course.
Keep an accurate log of hours using the form provided.

1. Field Experience and Related Assignments
   Students will be assigned to a K-6 school site for the semester. During this time, students are expected to not only observe, but also teach lessons, assist in tutorials, and other learning activities as directed by the mentor teacher and work on related field experience course assignments. Students will assess their own teaching and its effect on the students involved and will respond and react to the field experience through class discussions.

   A. Personal Introduction Video (15 points)

   Students will create a YouTube video (http://www.youtube.com/yt/advertise/make-a-video.html) to introduce themselves to the rest of the class by sharing some interesting background information such as: where they are from, why they are
taking the class, and anything else they might like the class to know. Videos should be at least 3 minutes long. Remember to select the “shared with link” option on YouTube so that only people in the class can see it and not everyone on the Internet. Students will then post their hyperlink under the personal introduction heading on the discussion board so everyone in the class can see them.

B. LD Online Current Events – (35 points for each monthly post - 105 points total)
(Standards 1-9)
Students will sign up for the LD Online free newsletter: http://www.ldonline.org/ by entering their email in the box (as pictured below). A rubric outlining the key elements of this task will be provided.

Then, once a month (Sept, Oct, Nov-3), each student in the class will select an article from the newsletter and do the following:

1) Post the hyperlink of their article on the discussion board
2) Write at least three paragraphs about the article which should include:
   a. A summary of what the article was about
   b. A specific quote or two from the article
   c. A personal connection to the topic of the article
   d. At least one full paragraph that shows how the quote and personal connection relate to the content in this course.

C. Peer Feedback on Current Events (15 points for each monthly points – 45 points total)
Each month students are responsible for selecting one of their peers’ current events (a new person each month) and commenting on what was written. A rubric outlining the key elements/requirements of this task will be provided.

D. Teaching Observation – (100 points) (Standards 1 and 2)
Using the TESS observation tool students will make arrangements in their practicum school to observe a teacher working specifically with a child with dyslexia. Students will set up a time when they can observe this teacher teaching a 20-30 minute lesson. Students must observe a time frame that is at least this long or they will have difficulty collecting sufficient observational data. During this observation students will be taking specific anecdotal notes (refer to form below) and they will be responsible for filling in Domains 2 and 3 on the TESS observation form. Students will also write a two-three page overview outlining what the teacher taught focused on specifically addressing how the teacher modeled the new information, provided guided practice opportunities, and incorporated multisensory and multimodal techniques and how these instructional strategies supported: working
memory, attention, executive function, or processing speed. A rubric outlining the key elements/requirements of this task will be provided.

**Things to turn in:**

1. Tess Pages 2 and 3 (Domain 2 and 3) – typed

2. Two page overview of what the practicum teacher taught during his/her 20-30 minute lesson focusing specifically on how he/she: modeled the new information, provided guided practice opportunities, and incorporated multisensory and multimodal techniques and how these instructional strategies supported: working memory, attention, executive function, or processing speed.

Example:
https://drive.google.com/?usp=docs_home&authuser=0#folders/0B28OD1GXty7hUXN5jdJDV18xb2M

**E. Universal Design for Learning Lesson Plan** – (50 points) – *(Standards 1 and 2)*
Students will design a UDL language arts lesson plan specifically designed for students with weaknesses in working memory, attention, executive function, or processing speed and incorporates a variety of multisensory and multimodal techniques. A rubric outlining the key elements/requirements of this task will be provided.

**F. Phonics and Spelling Prezi** – (50 points) – *(Standards 3 and 8)*
Students will design a prezi, which focuses on effective strategies for teaching phonics and spelling to struggling readers. A rubric outlining the key elements/requirements of this task will be provided.


**G. Case Study Analysis** *(100 points) (Standards 3-9)*
For the first part of this assignment students are going to interview their practicum teacher using Voicethread (instructions are outlined below). The interview is going to be based on some of the challenges of teaching literacy skills to children diagnosed with dyslexia. Students are going to generate a list of questions to help guide the interview, which specifically focus on challenges, related to: phonics, spelling, vocabulary and fluency in reading and writing. Then they are going to record their teacher describing this challenge using the Voicethread program (app).

**Peer Analysis**

The second part of this assignment, students are going to create a new Voicethread response that outlines various solutions to the challenges outlined by their teacher for working with student’s with dyslexia. Their solutions will be derived from the
information they've gleaned from the course text and/or another credible sources. It is like a case study analysis but a virtual one. Rubrics for both parts of this assignment – interview & case analysis – will be provided.

Example: http://voicethread.com/#u4343379.b5553518.j28294542

H. Summative Wiki Resource (200 points) – (Standards 1-9)

As part of the learning/reflection process for this course, each student will create a summative project that allows them to showcase their understanding of effective instructional strategies and material for working with students with Dyslexia focusing specifically on core literacy skills: phonics, spelling, vocabulary and reading and writing fluency.

Along with the course text and related course reading materials, students will also incorporate relevant elements from the following sources:

➤ The U.S. Office of Special Education – “OSED Ideas the Work: Instructional Practices” website resource
  https://www.osepideasatwork.org/toolkits/InstPract_put_reading_first.asp

➤ The IRIS Center: Vanderbilt University-- RTI and Related Reading Intervention Learning Module Ideas: http://www.iriscenter.com/iris-resource-locator/

A rubric outlining the key elements/requirements of this task will be provided.

First, students will go to https://plans.pbworks.com/signup/edubasic20 and sign up for a free wiki account. Then students will create a different wiki page for each of the following areas:

Page 1 (Introduction Page)
Planning and Teaching (Page Title)
Course Outcomes 1 and 2

For this page student will copy and paste their lesson plan (assignment D) onto the wiki as well as other relative resources and suggestion (examples from OSEP and IRIS)

Page 2
Phonics (Page Title)
Course Outcome 3

Page 3
Fluency (Page Title)
Course Outcomes 3 and 4

Page 4
Vocabulary (Page Title)
Course Outcome 5 and 6

Page 5
Comprehension and Metacognition (Page title)

Page 6
Handwriting, Spelling and Written Expression (Page Title)

Course Outcome 7, 8 and 9

Example:
http://rhenderson1.pbworks.com/w/page/70525006/Similarities%20and%20Differences

The focus is different but the overall design elements (different pages, graphics, embedded videos, supporting detailed descriptions of elements, etc.) will be similar:

Things to Keep In Mind When Creating Your Wiki:

1) Students must post the hyperlink to their wiki on the Blackboard discussion board by December 5th at 8 am.

2) This is another sample wiki so that students can see the level of thoroughness that is expected for this assignment but nothing from this person’s website may be included in the wiki students are creating for this course. It must all be original work.
   - http://danielle20.pbworks.com/

3) Wikis must include at least 3-5 different Internet sources (e.g.: NICHY, ed.gov, NCELA, CEC, etc.) and all website sources must be credible, providing research based, accurate, current information. Do not list examples/resources less than 5 years old unless it is relevant to the topic being discussed.

4) Plagiarism will not be allowed, so a specific URL source must be listed for EVERY ITEM listed in the wiki or all points will be lost for that page.

5) Each wiki page must include pictures, graphics, video links and related interesting technological elements.

2. Course Preparations and Participation
   Preparation and participation are all going to be an important part of this on-line course. Activities will include: case studies, current event discussion, lesson development, field based experiences/theory discussions, etc.

3. Course Assessments

Weekly Chapter Quizzes (Varies) (Standards 1-9)

Due date: Every Friday the weekly quiz will post to Blackboard and students will have until midnight on Sunday of the same week to complete it.

Students will be responsible for taking a weekly quiz based on the information from each of the 12 chapters in the text. They quizzes will be stored under the Quiz tab on Blackboard and students will have from Friday at 8 am until Sunday at midnight to take the quiz. They will have unlimited attempts but only 60 minutes to answer all 30 questions.
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Coursework will consist of text and related course readings, weekly quizzes, a variety
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<tr>
<td>Case Study Interview and Analysis (F)</td>
<td>Monday, November 23, 2015</td>
<td>BB Discussion Board</td>
<td>100 points</td>
</tr>
<tr>
<td>Summative Wki (G)</td>
<td>Tuesday, December 1, 2015</td>
<td>Upload wiki hyperlink to the Submit Assignments Tab</td>
<td>200 points</td>
</tr>
<tr>
<td>Assessments (weekly quizzes on text chapters)</td>
<td>Quizzes every Friday</td>
<td>Blackboard “Quizzes Tab”</td>
<td>14 Quizzes (Points vary)</td>
</tr>
</tbody>
</table>

Please mark each of these assignment dates on your calendar!
Grading:
Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments, assessments and reflections. Late assignments will result in a decrease of the total points earned for the assignment. Assignments are late if the assignment is not turned in by the designated date and time. Student's active participation in class exercises and discussions are vital to their growth and development as a reflective practitioner and professional educator.

Scale:
A  90-100%
B  80-89%
C  70-79%
D  60 - 69%
F  59% or less

Policy on Absences, Cheating, Plagiarism:

Bibliography:
Davis, R. & Braun, E. (2010). The gift of dyslexia: Why some of the smartest people can't read...and how they can learn. Volume 33 (6).
The IRIS Center: Vanderbilt University. Retrieved November 21, 2014 from the IRIS Center Website: http://www.iriscenter.com/iris-resource-locator/

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

**Provide an answer for each question. Your answers are to be typed single spaced.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How does this course fit with the university mission? This course prepares candidates to develop greater professional expertise in a needed area that will assist them in having a greater impact on learners with exceptional learning needs in the public school setting. These graduate-level endorsement courses will help the candidate in continuing to develop as a life-long learner, which not only aligns with the university mission but also with the expectations of educators within our state.</td>
<td></td>
</tr>
<tr>
<td>b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This course is one required by the Arkansas Department of Education in order for candidates to move toward an education licensure endorsement as a Dyslexia Therapist, Grades K-12.</td>
<td></td>
</tr>
<tr>
<td>c. Provide up to three student learning outcomes students will achieve after completing this course? Understand and apply principles of explicit and direct teaching: model, lead, give guided practice, and review focusing on comprehending, applying, and evaluating multisensory and multimodal techniques. Plan and implement complete lesson format from the application in meaningful reading and writing so that students understand and implement research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed. Design, teach, evaluate, and adjust instructional activities and approaches that are most likely to improve phonological and fluency outcomes for students.</td>
<td></td>
</tr>
<tr>
<td>d. What assessment tool or measure will you use to assess student learning? LD Online Current Events Discussion Facilitation, Teaching Observation, Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will facilitate a current events discussion on some important topic involving students with learning disabilities to help peers in better understanding various learning disabilities including dyslexia. Students will observe a teacher teaching a student with dyslexia and will focus on various approaches the teacher used by using the TESS evaluation rubric. Students will complete a UDL lesson plan</td>
<td></td>
</tr>
</tbody>
</table>

FOR ASSISTANCE CONTACT DR. MONICA VARNER
specifically designed for students with working memory, attention, executive function, or processing speed difficulties.

<table>
<thead>
<tr>
<th>f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The course is required by the State of Arkansas to pursue a licensure endorsement in this area.</td>
</tr>
</tbody>
</table>
Arkansas Tech University
REQUEST FOR COURSE ADDITION

<table>
<thead>
<tr>
<th>TO:</th>
<th>Select Appropriate Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM (Initiating Department):</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>DATE SUBMITTED:</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Signature</td>
</tr>
<tr>
<td>Department Head</td>
<td>David Bell</td>
</tr>
<tr>
<td>Dean</td>
<td>Sherry L. Elrod</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td>Lucy B. Luttrell</td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td>Lucy B. Luttrell</td>
</tr>
<tr>
<td>Registrar</td>
<td>Sammie Leavance</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Subject: (e.g., ACCT, ENGL)</th>
<th>Course Number: (e.g., 1003)</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBMD</td>
<td>6503</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

School Librarian: Leadership and Collaboration

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Leadership & Collaboration

Will this course be cross-listed with another existing course? If so, list course subject and number.

- Yes □ No □

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

- Yes □ No □

If so, list course subject and number.

Is this course repeatable for additional earned hours?

- Yes □ No □ How many total hours?

Grading: □ Standard Letter □ P/F □ Other □

Mode of Instruction (check appropriate box):

- □ 01 Lecture □ 02 Lecture/Laboratory □ 03 Laboratory only
- □ 05 Practice Teaching □ 06 Internship/Practicum □ 07 Apprenticeship/Externship
- □ 08 Independent Study □ 09 Readings □ 10 Special Topics
- □ 12 Individual Lessons □ 13 Applied Instruction □ 16 Studio Course
- □ 17 Dissertation □ 18 Activity Course □ 19 Seminar □ 98 Other
<table>
<thead>
<tr>
<th>Does this course require a fee?</th>
<th>☐ Yes ☐ No</th>
<th>How Much?</th>
<th>Select Fee Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>If selected other list fee type:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Elective ☑ Major ☐ Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

| Summer I |

For the proposed course, attach a syllabus in Word format that includes: (Items a. through d. should be entered as they should appear in the catalog)

- Course subject
- Course number
- Catalog course title
- Catalog description
  1. Arkansas Course Transfer System (ACTS) course number, if applicable
  2. Cross-listing
  3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
  4. Prerequisites
  5. Co-requisites
  6. Description
  7. Notes (e.g., Information not in description such as course may be repeated for credit)
  8. Contact hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
  9. Fees (e.g., $36 art fee)
- Section for Name of Instructor, office hours, contact information (telephone, email)
- Text required for course
- Bibliography (supplemental reading list)
- Justification/rationale for the course
  i. Course objectives
  j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
  k. Assessment methods (include grading policy with specific equivalents for A, B, C)
  l. Policy on absences, cheating, plagiarism, etc.
  m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?

N/A

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at [http://www.atu.edu/assessment/](http://www.atu.edu/assessment/)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).
LBMD 6503
School Librarian: Leadership and Collaboration

Instructor: Terri Toland
Office: 308 Crabaugh
Office Hours: Monday 9:00-4:00 & Thursday 2:00-5:00

Email: ttoland@atu.edu
Phone: 479-968-0434

Required Textbooks:

Prerequisites: None

Catalog/Course Description:
This course focuses on the role of the school librarian as an educational leader and instructional partner. Students will explore professional dispositions, promotional efforts, collaborative partnerships, and advocacy aspects of the school librarian's critical leadership role in the learning community.

Rationale for Course:
This course will focus on the leadership aspect of the library media specialist. This course is required for students pursuing licensure as a library media specialist.

Course Outcomes: Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>LBMD 6503 Outcomes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide leadership in the school learning community.</td>
<td>ALA/AASL 4.1, 4.2, 4.3</td>
</tr>
<tr>
<td></td>
<td>TESS 1a, 4d, 4e</td>
</tr>
<tr>
<td>Proactively engage teachers in collaborative student learning activities.</td>
<td>ALA/AASL 1.2, 1.3, 2.4, 3.3</td>
</tr>
<tr>
<td></td>
<td>TESS 1c, 4d</td>
</tr>
<tr>
<td>Design a process to seek input from the learning community to identify relevant and meaningful library services.</td>
<td>ALA/AASL 1.3, 4.3</td>
</tr>
<tr>
<td></td>
<td>TESS 1c, 1d, 3c</td>
</tr>
<tr>
<td>Facilitate professional learning experiences for the faculty.</td>
<td>ALA/AASL 1.3, 4.2</td>
</tr>
<tr>
<td></td>
<td>TESS 4e</td>
</tr>
<tr>
<td>Advocate for effective school library media programs.</td>
<td>ALA/AASL 4.1, 4.4</td>
</tr>
<tr>
<td></td>
<td>TESS 2b, 4a</td>
</tr>
<tr>
<td>Topics</td>
<td>Folder</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Leadership: Building Influence for Change</td>
<td>1</td>
</tr>
<tr>
<td>Librarians as Learning Leaders: Cultivating Cultures of Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>Research Models and Information Seeking Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>4</td>
</tr>
<tr>
<td>Collaboration: Instructional Partners</td>
<td>5</td>
</tr>
<tr>
<td>Professional Dispositions and Ethics</td>
<td>6</td>
</tr>
<tr>
<td>Use of Reflection</td>
<td>7</td>
</tr>
<tr>
<td>School Librarian as Advocacy Leader</td>
<td>8</td>
</tr>
<tr>
<td>Literacy Leadership and the School Library</td>
<td>9</td>
</tr>
<tr>
<td>School Librarian as Curriculum Leader</td>
<td>10</td>
</tr>
<tr>
<td>Technology Leadership</td>
<td>11</td>
</tr>
<tr>
<td>School Librarians as Learning Leaders</td>
<td>12</td>
</tr>
<tr>
<td>Intellectual Freedom</td>
<td>13</td>
</tr>
<tr>
<td>Leadership as a Foundational Element for School Librarians</td>
<td>14</td>
</tr>
</tbody>
</table>

**Gradning**

Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments, assessments, and reflections.
Grading Scale:
A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%

Course Policies

Assignments
Assignments must be turned in on the due date. One full grade deduction will be applied to all late assignments. Assignments that are significantly late may receive no credit.

Academic Integrity
All students are expected to maintain ethical and professional conduct. It is your responsibility to be familiar with the academic honesty policy outlined in the Arkansas Tech University Student Handbook.

Plagiarism and Cheating
Plagiarism and cheating are serious academic issues. Any information that is copied from another source must be noted as such in student materials. Credit should be given and sources should be cited. Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Instances of academic misconduct could result in a grade of D on the assignment or a grade of F in the course.

Coursework will consist of text and related course readings, weekly quizzes, collaborative group work, site visits, group discussions, and a variety of independent activities, all of which will serve to evaluate student comprehension and application of key course concepts and skills.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Create a Website</td>
<td>150</td>
</tr>
<tr>
<td>Advocacy Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Varies</td>
</tr>
<tr>
<td>Developing Collaborative Instruction</td>
<td>50</td>
</tr>
<tr>
<td>Literacy Leadership (Collaborative Project)</td>
<td>50</td>
</tr>
<tr>
<td>Technology Leadership</td>
<td>50</td>
</tr>
<tr>
<td>Intellectual Freedom</td>
<td>50</td>
</tr>
<tr>
<td>TESS &amp; Self-Reflection</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>Varies</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>Varies</td>
</tr>
</tbody>
</table>
Bibliography


Arkansas Tech University
Course Addition
Assessment Form

Our Mission
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for lifelong learning to a diverse community of learners.

<table>
<thead>
<tr>
<th>Provide an answer for each question. Your answers are to be typed single spaced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How does this course fit with the university mission? LBMD 6503 School Librarian: Leadership and Collaboration will provide students with the opportunity to enhance scholastic development in advocacy and leadership strategies. The course will also provide foundational knowledge and understanding that are necessary to developing professional ethics.</td>
</tr>
<tr>
<td>b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. ALA/AASL Standards for Initial Preparation of School Librarians states: &quot;Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community.&quot; &quot;Candidates provide leadership by articulating the ways in which school libraries contribute to student achievement.&quot;</td>
</tr>
<tr>
<td>c. Provide up to three student learning outcomes students will achieve after completing this course? Articulate ethical principles that are foundational to effective school library programs (ALA/AASL 3.1, 3.2, TESS 2b, 4f). Communicate the impact of the school library media program on student achievement (ALA/AASL 3.4, 4.3, 4.4, TESS 1c, 4c). Design a process to seek input from the learning community to identify relevant and meaningful library services (ALA/AASL 1.3, 4.3, TESS 1c, 1d, 3c).</td>
</tr>
<tr>
<td>d. What assessment tool or measure will you use to assess student learning? Exam, Advocacy Presentation, Quizzes, Responses to Discussion Forum Questions</td>
</tr>
<tr>
<td>e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will create a Website which will include Literacy Project, Collaborative Instruction Lesson, Pathfinder, and Advocacy Information.</td>
</tr>
<tr>
<td>f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The course that is being replaced (Preservation of Instructional Materials) by Leadership and Collaboration is an outdated course that supports very few current ALA/AASL standards. The Leadership and Collaboration course will address several ALA/AASL standards as outlined in the syllabus.</td>
</tr>
</tbody>
</table>

FOR ASSISTANCE CONTACT DR. MONICA VARNER
Office of Assessment and Institutional Effectiveness (2014)

| g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Southern Arkansas University has LMIS 6073 Leadership and Professionalism. UCA requires Technology and Leadership Planning course. |
Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO:  
Select Appropriate Committee

FROM (Initiating Department):  
Curriculum and Instruction

DATE SUBMITTED:  

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>David Bell</td>
<td>6/17/15</td>
</tr>
<tr>
<td>Dean</td>
<td>Sherry L. Fied</td>
<td>6/18/15</td>
</tr>
<tr>
<td>Teacher Education Council (If applicable)</td>
<td>Jimmy B. Scott</td>
<td>8/24/15</td>
</tr>
<tr>
<td>Graduate Council (If applicable)</td>
<td>Jimmy B. Scott</td>
<td>8/25/15</td>
</tr>
<tr>
<td>Registrar</td>
<td>Sammy Weaver</td>
<td>6/19/15</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Title:  
Secondary Education Instructional Technology

Requested changes will be effective Summer I for next catalog year

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) a) Program title change to: Instructional Technology; b) add LBMD 6503 School Librarian: Leadership and Collaboration and EDM 6303 Survey of Instructional Technology; c) remove LBMD 6013 Reference Materials in the School Library Media Center and LBMD 6043 Preservation of Instructional Materials.

Library media specialty option

What impact will the change have on staffing, on other programs and space allocation?

None

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

| Provide an answer for each question. Your answers are to be typed single spaced. |
| a. How does the program change fit with the university mission? The curricular changes to the Master of Education Secondary Education Instructional Technology program will provide students the opportunity to enhance their scholastic development and advance professionalism as they work toward becoming school librarians. |
| b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A |
| c. How will the program change impact learning for students enrolled in this program? From the proposed changes students will (a) understand the importance of advocating for school library programs and articulate to stakeholders; (b) be proactive in developing and establishing collaborative partnerships; (c) gain basic skills in creating a website; (d) select, use and teach emerging technology tools to enrich instruction. |
| d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will be knowledgeable in the field of school librarianship after completion of the program, and can apply for the Library Media Specialist endorsement to a teaching license. Students complete a practicum which includes 120 hours served in K-12 setting. Students will perform a variety of professional responsibilities during the Practicum which include teaching, collaborating with teachers, providing professional development, support circulation and collection development duties, and promote the love of reading. |
| e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Today’s library media specialist must be knowledgeable and competent with a variety of instructional technology. The proposed course addition of Survey of Instructional Technology will provide additional instruction in the area of instructional technology to better prepare school librarians as more and more schools go 1:1 and incorporate instructional technology into the curriculum. The Leadership and Collaboration course replaces a very outdated course that provides little content and support to ALA/AASL and TESS standards. The Leadership and Collaboration course will focus on ALA/AASL Standard 4 Advocacy and Leadership. |
Office of Assessment and Institutional Effectiveness (2014)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f.</td>
<td>How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. UCA and SAU offer library media specialist programs.</td>
</tr>
<tr>
<td>g.</td>
<td>Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Current assessments will continue to be used following the ALA standards. The delivery will increase from face-to-face and online courses to almost entirely online courses (The practicum is the only course not online). The assessments selected for the ALA SPA will continue to be used.</td>
</tr>
</tbody>
</table>
Arkansas Tech University
- REQUEST FOR COURSE CHANGE

TO: | Graduate Council
---|---
FROM (Initiating Department): | Mechanical Engineering
DATE SUBMITTED: | 1 Jul 15

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>[Signature]</td>
<td>1 Jul 15</td>
</tr>
<tr>
<td>Dean</td>
<td>[Signature]</td>
<td>7-12-15</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td>[Signature]</td>
<td>6-25-15</td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td>[Signature]</td>
<td>7/20/15</td>
</tr>
<tr>
<td>Registrar</td>
<td>[Signature]</td>
<td></td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Subject: (e.g., ACCT, ENGL) | Course Number: (e.g., 1003)
--- | ---
MCEG | 6881, 6882, 6883

Is this course cross-listed with another existing course? If so, list course subject and number.

- [ ] Yes  - [ ] No

Official Catalog Title:
Workshop

Request to change: (check appropriate box):

- [ ] Course Number  - [ ] Title  - [ ] Course Description
- [ ] Cross-Listing  - [ ] Prerequisite  - [ ] Co-requisite
- [ ] Grading  - [ ] Fee
- [ ] Other

*add Note: May be repeated for credit if course content varies*

NOTES: These changes will become effective in the Summer I Term of the new catalog year.

If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.
New Course Number: (e.g., 1003)  
- no change

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)  
- Special Topics in Engineering

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)  
- Special Topics in Engineering

New Course Description:  
Special topics in engineering relating to current engineering topics not covered in other courses.

New Cross List:  
- Adding Cross-Listing  
- Changing Cross-Listing  
- Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number. (detail the difference in undergraduate and graduate course below, if appropriate)

New Prerequisite (list all, as you want them to appear in the catalog):  
- No change

New Co-requisite (list all, as you want them to appear in the catalog):  
- No change

- Elective  
- Major  
- Minor

(if major or minor course, you must complete the Request for Program Change form to add course to program.)

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at [http://www.atu.edu/assessment/](http://www.atu.edu/assessment/)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).
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<table>
<thead>
<tr>
<th>Provide an answer for each question. Your answers are to be typed single spaced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.</td>
</tr>
<tr>
<td>Not applicable.</td>
</tr>
<tr>
<td>b. Provide an example or examples of student learning assessment evidence which supports the course change.</td>
</tr>
<tr>
<td>The title and course description changes are an effort to better define the course. The addition of the note, &quot;May be repeated for credit if course content varies&quot;, corrects a typo in the original course addition wherein the appropriate box was not checked.</td>
</tr>
</tbody>
</table>
Arkansas Tech University
REQUEST FOR COURSE ADDITION

<table>
<thead>
<tr>
<th>TO:</th>
<th>Select Appropriate Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM (Initiating Department):</td>
<td>Emergency Management</td>
</tr>
<tr>
<td>DATE SUBMITTED:</td>
<td>2-8-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>[Signature]</td>
<td>2-8-16</td>
</tr>
<tr>
<td>Dean</td>
<td>[Signature]</td>
<td>8/2/16</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td>[Signature]</td>
<td>2/16/16</td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td>[Signature]</td>
<td>2/16/16</td>
</tr>
<tr>
<td>Registrar</td>
<td>[Signature]</td>
<td>2/16/16</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Subject: (e.g., ACCT, ENGL)</th>
<th>Course Number: (e.g., 1003)</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMHS</td>
<td>6XX3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Fundamentals of Homeland Security**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

<table>
<thead>
<tr>
<th>Will this course be cross-listed with another existing course? If so, list course subject and number.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>If so, list course subject and number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this course repeatable for additional earned hours?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>How many total hours?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading: Standard Letter | P/F | Other |
|------------------------|-----|-------|

Mode of Instruction (check appropriate box):

| 01 Lecture | 02 Lecture/Laboratory | 03 Laboratory only |
| 05 Practice Teaching | 06 Internship/Practicum | 07 Apprenticeship/Externship |
| 08 Independent Study | 09 Readings | 10 Special Topics |
| 12 Individual Lessons | 13 Applied Instruction | 16 Studio Course |
| 17 Dissertation | 18 Activity Course | 19 Seminar |
| 98 Other | | |
Does this course require a fee?  ◐ Yes  ◐ No  How Much?  

If selected other list fee type:  

| ☑ Elective | ☐ Major | ☐ Minor |

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?  
☐ Every fall/spring

For the proposed course, attach a syllabus in Word format that includes:  *(Items a. through d. should be entered as they should appear in the catalog)*

| a. Course subject |
| b. Course number |
| c. Catalog course title |
| d. Catalog description |

1. Arkansas Course Transfer System (ACTS) course number, if applicable
2. Cross-listing
3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
4. Prerequisites
5. Co-requisites
6. Description
7. Notes (e.g., information not in description such as course may be repeated for credit)
8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
9. Fees (e.g., $36 art fee)

| e. Section for Name of instructor, office hours, contact information (telephone, email) |
| f. Text required for course |
| g. Bibliography (supplemental reading list) |
| h. Justification/rationale for the course |
| i. Course objectives |
| j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) |
| k. Assessment methods (include grading policy with specific equivalents for A, B, C) |
| l. Policy on absences, cheating, plagiarism, etc. |
| m. Course content (outline of material to be covered in course). |

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?  
\textbf{NO}

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?  
\textbf{NO}

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at \texttt{http://www.atu.edu/assessment/}

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at \texttt{http://www.atu.edu/registrar/curriculum_forms.php}.  

Course Syllabus

COURSE NUMBER: EMHS 6043

COURSE TITLE: Fundamentals of Homeland Security

COURSE TIME: TBA
Location

INSTRUCTOR:
Professor Name:
Office Location:
Phone Number:
Email:
*expect a response to email typically during the next set office hours (or your policy regarding email response)

OFFICE HOURS: TBD

CATALOG DESCRIPTION:
This course examines fundamental concepts of homeland security. Topics to be covered include:
terrorism; extremism; homeland security agencies; interrelated duties, relationships, roles, and
methods used by governmental agencies; individuals responding to agency issues; historical
events; and state and national laws that impact the most critical threats.

REQUIRED TEXTS:
Waltham, MA: Elsevier

SUPPLEMENTAL READING LIST:
Supplemental readings will be assigned on the web or from scholarly journals. These documents
will be made available as needed under Course Documents on Blackboard or in class. The
professor will notify you if and when these documents are made available.

JUSTIFICATION:
In the wake of the events of September 11, 2001, terrorism has become a daily subject of many
people throughout the world; including average citizens to politicians alike. The “war on terror”
became the number one issue for the U.S. government and her allies. But terrorism has a far
longer, more global history. Political, religious and national/ethnic groups have resorted to
violence to pursue their objectives. This could mean wanting full recognition for equal
citizenship, a separate national state of their own, or the establishment of a religious state. In
some cases, former terrorists have made the transition to peaceful politics, for example, Nelson
Mandela in South Africa and Gerry Adams in Northern Ireland.
The purpose of this course is to provide an in depth overview of terrorism that may occur in the United States. This will be accomplished by exploring various concepts ranging from the role of extremism, the influence of political ideologies, the lone wolf along with active shooters and the execution of counterterrorism operations.

COURSE OBJECTIVES:
By the end of this course, the student should be able to:

- Discuss the concept of extremism and the role it plays in homeland security.
- Identify and describe concepts of terrorism.
- Understand terrorism and its history.
- Analyze the governmental homeland security structures.
- Justify the role of homeland security.

COURSE ASSESSMENT:

<table>
<thead>
<tr>
<th>Point Accumulation</th>
<th>Grade Scale</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Points</td>
</tr>
<tr>
<td>Assignments (5*10 points)</td>
<td>50</td>
</tr>
<tr>
<td>Research Question</td>
<td>10</td>
</tr>
<tr>
<td>Reference Page</td>
<td>10</td>
</tr>
<tr>
<td>Outline of Research Paper</td>
<td>30</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>200</td>
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</tbody>
</table>

Assignments
There will be a total of five assignments worth 10 points each, for a total of 50 points. Each assignment will consist of required readings that must be analyzed.

While writing assignments, should you choose to use a source, you must cite the reference. Cut and paste is strictly prohibited. The instructor may use Turnitin or other means to check your posts.

Research Paper

There will be one research paper due during finals week. The paper will be worth 100 points. The format will be APA style, Times New Roman, 12 point font, double spaced with one inch margins. There will be a cover page with the title of the paper, students name, class and section and professor’s name and a table of contents. The pages will be numbered at the bottom right corner of the paper. Students shall have a header on the paper. There will be a total of 20 pages for the research paper, not including the cover page or references. There will be no extra credit for more pages, so be mindful of how many pages you submit. Students must cite at least 15 references in APA style. These sources must come from scholarly and/or peer reviewed journals. Wikipedia is strictly prohibited.
The research paper will be the student's choice with professor approval. Additional instructions will be given during the course.

COURSE CONTENT:
Topics to Cover Include (but are not limited to):
• Historic Overview of the Terrorist Threat
• Governmental Homeland Security Structures
  o Intelligence and Counterterrorism
  o Border Security, Immigration, and Customs Enforcement
  o Transportation Safety and Security
• The Future of Homeland Security

Subject to Change
The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

Effort and Substance
The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:
Assignment Completion
Students must complete their assignment within the timeframe specified by the instructor.

Late Work
Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one week will not be accepted except under special circumstances.

E-Mail Correspondence
In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the “Subject Line”
of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an “FE” for excessive absences or non-performance. It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.”

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.
Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.
Course, Department, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others’ views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

DISABILITY SERVICES:

Arkansas Tech University is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact information for the Office of Disability Services: Doc Bryan, Suite 171, 1605 N. Coliseum Dr., Russellville, AR 72801; phone: (479) 968-0302; TTY (479) 964-3290.
Detailed information, including accommodations, is available at: http://www.atu.edu/disabilities

Students choosing to utilize their accommodation plan are responsible for meeting with their instructors to discuss their accommodation plan. In no instance is a student required to share the nature of their disability with anyone other than Disability Services.
TECHNICAL ASSISTANCE:

Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu
Additional information may be found at: https://ois.atu.edu/
Hours of Operation:
24 hours a day - 7 days a week ** Excluding holidays **
When the library is closed, there will only be email and telephone support available.

Updated: February 8, 2016.
EMHS Core Competencies

1. **Theory, Practical Application, and Research**
   Emergency Management and Homeland Security (EM/HS) is a discipline of theory and practice—theory informs practice and practice informs theory. EMHS students study the discipline’s existing body of knowledge; practice the discipline based upon that knowledge; and in turn, contribute to the body of knowledge through theoretical and applied research.

2. **Comprehensive Emergency Management**
   Comprehensive emergency management and the doctrine and policy on which it is based is foundational for emergency managers. The goal of comprehensive emergency management is to achieve security and resilience from the local to global levels, using the capabilities required across the whole community to prevent, protect against, mitigate for, respond to, and recover from the threats and hazards that pose the greatest risk.

3. **Homeland Security**
   Homeland security is a concerted national effort to ensure a homeland that is safe, secure, and resilient against terrorism and other hazards, including protection of the critical infrastructure. EM/HS professionals prepare for and respond to the potential threat to communities, by engaging in programs and activities to improve the security and safety of our nation.

4. **Legal and Political Contexts**
   Emergency management and homeland security (EM/HS) are situated and operate within various constraining and enabling circumstances particularly within legal, political and organizational contexts. With any EM/HS endeavor, legal and political considerations must be made.

5. **Ethical and Social Contexts**
   EM/HS professionals must consider the whole community within ethical and social contexts. With any EM/HS endeavor, ethical and social considerations must be made. EM/HS professionals must practice and insist on ethical behavior toward all members of a community and must understand and operate with consideration of social aspects of emergency management, including social vulnerability reduction.

6. **Leadership, Management, and Decision Making Skills**
   The ability to lead, analyze, and make informed, reasoned, ethical decisions is vital to the success of any endeavor in EM/HS. Decisions need to be made with the understanding of their consequences. With lives and property at stake, it is critical for professionals to efficiently collaborate with, and direct the efforts of, others. Additionally, management and coordination skills equip professionals to deal effectively with people and projects in non-emergency and emergency situations across multiple sectors and in a team environment.

7. **Communication Skills**
   Professionals in EM/HS must be able to communicate with a high degree of proficiency both orally and in writing. Excellent communications skills are important for emergency managers on a day-to-day basis, particularly the ability to communicate effectively under pressure.

8. **Technological Systems, and Standards**
   The identification, application, and interpretation of emerging technologies are essential for emergency managers—from the most basic computer usage to problem formation and solution, mapping and modeling in Geographic Information Systems (GIS), and emergency planning and management technologies.
Arkansas Tech University
Course Addition
Assessment Form

Our Mission
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

a. How does this course fit with the university mission?
   This course will provide students with a better educational foundation in Homeland Security which is an integral part of the Emergency Management and Homeland Security Program.

b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   NOT APPLICABLE

c. Provide up to three student learning outcomes students will achieve after completing this course?
   1. Discuss the concept of extremism and the role it plays in homeland security.
   2. Identify and describe concepts of terrorism.
   3. Understand terrorism and its history.
   4. Analyze the governmental homeland security structures.
   5. Justify the role of homeland security.

d. What assessment tool or measure will you use to assess student learning?
   1. Discuss the concept of extremism and the role it plays in homeland security. – assignment
   2. Identify and describe the concepts of terrorism. – assignment
   3. Understand terrorism and its history. – assignment
   4. Analyze the governmental homeland security structures. – assignment
   5. Justify the role of homeland security. – research paper

e. What will students demonstrate, represent, or produce to provide evidence of their learning?
   Students will produce a research paper as evidence of their learning.

f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
   This is to align the curriculum with the core competencies for the program. In order to be
able to assess the core competencies as measured by our accrediting body, the course addition is being made.

8. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There are not any Arkansas institutional comparisons or regional educational institutions in Homeland Security. The FEMA Emergency Management Higher Education Institute has been developing mission areas by which to validate programs. In an attempt to meet these recommendations, we are making changes. These changes are based upon our accrediting body's guidelines and not other institutional comparisons.