

TEACHER EDUCATION COUNCIL

1. College of Arts & Humanities – Department of Music
 - a. Add the following courses to the course descriptions:
 - (1) MUS 1440: Piano Proficiency;
 - (2) MUS 2000: Sophomore Barrier;
 - (3) MUS 3723: Electronic Music Creation; and
 - (4) MUS 4983: Sound Design Seminar;
 - b. (1) Change the course number for MUS 4001: Senior Recital, to 4000; (2) change the title to Capstone Recital; (3) modify the Prerequisite FROM: Prerequisite: Six semesters of major applied study; TO: Six semesters of major applied study, permission of instructor, and required of all music education majors; (4) add the Corequisite: 3000-level applied instruction on major performance instrument or voice of 1, 2, or 3 hours credit; (5) modify the course description FROM: Required of all music education majors; TO: a cumulation of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area; and (6) change the grading;
 - c. (1) Change the title for MUS 4701: Special Methods in Music, TO: Teaching Music in the Elementary and Secondary School; (2) modify the Prerequisites FROM: Prerequisites: Admission to Stage II of the Teacher Education program; TO: Admission to Stage II and Student Teaching; (3) add the Corequisite: SEED 4809; and (4) modify the course description FROM: Intensive on campus exploration of the principles of curriculum construction, teaching methods, use of community resources, evaluation as related to teaching music, and dealing with diversity in the classroom; TO: Supervised student teaching in the music classroom exploring the principles of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.
 - d. Modify the Curriculum in Music Education for Teacher Licensure - Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
 - e. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
 - f. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Vocal Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital,

- and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments; and
- g. Modify the Curriculum in Music Education for Teacher Licensure - Vocal Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments.
2. College of Education – Department of Curriculum & Instruction
 - a. Delete ELED 3113: Human Development and Learning Theories, from the course descriptions;
 - b. Delete SPED 3023: Development and Characteristics of Diverse Learners, from the course descriptions;
 - c. Add ELED 2113: Human Development and Learning Theories, from the course descriptions;
 - d. Add SPED 2023: Development and Characteristics of Diverse Learners, from the course descriptions; and
 - e. Modify the Curriculum in Elementary Education, as follows: (1) delete ELED 3113: Human Development and Learning, and SPED 3023: Development and Characteristics of Diverse Learners; and (2) add ELED 2113: Human Development and Learning Theories, and SPED 2023: Development and Characteristics of Diverse Learners.
 3. College of Arts & Humanities – Department of Communication & Journalism
 - a. Add TH 3263: Narrative Film Production, to the course descriptions; and
 - b. Modify the Curriculum in Drama and Speech Education for Teacher Licensure, as follows: (1) delete the following courses: TH 4313: Theatre History I: Antiquity to Romanticism, TH 4323: Theatre History II: Late 18th Century to the Present, and 3 hours of Fine Arts and Humanities; and (2) add the following courses: COMM 3163: Writing for Performance, TH 2273: Introduction to Theatre, and TH 3263: Narrative Film Production.
 4. College of Education – Department of Center for Leadership and Learning
 - a. Delete EDLD 7022: Building a Leadership Community, from the course descriptions;
 - b. Delete EDLD 7101: Administrative Internship in Educational Facilities, from the course descriptions;
 - c. Add EDLD 7163: Statistical Methods for District Leaders, to the course descriptions;
 - d. Change the course number for EDLD 7112: Advanced Legal Issues, to 7113;
 - e. Change the course number for EDLD 7122: Educational Facilities, to 7123;

- f. Change the course number for EDLD 7132: School Finance for District Level Administration, to 7133;
- g. Change the course number for EDLD 7202: Administrative Internship in School Accountability Systems, to 7153; and
- h. Modify the Curriculum in Educational Specialist Degree in Educational Leadership, as follows: (1) delete EDLD 7101: Administrative Internship in Educational Facilities; (2) delete EDLD 7201 Administrative Internship in District Level Finance; (3) delete EDLD 7022 Building a Leadership Community; (4) delete EDLD 7003 Seminar in Systems Issues; (5) change the course number for EDLD 7202: Administrative Internship in School Accountability Systems, to 7153; (6) change the course number for EDLD 7122: Educational Facilities, to 7123; (7) change the course number for EDLD 7132: School Finance for District Level Administration, to 7133; (8) change the course number for EDLD 7112: Advanced Legal Issues, to 7113; (9) add EDLD 7163: Statistical Methods for District Leaders; and (10) update course listing in EDS and EDD sections of catalog.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Butts</i>	June 4, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Sammy Wallace</i>	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 1440	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Piano Proficiency		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) PIANO PROFICIENCY		

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):

- | | | |
|---|---|---|
| <input type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input checked="" type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? _____ Select Fee Type _____

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?

Each fall and spring semester

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable.*
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
BME-MUED & BA Music 1.1 Performance > 1.1.2 Piano Proficiency Exam Jury panel evaluation of the student's final exam performance in the 4th semester of MUS 1441, Class Piano IV.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Tool is a performance exam (see syllabus for skills to be demonstrated).*
- What is the rationale for adding this course? What evidence demonstrates this need?
Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

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).

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.

MUS 1440 – Piano Proficiency Fall 2021 Syllabus	
Instructor: Dr. Jeff Bright – WPN 106	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: To Be Arranged Class Time: To Be Arranged	
Instructor's Office Hours: by appointment	

Catalogue Description: A pass/fail course for students to demonstrate piano proficiency emphasizing those aspects most useful to non-piano majors. A demonstration of chords, sight reading, improvising, playing in all keys, harmonizing melodies, multiple-part score reading, modulation, harmonizing with secondary chords, improvising in various styles, playing a wide variety of literature, and accompanying is expected.

Co-requisite: MUS 1441 Class Piano IV or MUS 1201 Piano or MUS 1202 Piano or permission of instructor.

Course Rationale/Justification

This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

Course Objectives

- o Read and play intermediate level piano music, including solo and ensemble literature
- o Accompany, and improvise, in several styles
- o Interpret and play from a lead sheet
- o Lead and accompany in a music classroom

Instructional Materials

Required Texts: Lancaster, E.L. and Renfrow, Kenon D., Alfred's Group Piano for Adults, Book 2, 2nd edition; Alfred Publishing Company.

Attendance Policy

Strict attendance is essential and class participation is required, due to the large amount of material covered in class. Students are expected to attend all proficiency assessments. An absence from any proficiency assessment will lead to a failure of the course unless given prior approval by the instructor.

GRADING RUBRIC FOR MUS 1440 Piano Proficiency

“A” Grade (PASS): An accurate, fluent, musical performance. This includes:

Appropriate tempo, steady (You will be given metronome markings for “A” level tempo, per piece.) Correct notes and rhythms. Good touch and technique.

All markings observed—dynamics, articulations, phrasing, tempo changes, etc.

Musicality, including awareness of style/character

“B” Grade (PASS): Not as high a level as “A”, but still “professionally useable;” could include slight problems: Tempo might be slower than the appropriate tempo but still steady

Some wrong notes, but not so much so that it is highly distracting, problematic

Adequate touch and technique. Markings not always fully observed

Not as musical/not as good a representation of the style/character

“C” Grade (PASS): Barely at the “useable” level:

Tempo too slow and/or unsteady

Wrong notes that would be very distracting and cause problems in an ensemble

Poor touch and technique, including poor fingerings

Markings inconsistently observed

Poor musicality/style/character

“D” Grade (FAIL): Very poor performance, not useable in a music making setting:

Tempo slow, unsteady, stopping and starting

Many wrong notes. Poor technique, many inaccuracies and/or inconsistencies in fingering that create many problems. Markings not observed

Obviously, musicality, style, and character cannot really be noticed with so many problems.

“F” Grade (FAIL): Inability to get through the piece/exercise, or all of the above parameters so poor that it is the same as not “performing” the piece/exercise— not useable at all

Academic Dishonesty

Academic dishonesty in any form is unacceptable. Student work may be checked using plagiarism detection software. Students caught using others work will lose ALL credit for that assignment. Students may appeal in accordance with official school policy (see Arkansas Tech Student Handbook Article V: Classroom Provisions).

Disability Services Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Sexual Misconduct Policy

The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases.

This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities.

A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.

This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity.

Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Proficiency Outline – Skills students will be expected to demonstrate

- A. Triad Types
- B. Major Cadences
- C. Minor Cadences
- D. Major Arpeggios
- E. Minor Arpeggios
- F. White-key Major Scales
- G. White-key Minor Scales
- H. Black-key Major Scales
- I. Solo
- J. Harmonization
- K. Short-term Prepared Piece
- L. 4-part Song
- M. Sight Reading
- N. Transposition



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Busto</i>	June 4, 2020
Dean	<i>Jeffrey Casp</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Gammymcrae</i>	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	2000	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Sophomore Barrier		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SOPHOMORE BARRIER		

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):

- | | | |
|---|---|---|
| <input type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input checked="" type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? _____ Select Fee Type _____

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 and spring semester

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable.*
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
BA Music 1.1 Performance > 1.1.1 Sophomore Major Applied Barrier Exam Jury panel evaluation of the student's final exam performance in the 4th semester of MUS 1__2, Applied Music on the student's major instrument.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Performance exam judged by a jury panel.*
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

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).

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.

MUS 2000 – Sophomore Barrier Fall 2021 Syllabus	
Instructor: Dr. Jeff Bright – WPN 106	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: To Be Arranged Class Time: To Be Arranged	
Instructor's Office Hours: by appointment	

Catalogue Description: A pass/fail course for students to demonstrate proficiency on their major performing instrument. Students demonstrate technical and musical performance proficiency by performing a solo/etude, major and minor scales as well as sight reading.

Pre-requisite: 3 semesters of applied study on major performance instrument

Co-requisite: 2 hours of applied study on major performance instrument

Course Rationale/Justification

The study of applied music is essential to the student's growth as a musician and music educator. Individual performance is a way for students to put their music learning into practice.

Courses included in the general education component should meet one or more objectives contained in the General Education Objectives in the undergraduate catalog. In this course, students will learn to communicate effectively, to think critically and demonstrate knowledge for the arts and humanities.

Course Objectives

- demonstrate a knowledge of the student's major performance instrument repertoire.
- practice efficiently and effectively.
- demonstrate musicianship and awareness of varying interpretations.
- perform on the instrument, as well as instruct others at a proficient level.
- demonstrate characteristic tone quality on major performance instrument.
- demonstrate appropriate fundamentals and technique on major performance instrument.
- perform major and minor scales.
- ability to read music at sight on major performance instrument.

Instructional Materials

Required Texts: Dependent on instrument and instructor.

Attendance Policy

Attendance is essential and class participation is required. Students are expected to attend all lessons and their sophomore barrier exam. An absence from the barrier exam will lead to a failure of the course.

GRADING RUBRIC FOR MUS 2000 Sophomore Barrier

“A” Grade (PASS): An accurate, fluent, musical performance. This includes:

Appropriate tempo, steady (You will be given metronome markings for “A” level tempo, per piece.) Correct notes and rhythms. Good tone and technique.

All markings observed—dynamics, articulations, phrasing, tempo changes, etc.

Musicality, including awareness of style/character

“B” Grade (PASS): Not as high a level as “A”, but still “professionally useable;” could include slight problems: Tempo might be slower than the appropriate tempo but still steady

Some wrong notes, but not so much so that it is highly distracting, problematic

Adequate tone and technique. Markings not always fully observed

Not as musical/not as good a representation of the style/character

“C” Grade (PASS): Barely at the “useable” level:

Tempo too slow and/or unsteady

Wrong notes that would be very distracting and cause problems in an ensemble

Poor tone and technique

Markings inconsistently observed

Poor musicality/style/character

“D” Grade (FAIL): Very poor performance, not useable in a music making setting:

Tempo slow, unsteady, stopping and starting

Many wrong notes. Poor technique, many inaccuracies and/or inconsistencies in technique that create musical distractions. Markings not observed

Musicality, style, and character cannot really be expressed with so many problems.

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A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.

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Course Content Outline – Skills students will be expected to demonstrate

- A. Repertoire Solo or Etude determined by instructor
- B. Major Scales*
- C. Natural Minor Scales*
- D. Harmonic Minor Scales*
- E. Melodic Minor Scales*
- F. Sight reading excerpt provided by instructor

*Instrumental Students Only



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	6/4/20

Title	Signature	Date
Department Head	<i>Jeff Butler</i>	June 17, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Lanny Wallace</i>	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	3723	<input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Electronic Music Creation		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Electronic Music Creation		

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? 3

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- | | | |
|--|---|---|
| <input type="checkbox"/> 01 Lecture | <input checked="" type="checkbox"/> 02 Lecture/Laboratory | <input type="checkbox"/> 03 Laboratory only |
| <input type="checkbox"/> 05 Practice Teaching | <input type="checkbox"/> 06 Internship/Practicum | <input type="checkbox"/> 07 Apprenticeship/Externship |
| <input type="checkbox"/> 08 Independent Study | <input type="checkbox"/> 09 Readings | <input type="checkbox"/> 10 Special Topics |
| <input type="checkbox"/> 12 Individual Lessons | <input type="checkbox"/> 13 Applied Instruction | <input type="checkbox"/> 16 Studio Course |
| <input type="checkbox"/> 17 Dissertation | <input type="checkbox"/> 18 Activity Course | <input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other |

Does this course require a fee? Yes No How Much? Select Fee Type

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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None

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

ATU Media & Audio Lab and/or Online

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Music created with computers is now pervasive and the foundation for all music listened to via electronic media. This course meets an increasing demand for instruction in electronic music composing and production through readily available computer software and hardware.

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).

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.

SYLLABUS

MUS 3723

Electronic Music Creation

Spring 2021

Tuesday – Thursday 5:30 – 7:00 pm

**ATU Audio and Media Labs
Ross Pendergraft Library RPL-204/210**

Instructor

Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Media Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

This course will develop the knowledge and skills required for the composition and production of electronic music through in-class exercises and bi-weekly assignments that utilize digital audio workstation (DAW) software programs. Select electronic music genres and sound designs will be surveyed along with their application to the music, video, and game industries.

Pre-requisite: None.

No text required. All readings, exercises, and assignments are web-based.

Catalog Description

Composition and production of select electronic music genres through in-class exercises and bi-weekly assignments.

Pre-requisite: None.

Objectives

- Introduction to composing and producing select styles of contemporary electronic music.
- Understanding the three major stages of the creative process in electronic music.
- Proficiency with DAW software programs for music production.
- Experience with MIDI, and Subtractive/Wave-Table/FM Synthesis in audio production.
- Introduction to digital sampling technologies and techniques.

Text and Readings

All course material including readings, exercises, and assignments will be available from the Blackboard course website. In addition to these readings, the following texts will be placed on reserve at the Media Lab Control Room as reference works for the class:

- Corbett, I. 2015. Mic it! : Microphones, microphone techniques, and their impact on the final mix.
- Dowsett, P. (2016). Audio production tips : Getting the sound right at the source.
- Everest, F. A. 2007. Critical Listening Skills for Audio Professionals.
- Kusek, D. 2005. Future of music: manifesto for the digital music revolution.
- Savage, S. 2011 Art of Digital Audio Recording : A Practical Guide for Home and Studio.
(Online access)
- Savage, S. 2014 Mixing and mastering in the box : The guide to making great mixes and final masters on your computer.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly.

Assessment

Your grade will be determined by the following assessment opportunities: attendance (10 points total), six project assignments (10 points each, 60% total) and final project (30%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Assignments

All bi-weekly assignments will be submitted via USB flash drive or the Instructors T drive. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Music Composition using a Digital Audio Workstation (DAW)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of a music composition/production that demonstrates the skills and knowledge acquired through the class lectures and assignments. A presentation will be given during the final exam period as part of the assignment grade.

Attendance Policy:

Attendance, Punctuality and Student Success – Attendance is a crucial component to student success and requires:

1. Arrive on time to class
2. Attend classes.
3. Complete Assignments on Time

Attendance points will be given for each class. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on time). In-class work missed may not be made up. When more than 3 classes have been missed, student services will be alerted and they will contact you about your attendance.

For more than 6 classes missed, the student will be dropped from the class and receive a failing grade (FE). More than 3 late arrivals (+10 min. late) = one absence.

If you arrive more than 30 minutes late or leave 30+ minutes early you will be counted as absent for the class.

*Absence Exceptions: Students with documented medical conditions or emergencies who request an exception must notify the instructor or disability services ASAP and provide documentation upon their return to class. They will be reviewed on a case-by-case basis.

Students will not be counted absent for participating in ATU sanctioned events, official games, and field trips. ALL students missing for any reason are responsible for making up the work missed and turning their work in on time. You must notify me at least one class before the event.

Communication: You are expected to check your campus e-mail and Blackboard regularly. I often post homework reminders and info for the next class on Blackboard. If you have any reason to contact me, email is the most reliable method.

Blackboard: You can view the syllabus on “Blackboard” along with additional readings, links, quizzes and your individual grades.

Lab Equipment: The ATU Media Lab is a communal studio space shared by several classes and the entire university community; please treat the room and its contents with mindfulness and respect.

Building Safety: Located on the second floor of the ATU Library, the ATU Media and Audio Labs have extended hours for multimedia learning production when art and music classes are not being held in these

facilities. The specific hours are posted on the Media Lab website: www.atu.edu/medialab Two Media Lab assistants, ATU Library staff, and OIS staff are present throughout the library for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your access privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

Academic Integrity: Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

https://issuu.com/arkansastechuniversity/docs/student_handbook_2017

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them.

The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>

Accommodations: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Third-Party Privacy and Accessibility Policies:

Third-Party Privacy and Accessibility Policies or https://www.atu.edu/etech/privacy_accessibility.php

* Instructor reserves the right of flexibility. This syllabus is subject to change and individual and class needs dictate. Students will be given adequate notice of changes made.

Application for New Course Addendum:

Justification/rationale for the course:

Music created with computers is now pervasive and the foundation for all music experienced via modern electronic media. This course meets an increasing demand for instruction in electronic music composing and production through readily available computer software and hardware.

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)

Course content (outline of material to be covered in course).

(see next page)

MUS 3723 Electronic Music Creation – Spring 2021 – Class Schedule				
Assessment	Week	Date	Lecture	Practice & Production
	1	Jan.12 Jan.14	Class Overview, Lecture Format, Assignments, Assessment, Introduction, Audio Editing	<i>Windows OS Review, Keyboard Shortcuts, Introduction/History of EM, Basic Audio Editing</i>
	2	Jan.19 Jan.21	Sound, Signal Flow, Wave/Audio Editors Hardware Configuration, Wave/Audio Editors	<i>Audio Editor (SoundForge) Basics Rhythm, Groove, BPM</i>
Project 1 Due (Jan.28) (Rhythm)	3	Jan.26 Jan.28	Digital Audio Workstation Introduction (Cubase) MIDI Sequencing	<i>DAW (Cubase) Basics, Audio Editing DAW (Cubase) Basics, MIDI Editing</i>
	4	Feb.2 Feb.5	Ambient Music Composition, Musical vs. Non-musical Soundscapes, Ambient in contemporary media	<i>History of Ambient, Audio & MIDI Editing, Sound FX, Time-based FX, Basic Automation</i>
Project 2 Due (Feb.11) (Ambient)	5	Feb.9 Feb.11	Recording Equipment, Microphones, Vocal Recording and Production	<i>Sound Recording, Vocal Recording and Production, EQ, Dynamics-based FX</i>
	6	Feb.16 Feb.18	Song Structure, EM Composition Methods LoFi Music (Trap, HipHop)	<i>History of LoFi, Micro & Macro Structures and Gestures, Tension-Release, Movement, Breath, and Silence</i>
	7	Feb.23 Feb.25	Sound Design: Synthesis pt.1 LoFi Music (Trap, HipHop) continued	<i>Synthesizer Basics, Signal Flow, Preset Patches Melody and Harmony in EM, Cubase Chord Pads/Tracks</i>
Project 3 Due (Mar.2) (Melody&Harmony)	8	Mar.2 Mar.5	Sound Design: Synthesis pt.2 LoFi Music (Trap, HipHop) continued	<i>Synthesizer Basics continued, Creating Presets/Patches Percussion Synthesis in EM, Groove Agent Drum Machine</i>
Project 4 Due (Mar.11) (LoFi)	9	Mar.9 Mar.11	Sound Design: Sampling pt.1 Sound Design: Sampling pt.2	<i>History of Sampling, Akai-MPC, Groove Agent Sampler, Cubase Sampler Track, HALion 6 demo</i>
	10	Mar.15-22 Spring Break		
	11	Mar.23 Mar.25	EM Creation Stage 1: Pre-Production Techno	<i>Checklist and Production Schedule, Outline of Structure, Techno Rhythms, Grooves, Textures, Timbres, Samples</i>
Project 5 Due (Apr.8) (Pre-Production Plan)	12	Apr.6-8	EM Creation Stage 2: Production Techno continued	<i>Composing, Sequencing, Arranging Techno Melodies, Harmonies, Sound FX, Samples</i>
	13	Apr.13-15	EM Creation Stage 3: Post-Production: Mixing Techno continued	<i>Mixing EM</i>
Project 6 Due (Apr.20) (Rough Mix)	14	Apr.20 Apr.22	Performing EM: History, DJ-ing EM Creation Stage 3: Post-Production: Mastering	<i>Live Performance Mastering EM</i>
Final Projects & Exam	15	Apr.29	<i>Final Exam</i> (Final Projects Presentations)	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	6/16/20

Title	Signature	Date
Department Head	<i>Jeff Butts</i>	June 17, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Yammy Weaver</i>	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	4983	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Sound Design Seminar		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sound Design Seminar		

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 ART 4983

Is this course repeatable for additional earned hours? Yes No How many total hours? 3

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

- | | | |
|--|--|---|
| <input type="checkbox"/> 01 Lecture | <input type="checkbox"/> 02 Lecture/Laboratory | <input type="checkbox"/> 03 Laboratory only |
| <input type="checkbox"/> 05 Practice Teaching | <input type="checkbox"/> 06 Internship/Practicum | <input type="checkbox"/> 07 Apprenticeship/Externship |
| <input checked="" type="checkbox"/> 08 Independent Study | <input type="checkbox"/> 09 Readings | <input type="checkbox"/> 10 Special Topics |
| <input type="checkbox"/> 12 Individual Lessons | <input type="checkbox"/> 13 Applied Instruction | <input type="checkbox"/> 16 Studio Course |
| <input type="checkbox"/> 17 Dissertation | <input type="checkbox"/> 18 Activity Course | <input type="checkbox"/> 19 Seminar <input type="checkbox"/> 98 Other |

Does this course require a fee? Yes No How Much? Select Fee Type

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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Software available at the **ATU Media & Audio Labs**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
ATU Media & Audio Labs

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Synthesis and sampling technologies are pervasive tools used for the creation of musical and sonic experiences in contemporary societies. This course is for students seeking advanced instruction in sound design technologies through the state-of-the art computer software and hardware available at the ATU Media and Audio Labs. The course will serve as the fourth and final requirement for a future certificate in sound design offered jointly by the ATU Music and Art Departments.

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).

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.

SYLLABUS

MUS 4983 / ART 4983

Sound Design Seminar

TBD

**Independent Study/Seminar
(meets twice per week, 1.5 hours each)**

**ATU Audio and Media Labs
Ross Pendergraft Library RPL-204/210**

**Instructor
Lowell H. Lybarger, Ph.D., MLIS**

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Media Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

Advanced study of synthesis and sampling technologies through state-of-the-art audio technology available at the ATU Media and Audio Labs.

Pre-requisite: GAME 2013 / MUS 2013 and MUS 3723

No text required. All readings, exercises, and assignments are web-based.

Catalog Description

Advanced study of synthesis and sampling technologies through state-of-the-art audio technology available at the ATU Media and Audio Labs.

Pre-requisite: GAME 2013 / MUS 2013 and MUS 3723

Objectives

- An in-depth study of sound synthesis and sampling technologies for game audio, electronic music, and contemporary art music applications in the music, video, and game design industries.
- Knowledge of and practical skills in using analog and digital-based synthesizers.
- Knowledge of and practical skills in using sampling technologies from single to multi-sample software to MPC-style software emulated samplers.
- Proficiency with specific software programs, including: AIR Hybrid3, the Cubase Sampler Track, Steinberg Groove Agent, and Steinberg HALion 6.
- Creation of a complex, multi-program, VSTi synth-sample patch.

Text and Readings

All course material including readings, exercises, and assignments will be available from the Blackboard course website. In addition to these readings, the following texts will be placed on reserve at the Media Lab Control Room as reference works for the class:

Dowsett, P. 2016. Audio production tips : Getting the sound right at the source.

Franzen, B. 2010. Copyright Criminals

Roads, C. 2001. Microsound.

TransTel. 2004. Synthesizer.

Walsh, F. 2006 Welsh's synthesizer cookbook.

Kusek, D. 2005. Future of music: manifesto for the digital music revolution.

Baars, B. 2013 Sample this : the birth of hip hop.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly.

Assessment

Your grade will be determined by the following assessment opportunities: 4 quizzes (40 points total), three project assignments (30 points each, 60% total) and 1 final project/exam (30%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Assignments

All assignments will be submitted via USB flash drive or the instructor's T drive. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Advanced Sound Design Instrument (VSTi)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of creating a complex, advanced, original VSTi (Virtual Studio Technology instrument) utilizing the sampler-synth *HALion 6*, which demonstrates the skills and knowledge acquired through the class lectures and assignments. A presentation will be given during the final exam period as part of the assignment grade.

Attendance Policy:

Attendance, Punctuality and Student Success – Attendance is a crucial component to student success and requires:

1. Arrive on time to class
2. Attend classes.
3. Complete Assignments on Time

Attendance points will be given for each class. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on time). In-class work missed may not be made up. When more than 3 classes have been missed, student services will be alerted and they will contact you about your attendance.

For more than 6 classes missed, the student will be dropped from the class and receive a failing grade (FE). More than 3 late arrivals (+10 min. late) = one absence.

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Students will not be counted absent for participating in ATU sanctioned events, official games, and field trips. ALL students missing for any reason are responsible for making up the work missed and turning their work in on time. You must notify me at least one class before the event.

Communication: You are expected to check your campus e-mail and Blackboard regularly. I often post homework reminders and info for the next class on Blackboard. If you have any reason to contact me, email is the most reliable method.

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Lab Equipment: The ATU Media Lab is a communal studio space shared by several classes and the entire university community; please treat the room and its contents with mindfulness and respect.

Building Safety: Located on the second floor of the ATU Library, the ATU Media and Audio Labs have

extended hours for multimedia learning production when art and music classes are not being held in these facilities. The specific hours are posted on the Media Lab website: www.atu.edu/medialab Two Media Lab assistants, ATU Library staff, and OIS staff are present throughout the library for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your access privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

Academic Integrity: Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

https://issuu.com/arkansastechuniversity/docs/student_handbook_2017

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them.

The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>

Accommodations: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Third-Party Privacy and Accessibility Policies:

[Third-Party Privacy and Accessibility Policies](https://www.atu.edu/etech/privacy_accessibility.php) or https://www.atu.edu/etech/privacy_accessibility.php

* Instructor reserves the right of flexibility. This syllabus is subject to change and individual and class needs dictate. Students will be given adequate notice of changes made.

Application for New Course Addendum:

Justification/rationale for the course:

Synthesis and sampling technologies are pervasive tools used for the creation of musical and sonic experiences in contemporary societies. This course is for students seeking advanced instruction in sound design technologies through the state-of-the-art computer software and hardware available at the ATU Media and Audio Labs. The course will serve as the third and final requirement for a future *certificate in sound design* offered jointly by the ATU Music and Art Departments.

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)

Course content (outline of material to be covered in course).

(see next page)

MUS/ART 4983 Sound Design Seminar – Class Schedule				
Assessment	Week	Date	Lecture	Practice & Production
	1	Jan.12 Jan.14	Class Overview, Lecture Format, Assignments, Assessment, Introduction to Sound Synthesis	<i>Windows OS Review, Keyboard Shortcuts, Introduction/History of Synthesizers</i>
	2	Jan.19 Jan.21	Synthesizer Basic Components & Modules Hardware Synthesizer Basics (Roland System-1)	<i>Oscillators, Pitch, Filters, Amplifier, Envelopes, LFO, FX, Arp</i>
Quiz 1 (Jan.28) (Synthesis Basics)	3	Jan.26 Jan.28	Software Synthesizer Basics pt. 1 (AIR Hybrid3) Software Synthesizer Basics pt. 2 (AIR Hybrid3)	<i>Oscillators, Pitch, Filters, Amplifier, Envelopes, LFO, FX, Arp Loading and Tweaking Presets/Patches</i>
	4	Feb.2 Feb.5	Software Synthesizer Basics pt. 3 (AIR Hybrid3) Software Synthesizer Basics pt. 4 (AIR Hybrid3)	<i>Designing Presets/Patches Designing Presets/Patches</i>
	5	Feb.9 Feb.11	Software Synthesizer Basics pt. 5 (AIR Hybrid3) Software Synthesizer Basics pt. 6 (AIR Hybrid3)	<i>Designing Presets/Patches Designing Presets/Patches</i>
Project 1 (Feb.9) (Subtractive Synthesis)	6	Feb.16 Feb.18	Cubase Sampler Track pt. 1 Cubase Sampler Track pt. 2	<i>Loading, Mapping, Editing Samples Sound Design and Patch Creation</i>
Quiz 2 (Feb.23) (Sampler Track, Drum Machines)	7	Feb.23 Feb.25	Drum Machines, Groove Agent Groove Agent continued	<i>History of Drum Machines, Akai-MPC, Modern Controllers Groove Agent Drum Machine and Sampler</i>
Project 2 Due (Mar.11) (Groove Agent)	8	Mar.2 Mar.4	HALion 6 (synth-sampler) Introduction & Basics HALion 6 (synth-sampler) Subtractive Synthesis	<i>Interface Overview, Terminology, Zones, Layers, Programs Subtractive Synthesis with HALion 6</i>
Quiz 3 (Mar.9) (HALion 6 synth-sampler Basics)	9	Mar.9 Mar.11	HALion 6 Wavetable Synthesis HALion 6 Granular Synthesis	<i>Wavetable Synthesis with HALion 6 Granular Synthesis with HALion 6</i>
	10	Fall Break/Thanksgiving or Spring Break (course rescheduled as needed)		
	11	Mar.23 Mar.25	HALion 6 Sampling pt. 1 HALion 6 Sampling pt. 2	<i>Interface Overview, Basics Sample Editor, Zone, Mapping, Wavetable</i>
Quiz 4 (Apr.6) (HALion 6 Sampling)	12	Mar.30 Apr.2	HALion 6 Sampling pt. 3 HALion 6 Sampling pt. 4	<i>Recording and Sampling Voice and Instruments Found Sound Sampling</i>
Project 3 Due (Apr.6) (HALion 6 Sampling)	13	Apr.7 Apr.9	HALion 6 Building Complex Synth-Sample Instruments: Program Creation	<i>Preset Analysis Layers, Zones, Programs, Multis</i>
	14	Apr.14-16	HALion 6 Building Complex Synth-Sample Instruments	<i>Practice</i>
	15	Apr.21-23	HALion 6 Building Complex Synth-Sample Instruments: Authoring VSTis for HALion SE/3	<i>Quick Controls, Skins/UserInterface Design Marketing Your VSTi</i>
Final Exam/Project	15	Apr.28	<i>Final Exam</i> (Final Project Presentations)	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Batts</i>	June 4, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Sammy Weaver</i>	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 4001
Official Catalog Title: Senior Recital	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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)

4000

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

Capstone Recital

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

CAPSTONE RECITAL

New Course Description: A culmination of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

Six semesters of major applied study

Permission of instructor

Required of all music education majors

New Co-requisite (list all, as you want them to appear in the catalog):

3000 level applied instruction on major performance instrument or voice for 1, 2 or 3 hours credit

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable*
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
BME Music Education 1.1 Performance>1.1.1 Capstone Recital Applied Exam Jury panel evaluation of the student's senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the student's major instrument.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Performance exam judged by a jury panel.*
- c. What is the rationale for adding this course? What evidence supports this action?
Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

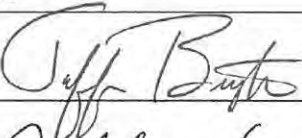
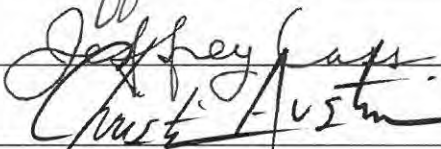

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head		June 4, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 4701
Official Catalog Title: Special Methods in Music	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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)

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

Teaching Music in the Elementary and Secondary School

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

TEACH MUSIC ELEM/SEC SCHOOL

New Course Description: Supervised student teaching in the music classroom exploring the principals of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

Admission to stage II and student teaching

New Co-requisite (list all, as you want them to appear in the catalog):

SEED 4809

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable.*
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
BME Music Education 1.5 Synthesis>1.5.1 Student Teaching University supervisor evaluation of the students student teaching in the elementary and secondary school.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Internship evaluation of student's*

capability to use their knowledge of performance; aural, verbal and visual analysis; composition/improvisation; and history and repertory in the public school classroom.

- c. What is the rationale for adding this course? What evidence supports this action?
Visitors from our last NASM campus visit recommended music faculty participate in the supervision of music student teachers.

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

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Butts</i>	June 4, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Sammy Weaver</i>	8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-INS) Music Education – Instrumental Music

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)

- Add MUS 1440 Piano Proficiency
- Allow MUS 1631 to fulfill requirement for MUS 1501 in spring semesters
- Allow MUS 3631 to fulfill requirement for MUS 3501 in spring semesters
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Add MUS 4701 Teaching Music in the Elementary and Secondary School

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

No impact on staffing or space allocation

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding additional supervision during the student teaching experience.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The zero credit courses are for record keeping purposes. The addition of MUS 4701 will give students an additional supervisor with content and area specialization during their student teaching experience.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.
- b. How does this program 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 or a program similar to this is offered at all state regional institutions of our size.
- c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in <u>(BME-MUED-INS) Music Education – Instrumental Music</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: MUS 1501 to MUS 1501 or MUS 1631</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency</p> <p>MUS 2000 Sophomore Barrier</p> <p>Delete: Change: MUS 1501 to MUS 1501 or MUS 1631</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: MUS 3501 to MUS 3501 or MUS 3631</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p> <hr/> <p>Semester 9</p> <p>Add: MUS 4701 Teaching Music in the Elementary and Secondary School</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>MUS 4000 Capstone Recital</p> <p>Delete:</p> <p>MUS 4001 Senior Recital</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Batts</i>	June 4, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Sammy Wadman</i>	8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-KBI) Music Education – Keyboard Instrumental Music

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)

- Add MUS 1440 Piano Proficiency
- Allow MUS 1631 to fulfill requirement for MUS 1501 in spring semesters
- Allow MUS 3631 to fulfill requirement for MUS 3501 in spring semesters
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Add MUS 4701 Teaching Music in the Elementary and Secondary School

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

No impact on staffing or space allocation

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding additional supervision during the student teaching experience.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The zero credit courses are for record keeping purposes. The addition of MUS 4701 will give students an additional supervisor with content and area specialization during their student teaching experience.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.
- b. How does this program 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 or a program similar to this is offered at all state regional institutions of our size.
- c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in <u>(BME-MUED-KBI) Music Education – Keyboard Instrumental Music</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: MUS 1501 to MUS 1501 or MUS 1631</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency</p> <p>MUS 2000 Sophomore Barrier</p> <p>Delete: Change: MUS 1501 to MUS 1501 or MUS 1631</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: MUS 3501 to MUS 3501 or MUS 3631</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Delete:</p> <p>Total Hours:</p> <hr/> <p>Semester 9</p> <p>Add: MUS 4701 Teaching Music in the Elementary and Secondary School</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>MUS 4000 Capstone Recital</p> <p>Delete:</p> <p>MUS 4001 Senior Recital</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Butts</i>	June 4, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Sammy Warden</i>	8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-VOC) Music Education – Vocal Music

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)

- Add MUS 1440 Piano Proficiency
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Delete MUS 3441 Instrumental Concepts
- Add two hours of techniques courses to be selected from MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, MUS 4461 Percussion Instruments

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

No impact on staffing or space allocation

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding instruction on instrument techniques.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The zero credit courses are for record keeping purposes. The addition of instrumental techniques courses will provide more depth of knowledge in instrumental pedagogy.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.
- b. How does this program 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 or a program similar to this is offered at all state regional institutions of our size.
- c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in (BME-MUED-VOC) Music Education – Vocal Music (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>MUS 3401 Brass Instruments and/or one of the following MUS 3421, 3431, 3481 & 4461</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency</p> <p>MUS 2000 Sophomore Barrier</p> <p>MUS 3431 Woodwind Instruments, Single Reed and/or one of the following MUS 3401, 3421, 3481 & 4461</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: <i>Take one of the following MUS 3401, 3421, 3431, 3481, 4461</i></p> <p>MUS 3421 Woodwind Instruments, Double Reeds and/or one of the following MUS 3401, 3431, 3481 & 4461</p> <p>Delete:</p> <p>Total Hours: <i>17</i></p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: <i>Take one of the following MUS 3401, 3421, 3431, 3481, 4461</i></p> <p>MUS 3481 Stringed Instruments and/or MUS 4461 Percussion Instruments and/or one of the following MUS 3401, 3421, & 3431</p> <p>Delete:</p> <p>MUS 3441 Instrumental Concepts</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>4000 Capstone Recital</p> <p>Delete:</p> <p>MUS 4001 Senior Recital</p> <p>Total Hours: <i>15</i></p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	<i>Jeff Burt</i>	June 4, 2020
Dean	<i>Jeffrey Cass</i>	06/18/2020
Assessment Christine Austin	<i>Christine Austin</i>	7/21/20
Registrar	<i>Sammy Keenan</i>	8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-KBV) Music Education – Keyboard Vocal Music

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)

- Add MUS 1440 Piano Proficiency
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Delete MUS 3441 Instrumental Concepts
- Add two hours of techniques courses to be selected from MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, MUS 4461 Percussion Instruments

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

No impact on staffing or space allocation

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding instruction on instrument techniques.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The zero credit courses are for record keeping purposes. The addition of instrumental techniques courses will provide more depth of knowledge in instrumental pedagogy.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.
- b. How does this program 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 or a program similar to this is offered at all state regional institutions of our size.
- c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in (BME-MUED-VOC) Music Education – Vocal Music (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>MUS 3401 Brass Instruments and/or one of the following MUS 3421, 3431, 3481 & 4461</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency</p> <p>MUS 2000 Sophomore Barrier</p> <p>MUS 3431 Woodwind Instruments, Single Reed and/or one of the following MUS 3401, 3421, 3481 & 4461</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: <i>Take one of the following: MUS 3401, 3421, 3431, 3481, or 4461</i></p> <p>MUS 3421 Woodwind Instruments, Double Reeds and/or one of the following MUS 3401, 3431, 3481 & 4461</p> <p>Delete:</p> <p>Total Hours: <i>16</i></p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: <i>Take one of the following: MUS 3401, 3421, 3431, 3481, or 4461</i></p> <p>MUS 3481 Stringed Instruments and/or MUS 4461 Percussion Instruments and/or one of the following MUS 3401, 3421, & 3431</p> <p>Delete:</p> <p>MUS 3441 Instrumental Concepts</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>4000 Capstone Recital</p> <p>Delete:</p> <p>MUS 4001 Senior Recital</p> <p>Total Hours: <i>14</i></p>

Major-AH-MUS-Music Education (BME) All Options

2019 - 2020

1 GOALS 8 OUTCOMES 13 MEASURES 13 TARGETS 2 FINDINGS 0 ATTACHMENTS

Program Learning Outcomes	Measures	Expectations for this Outcome
1 ACADEMIC YEAR 2019-2020		
1.1 ▲ 2 FINDING NOT ENTERED Performance (and 3 Functional Performance) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills,	1.1.1 Senior Recital Applied Exam Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument. 1.1.2 Piano Proficiency Exam Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.	1.1.1.1 90% of the students will complete the senior recital performance with a grade of "C" or above. 1.1.2.1 70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes	Measures	Expectations for this Outcome
<p>collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.</p>	<p>1.2.1 Music Theory IV Final Exam Final exam in MUS 2723, Theory IV.</p>	<p>1.2.1.1 70% of the students will complete the Music Theory IV final exam with a grade of "C" or above.</p>
<p>1.2 ▲ 2 FINDING NOT ENTERED Musicianship Skills and Analysis An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.</p>	<p>1.2.2 Ear Training IV Final Exam Final exam in MUS 2741, Ear Training IV.</p>	<p>1.2.2.1 70% of the students will complete the Ear Training IV final exam with a grade of "C" or above.</p>
<p>1.3 ▲ 1 FINDING NOT ENTERED Composition/Improvisation Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or</p>	<p>1.3.1 Music Theory IV Composition Project Composition assignment in MUS 2723, Theory IV.</p>	<p>1.3.1.1 80% of the students will complete the composition project assignment with a grade of "C" or above.</p>

Program Learning Outcomes

improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4 ▲ 2 FINDING NOT ENTERED

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

1.5

Measures

1.4.1

History of Music I Final Exam

Final exam in MUS 3773, History of Music I.

1.4.2

History of Music II Final Exam

Final Exam in MUS 3783, History of Music II

1.4.3

History of Music III Final Exam

Final Exam in MUS 3692, History of Music III.

1.5.1

Expectations for this Outcome

1.4.1.1

Met

70% of the students will complete the History of Music I final exam with a grade of "C" or above.

1.4.2.1

70% of the students will complete the History of Music II final exam with a grade of "C" or above.

1.4.3.1

70% of the students will complete the History of Music III final exam with a grade of "C" or above.

1.5.1.1

Met

Program Learning Outcomes

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

1.6 ▲ 1 FINDING NOT ENTERED

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7 ▲ 2 FINDING NOT ENTERED

Measures

Student Teaching

University supervisor evaluation of the students student teaching experience in SEED 4809, teaching in the elementary and secondary school.

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

Expectations for this Outcome

90% of the students will complete their student teaching experience with a rating of "" or better.

1.6.1.1

90% of the students will pass the Performance section of the PRAXIS exam with a score of 70% or better.

1.7.1.1

Program Learning Outcomes	Measures	Expectations for this Outcome
<p>Analysis/History/Literature and Arranging</p> <p>The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.</p>	<p>PRAXIS Exam (Music History and Literature)</p> <p>PRAXIS Music Content Knowledge Exam Section I Music History and Literature.</p>	<p>90% of the students will pass the music history and literature section of the PRAXIS exam with a score of 70% or better.</p>
<p>1.8 ▲ 1 FINDING NOT ENTERED</p>	<p>1.7.2</p> <p>PRAXIS EXAM (Theory and Composition)</p> <p>PRAXIS Music Content Knowledge Exam Section II Theory and Composition.</p>	<p>1.7.2.1</p> <p>90% of the students will pass the theory and composition section of the PRAXIS exam with a score of 70% or better.</p>
<p>Specialization Competencies</p> <p>Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.</p>	<p>1.8.1</p> <p>PRAXIS Exam (Pedagogy, Professional Issues & Technology)</p> <p>PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.</p>	<p>1.8.1.1</p> <p>90% of the students will pass the pedagogy, professional issue and technology section of the PRAXIS exam with a score of 70% or better.</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum and Instruction	07/27/2020

Title	Signature	Date
Department Head	<i>Sheresa A. Cullen</i>	7/27/2020
Dean	<i>Linda Bean</i>	7/27/2020
Assessment Christine Austin	<i>Christ Austin</i>	8/13/2020
Registrar	<i>J. W. Lauer</i>	8/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 3113
Official Catalog Title: <u>Human Development and Learning Theories</u>	

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
The course is just going to go through a number change from 3000 to 2000 level.
- b. If this course was required for the major or minor, complete the following.
 1. How will program level learning outcome(s) previously addressed by this course now be addressed?
The course has just been renumbered so this will take out the old course number from the catalog.
- c. What is the rationale for deleting this course? What evidence supports this action?
We have another proposal that changes this course from 3000 to 2000 level. We want to delete the 3000 level so that the program is clear and there is not problems with transferring courses.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum and Instruction	07/27/2020

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	7/27/2020
Dean	<i>Linda Bean</i>	7/27/2020
Assessment Christine Austin	<i>Christ Austin</i>	8/13/2020
Registrar	<i>Laura</i>	8/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) SPED	Course Number: (e.g., 1003) 3023
Official Catalog Title: Development & Characteristics of Diverse Learners	

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

The course is just going to go through a number change from 3000 to 2000 level.

- b. If this course was required for the major or minor, complete the following.

1. How will program level learning outcome(s) previously addressed by this course now be addressed?

The course has just been renumbered so this will take out the old course number from the catalog.

- c. What is the rationale for deleting this course? What evidence supports this action?

We have another proposal that changes this course from 3000 to 2000 level. We want to delete the 3000 level so that the program is clear and there is not problems with transferring courses.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum & Instruction	

Title	Signature	Date
Department Head <i>[Signature]</i>	<i>[Signature]</i>	3/6/20
Dean	<i>Linda Bear</i>	3/6/2020
Assessment <i>P. Austin</i>	<i>[Signature]</i>	3/30/2020
Registrar	<i>Sammy Weaver</i>	7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 2113	Effective Term: X Spring <input type="checkbox"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Human Development and Learning Theories		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) HUMAN DEVEL/LEARNING THEORIES		

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

Does this course require a fee? Yes No How Much? _____ Select Fee Type _____

If selected other list fee type: _____

Elective X 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?

Fall and Spring

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 1. Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 - i. *Please see the attached assessment rubrics and syllabus*
 - ii. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
 - iii. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
 - iv. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)

- v. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (See attached Rubrics)

- i. Culminating Exercise – video or other technology-based creation explaining the what was observed in the placement classroom and makes connections from the observation to what was learned in class.
- ii. UDL Lesson Plan – You are expected to design a UDL Lesson Plan that is developmentally appropriate for use in your field placement classroom. This lesson plan will provide evidence that you can differentiate content and accommodate diversity in the classroom. At least three forms of technology must be included with details on how they were used in your lesson. A template is attached for use in preparing this artifact.
- iii. Research Action Project – You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.
 - 1. Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school's website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.
 - 2. Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)
 - 3. Development of the Child-How does your student's development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.
 - 4. UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.
 - 5. IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.
 - 6. Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?
 - 7. Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-

reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

8. Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

- iv. Artifact – Intervention Plan

- v. Integrated Literacy Framework – Students will plan an integrated literacy framework designed to increase understanding of how language arts can be integrated effectively.

- c. What is the rationale for adding this course? What evidence demonstrates this need?

1. By adding this course, students will be able to earn concurrent credit that will align with the BS-EED.
2. This will allow for direct transfer credit from community colleges who offer a similar course and would assist us in our Stage II application process by denoting this clearly as a pre-Stage II, pre-professional education course.

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).

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

ELED 2113 Human Development and Learning Theories

CRN:
TERM:

Credit Hours: 3 Hours Credit

Instructor:
Office:
Email:
Preferred contact:

You can expect a reply to email within a 24-hour response window.

*Office Hours:
Monday
Tuesday
Wednesday
Thursday
Friday
*other times by appointment

The instructor reserves the right to amend the syllabus, if deemed necessary, and students will be notified of such changes.

Course Description:

This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Prerequisite:

None

Note: A field experience is required in this course

Justification and Rationale:

This course helps the student become aware of human development and learning theories involved in the learning process. This course will focus on the following: physical, socioemotional and cognitive development in early childhood, physical, socioemotional, and cognitive development in middle to late childhood, physical, socioemotional, and cognitive

development in adolescence, the theory of multiple intelligence, motivation, social constructivism, and the theories of development.

Course Competencies/objectives:

1. Define what is meant by development and describe the nature of developmental change. ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
2. Identify methods of studying children. ACEI 1.0; ATS 1.b; TESS 1.b; InTASC 1
3. Compare and contrast theories of development. ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
4. Describe principles of heredity that provide the biological foundation for human development. ACEI 1.0; ATS 2.g; InTASC 1
5. Describe the physical, cognitive, and psychosocial, development in early childhood. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
6. Describe the physical, cognitive, and psychosocial development of middle/late childhood. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
7. Describe the physical, cognitive, and psychosocial development of early adolescence. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
8. Define multicultural issues related to child development. ACEI 3.2; ATS 1.a.k, 2.k ; TESS 1.a.b; InTASC 1
9. Discuss conceptual understanding and strategies for teaching concepts. ACEI 3.1, 3.2; ATS 1.a, 8.a; TESS 1.b; InTASC 7
10. Describe several types of thinking and ways that teachers can foster them. ACEI 3.1, 3.2, 3.3, 3.4; ATS 1.a, 1.e, 8.e; TESS 1.b, 4.a; InTASC 2, 8
11. Compare the social constructivist approach with other constructivist approaches. ACEI 3.1; ATS 1.d; TESS 1.b; InTASC 1, 2
12. Define motivation and compare the behavioral, humanistic, cognitive, and social perspectives on motivation. ACEI 3.1; ATS 1.e; TESS 1.b; InTASC 1
13. Discuss what intelligence is, how it is measured, a theory of multiple intelligences, the neuroscience of intelligence, and some controversies and issues about its use by educators. ACEI 1.0, 3.2; ATS 1.g, 4.j; TESS 1.b; InTASC 1, 2

CAEP= 2018 Council for the Accreditation of Educator Preparation

CEC= Council for Exceptional Children,

ATS (InTASC)= 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)

ACEI= 2007 edition of Association for Childhood Education International

TESS= Teacher Excellence and Support System

Textbook Required for Course:

Foundations in Human Development 2nd edition TopHat

Taskstream Required for Course:

Taskstream is an electronic service utilized during the 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:

Topic

1. The Field of Human Development

2. The Dawn of Development
3. Infancy
4. Early Childhood
5. Middle Childhood
6. Adolescence
7. Early Adulthood
8. Middle Adulthood
9. Late Adulthood
10. The Dusk of Life

Course Assignments:

A variety of experiences and assignments will be used to assess the course objectives and student competencies.

Field Experience Expectations: Students will engage in a twenty-hour field experience. Students are expected to read the student handbook and conduct themselves in a professional manner. Students will not pass this course without completion of field experience.

Methods of Instruction, and Student Performance Assessment and Evaluation:

Methods of Instruction:

The delivery of instruction in this course will include lecture, discussion, videos, projects, speakers, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment:

Written examinations, checklists, rubrics, and performance assessments will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Late Assignments:

All assignments are expected to be on time. No late assignment will be accepted after two calendar TECH scheduled days of classes unless there are extenuating circumstances. Any accepted late assignment will be lowered one letter grade.

- The professor works very hard on the class calendar before the class begins. This is so you can see the entire class and all of the assignments ahead of time so you can plan accordingly.
- It is **imperative** that you work ahead with upcoming assignments, so that you do not fall behind if sudden issues arise. I recommend you submitting things *early*, so that you can be sure you don't miss the deadlines. If you are early with your submissions, you will have time to work through sudden issues that would cause you to be late.
- All work must be submitted in Blackboard. Do not email me your work.

All formal assignments must be in APA Style (An APA template as well as guidelines for writing an APA formatted paper are provided in Blackboard as a reference).

Grading Policy

Course Evaluation:

GRADING SCALE

A	90%	-	100%
B	80%	-	89%
C	70%	-	79%
D	60%	-	69%
F	59% and below		

Course grades will be based on the accuracy, completeness, and quality of the contents of student's assigned work and course examinations. Grades will be assigned according to percentages based on the total points earned.

Incomplete Grade Contract:

- A grade of incomplete is appropriate **ONLY** in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Attendance: (Face-to-Face students only)

Punctual and regular attendance is vital to your success. Chronic lack of attendance and tardiness will not be tolerated. Although the goal is to be in class every day of the semester, you have 4 excused absences. Use these days wisely. Regardless of your total points earned for this course...

- 1) On the 5th absence, your final grade will be lowered one grade.
- 2) On the 6th absence, your final grade will be lowered one more grade.
- 3) *Automatic failure of the course occurs on the 7th absence.

You will be responsible for signing the roll each day and will be responsible for knowing how many absences you have accumulated.

Punctuality is an important part of becoming a professional teacher. It is the expectation that all students attend class on time. Each instructor is fully justified in requiring student promptness and in barring from class any student who persists in being tardy. In addition, attendance will be taken for each class thus absences and tardiness will be recorded.

University & College Information:

Mission and Vision

Arkansas Tech University

University

Vision:

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission:

- *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

College of Education

"SUCCESSFUL AND INNOVATIVE PROFESSIONALS"

Vision:

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Adopted January 2017

Mission:

- *The Arkansas Tech University College of Education prepares professionals who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Adopted January 2017

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster's Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

Cheating and/or plagiarism will not be tolerated. Any suspected cases will be referred for administrative action. Please refer to your Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. [ATU Student Handbook](#)

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations will be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for

academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have

experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>

PRIVACY & ACCESSIBILITY POLICIES: See the following links:

Third-Party Privacy and Accessibility Policies or

https://www.atu.edu/etech/privacy_accessibility.php

- While this information is currently accurate, links and policies will change over time.

Food Insecurity

- The Green and Gold Cupboard exists to fight hunger right here at home by providing healthy, nutritious food to all members of the Tech community, including students, faculty, and staff. Details on how to access this service can be found at: <https://www.atu.edu/foodpantry/>

University Sexual Misconduct Policy:

- The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Federal Attendance Policy

- Students **MUST** complete the Policy Agreements assignment in the Federal Attendance Module to be considered as "actively participating" in the course and receive a grade. The assignment in the module consists of three questions that students must answer "Yes" to receive a 100%. Students are allowed multiple attempts to do this correctly, but they must do so to be considered as "actively participating" in the course.

Representative Bibliography:

- Allyn, P. (2012). *Best books for boys: How to engage boys in reading in ways that will change their lives*. New York: Scholastic.
- Allyn, P. (2009). *What to read when: the books and stories to read with your child and all the best times to read them*. New York, NY: Penguin Group.
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- Buchoff, R. (1994). Joyful voices: Facilitating language growth through the rhythmic response to chants. *Young children*, 49.4, 26-30.
- Butler, D. & Clay, M. (2008). *Reading begins at home: Preparing children before they go to school*, (2nd ed.). NH: Heinemann.
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- Cianciolio, P. J. (1997). *Picture books for children*, (4th ed.). American Library Association.
- Copple C. & Bredekamp, S., eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, (3rd ed.). National Association for the Education of Young Children.
- Fountas, I. C. & Pinnell, G. S. (2001). *Guiding Readers and Writers. Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.
- Fox, M. (2008). *Reading magic: why reading aloud to our children will change their lives forever*, (2nd ed.). New York, NY: Harcourt, Inc..
- Galda, L., Cullinan, B. E., & Sipe, L.R. (2010). *Literature and the child*, (7th ed.). Belmont, CA: Wadsworth Cengage Learning.
- Glazer, J. & Giorgis, C. (2005). *Literature for young children*, (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.
- Hancock, M. (2008). *Celebration of literature and response: Children, books, and teachers in K-8 classrooms*, (3rd ed.). Upper Saddle River, NY: Prentice-Hall, Inc.
- Kiefer, B. Z. & Tyson, C. A. (2010). *Charlotte Huck's children's literature: A brief guide*. New York, NY: McGraw-Hill.
- Kilpatrick, W., Wolfe, G. & Wolfe, S. M. (1994). *Books that build character: A guide to teaching your child moral values through stories*. New York, NY: Touchstone.
- Kruse, G. M., Horning, K. T. Updated by Horning, K. T., Febry, C., Lindgren, M. T. & Schliesman, M. (2010). Fifty Multicultural Books Every Child Should Know. *Cooperative children's book center*. Retrieved from <http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=42>
- Lukens, R. J., Smith, J. J. & Coffel, C. M. (2012). *A Critical Handbook of Children's Literature*, (9th ed.). New York, NY: Allyn & Bacon.
- Lynch-Brown, C., Tomlinson, C. & Short, K. (2010). *Essentials of children's literature*, (7thed.). Boston: Pearson Education, Inc.

- Moen, C., Kruse, G. & Moore, G. (2010). *Teaching with Caldecott Books: Activities across the Curriculum*. New York, NY: Scholastic Professional Book Division.
- Russell, David L. (2008). *Literature for Children, A Short Introduction*, (6th ed.). Allyn & Bacon.
- Sawyer, W. (2011). *Growing up with literature: What's new in early childhood*, (6th ed.). Albany, NY: Wadsworth Cengage Learning.
- Steffen, S. (2001). Internet resources for the study of children's literature. *Elmhurst Education Library*. Retrieved from: <http://elmhurst.edu/library/Childlit/childinternet.html>
- Stoodt, B. D. & Amspaugh, L. B. (2009). *Children's literature: Discovery for a lifetime*, (4thed.). Boston: Allyn & Bacon.
- Temple, C., Martinez, M. & Yokota, J. (2011). *Children's books in children's hands: An introduction to their literature*, (4th ed.). Boston: Allyn & Bacon.
- Trelease, J. (2006). *The Read-Aloud handbook*, (6th ed.). New York, NY: Penguin Books.
- Vacca, R., Vacca, J. & Mraz. M. (2010). *Content area reading: Literacy and learning across the curriculum*, (10th ed.). New York, NY: Allyn & Bacon.

Description evidenced in the Video		Point Value	I	P	E	HE
Completed on Time Video prepared and submitted on blackboard by due date	Late receives a I and 0 points	/5				
Focus Introduction and beginning of the video. Just like a lesson, you should preview what is to come.	Missing receives 0 points, there but no creativity or interest is P, grabs my attention is an E, extremely well done is HE	/10				
Background Give some overview of the classroom you are in: Grade, city, type of school, type of classroom management system in place, what the day is like. You can have more than this...this is a starting point.	Gives me a good understanding of what you saw this semester in your observation	/10				
Connections Make connections from the classroom to what we have learned in class. Each Item you mention above should be addressed.	Missing receives a I, brief discussion is a P, helps me understand that you learned something is a E, extremely well done is HE	/55				
Interest Level Video engages the viewer	Makes me think and is entertaining	/10				
Closure Provides a summary of something we did or learned in class/ observation that changed the way you thought, act, feel, or teach.	Helps me to know what you got out of the semester	/10				
	Total (100 points possible)	/100				
Comments:						

Notes: I=Ineffective for the criteria – will receive 0 points P=Progressing for the criteria – will receive partial points. E=Effective for the criteria – will receive partial points. HE=Highly Effective—must have everything and be extremely well done to get full points for that section.

SPED-ELED UDL Lesson Plan

	Unacceptable	Acceptable	Highly Effective
<p>Lesson Description Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.</p>	<p>Meets less than half the requirements for developing a lesson description.</p>	<p>Meets the requirements for developing a lesson description.</p>	<p>Exceeds requirements for developing a lesson description by providing extensive details in each area.</p>
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1b Demonstrating Knowledge of Students</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs</p>			
<p>Lesson Goals – Objectives Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.</p>	<p>Meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.</p>	<p>Meets the requirement requirements for developing specific lesson goals outlining the objective for the lesson.</p>	<p>Exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.</p>

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

1) Anticipatory Set
5-10 minutes
Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.

Little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience.

Good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience. Little explanation for it's use.

Strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience. Explains rationale for use.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

2) Introduction and model new knowledge 15-20 minutes Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	Little evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.	Good evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Little explanation of outlined information.	Strong evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Explains outlined information in detail.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

3) Guided Practice 20-30 minutes Models various ways that students can engage with the new content. Then guides the students as they interact with partners	Little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.
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<p>or groups practicing the new material in various meaningful ways.</p>		<p>Little explanation of how the activities were used.</p>	<p>Extensive explanation of how the activities were used.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3b Using Questioning and Discussion Techniques

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

<p>4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently.</p>	<p>Little evidence of an effective independent practice activity that enables students to engage with the new content.</p>	<p>Good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.</p>	<p>Strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

<p>5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students.</p>	<p>Little evidence of effective wrap up activity that successfully reviews the important points of the lesson.</p>	<p>Good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.</p>	<p>Strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the activity effectively wrapped up the lesson.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>6) Assessment of Student Learning – Formative 5-10 minutes Describes an</p>	<p>Little evidence of an effective assessment plan that directly matches the lesson objective and</p>	<p>Good evidence of an effective assessment plan that directly matches the lesson objective and</p>	<p>Strong evidence of an effective assessment plan that directly matches the lesson objective and</p>
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assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	accurately assessing student's understanding.	accurately assessing student's understanding. Little or no explanation for the use of the assessment(s).	accurately assessing student's understanding. Clear rationale for use of the assessment(s).
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc.)	Little evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students.	Good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.	Strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Differentiated-Accommodation Strategies Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	Little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks.	Good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.	Strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 3: Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

<p>Materials All materials are listed and clearly relate to the lesson.</p>	<p>Little evidence of that all lesson materials were listed that were utilized in the UDL plan.</p>	<p>Good evidence that all lesson materials were listed that were utilized in the UDL plan.</p>	<p>Strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

ELED, MLED, & SEED Research Action Project (RAP)

	Unacceptable	Acceptable	Exceptional
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1b Demonstrating Knowledge of Students</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief overview that listed the requested information and only provided some details.	Provided an overview that gave extensive details about the requested information.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1d Demonstrating Knowledge of Resources</p>			

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1a Demonstrating Knowledge of Content and Pedagogy</p> <p>Domain: Domain 4: Professional Responsibilities</p> <p>Component: 4d Participating in a Professional Community</p> <p>Component: 4e Growing and Developing Professionally</p> <p>Component: 4f Showing Professionalism</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>			
Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<p>Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9</p>	<p>Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.</p>	<p>Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.</p>	<p>Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

meet the needs of each learner.			
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 4: Professional Responsibilities</p> <p>Component: 4a Reflecting on Teaching</p> <p>Component: 4e Growing and Developing Professionally</p> <p>Component: 4f Showing Professionalism</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>			
References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p>			

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ELED 3123 Intervention Plan

	Unacceptable	Acceptable	Exceptional
<p>The candidate provides evidence pertinent to family and to the students in the classroom.</p> <p>Students/Classroom Demographics # of students "at risk" due to poverty, learning gaps, language, speech, etc</p> <p>InTasc/ATS 1, 2,3 TESS Domain 1, 2 CAEP 1.a, 1.b, 1.c</p>	<p>Minimum evidence is included to give insight to the setting for the at risk student/students.</p> <p>Little or no information from public sources is included.</p> <p>FERPA regulations may have been violated.</p>	<p>Significant evidence is included giving insight to the setting for the at risk student/students.</p> <p>Significant information available through public sources is included.</p> <p>The information that is provided does not violate FERPA regulation.</p>	<p>Superior evidence is included to give insight to the setting for the student and/or students who are at risk and in need of intervention.</p> <p>Information includes poverty level of the school or building as defined by the # of free/reduced lunches. (Privacy will prevent this information being given on a child by child basis). The information available through available public sources is included. Specific information about the child or children that can be determined without violating FERPA is included.</p>

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

<p>The candidate provides a matrix based on the district's intervention assessment plan to include: students requiring intervention. InTASC/ATS 6; TESS 1f, 3d; and CAEP 6.</p>	<p>Minimum evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is disorganized but can be followed to some degree.</p>	<p>Significant evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is organized in a readable format.</p>	<p>Superior evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is organized in a readable format.</p> <p>The matrix is attractive.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>The candidate will include in the matrix the Arkansas Math and ELA Standards aligned to student's specific intervention needs. InTASC/ATS 6 ; TESS 1f, 3d; CAEP 3.a, 3.b, and 3.d</p>	<p>Matrix provides little to no evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs.</p>	<p>Significant evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs is provided</p> <p>The matrix is organized in a readable format.</p>	<p>Significant evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is organized in a readable format.</p> <p>The matrix is attractive.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>The candidate will include in the matrix Behaviorally Stated</p>	<p>Matrix includes few or no behaviorally stated objectives.</p>	<p>Matrix includes all behaviorally stated objectives.</p>	<p>Matrix includes exceptionally stated behaviorally</p>
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Objectives for Interventions planned for each student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	For those objectives included, some are stated in the standard ABCD behavioral format. Few or no objectives align with standards, data or intervention.	All objectives are stated in the standard ABCD behavioral format. Objectives align with standards, data or intervention.	objectives. All objectives are stated in the standard ABCD behavioral format. Objectives show exceptional alignment with standards, data or intervention.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include the results of Intervention pre-tests and/or formative assessment. InTASC/ATS6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	The plan includes no or limited results of Intervention pre-tests and/or formative assessment. No or limited student evidence is provided.	The plan includes significant results of Intervention pre-tests and/or formative assessment. Student evidence is provided.	The plan includes superior results of Intervention pre-tests and/or formative assessment. Superior evidence of student performance on pre-test is provided.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The student will state 3 Intervention Strategies aligned with stated objectives using 3 different engagement strategies. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited parts of intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes significant description of 3 Intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes 3 intervention strategies aligned with stated objectives using 3 different engagement strategies.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will provide results post assessment with analysis of success or lack of success of the interventions. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited post assessment data and/or some analysis of success or lack of success of the interventions.	The plan includes significant results of post assessment with analysis of success or lack of success of the interventions.	The plan provides superior information on the results post assessment with analysis of success or lack of success of the interventions.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1f Designing Student Assessments</p> <p>Domain: Domain 3: Instruction</p> <p>Component: 3d Using Assessment in Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p>			
The candidate will include the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or a limited plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.	The plan includes significant information plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student	The plan includes superior details of the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit documentation of the intervention plan as per state requirements for documentation of intervention.
InTASC/ATS 6;
TESS 1f, 3d; CAEP 3a, 3b and 3d

Little to no evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Significant evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Superior evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit a reflection on intervention planning process including self evaluation of the success or lack of success of the intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b, 3d and 4a.	Limited or no evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted	Significance of the reflection on intervention planning process including self-evaluation of the success or lack of success of the intervention is omitted	Superior evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

RDNG 3163 Integrated Literacy Framework Rubric

	Unacceptable	Acceptable	Highly Effective
Demonstrates knowledge of content by planning a literacy project based on how children learn and develop language skills.	Project design and content has few opportunities for engaging learners in an inquiry based problem and/or using literacy.	Meets requirements; project design and content is organized to engage learners in an inquiry based problem which will develop some literacy skills.	Exceeds requirements; Well-developed, investigative, inquiry based project that is well organized to immerse children in literacy.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

<p>Demonstrates understanding of diversity through the development of learning experiences for all learners.</p>	<p>Few activities planned to provide experiences for common understanding of theme.</p>	<p>Meets requirements of relating prior experiences and/or providing experiences to create a common understanding and vocabulary related to the topic.</p>	<p>Exceeds requirements; Establishes prior knowledge and experiences; plans provide additional experiences where needed; plans allow time to develop vocabulary and create a common understanding about the topic to allow all learners participation in developing questions for investigation.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Component: 2b Establishing a Culture for Learning

Component: 2c Managing Classroom Procedures

Component: 2d Managing Student Behavior

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates planning and	Little evidence of standards-based	Good evidence of standards-based	Strong evidence of standards-based
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implementing of developmentally appropriate curriculum aligned with standards and objectives.	planning and implementation of a literacy project, few opportunities to practice and apply skills.	planning and implementation; some opportunities to practice and apply language, social and intellectual skills.	planning and implementation; Multiple opportunities to practice and apply language, social and intellectual skills.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Demonstrates planning of lessons which include methodologies to	Does not meet requirements for lesson planning using format in	Meets requirements for lesson planning using format and template in	Exceeds requirements for lesson planning using format and template
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<p>promote and engage students in meaningful, integrated literacy experiences.</p>	<p>Taskstream. Includes little variety for children to combine and integrate the language areas of reading, writing, speaking, listening, and viewing and to react and respond to what they read and write.</p>	<p>Taskstream. Includes many opportunities for children to use the language areas and to react and respond to what they read and write.</p>	<p>in Taskstream. Includes multiple opportunities for children to use the language areas and to react and respond to what they read and write.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child’s Learning Using Effective Instruction

Demonstrates knowledge of using individual and group performance in order to design and modify instruction to meet learners' needs.	Little evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Good evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Strong evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

<p>Demonstrates appropriate and relevant use of formative and summative assessments.</p>	<p>Little evidence of assessment planning, or assessments do not correspond with learning objectives.</p>	<p>Good evidence for assessment plan. Assessments are varied and represent what the students are learning.</p>	<p>Strong evidence supporting assessment plan. Plans a variety of ways to represent what they are learning and to communicate that knowledge through a form of expression, such as dramatic play, writing, or music. Multiple assessments pertinent to age and stage levels.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Written communication: No errors in writing (mechanics); thoughts are logically ordered.	Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.	Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant thoughts.	No errors; clarity, logic, and relevance enhance the meaningfulness.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum & Instruction	

Title	Signature	Date
Department Head <i>Tim Carter</i>	<i>J. L.</i>	<i>3/6/20</i>
Dean	<i>Linda Bean</i>	<i>3/6/2020</i>
Assessment <i>C. Austin</i>	<i>Chris Austin</i>	<i>3/30/2020</i>
Registrar	<i>Sammy Beaman</i>	<i>7/13/2020</i>
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) SPED	Course Number: (e.g., 1003) 2023	Effective Term: X Spring <input type="checkbox"/> Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Development & Characteristics of Diverse Learners		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) DEV & CHAR OF DIVERSE LEARNERS		

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

Does this course require a fee? Yes No How Much? _____ Select Fee Type _____

If selected other list fee type: _____

Elective X 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?

Fall and Spring

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 1. Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 - i. *Please see the attached assessment rubrics and syllabus*
 - ii. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
 - iii. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
 - iv. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)

- v. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (See attached Rubrics)
 - i. Culminating Exercise – video or other technology-based creation explaining the what was observed in the placement classroom and makes connections from the observation to what was learned in class.
 - ii. UDL Lesson Plan – You are expected to design a UDL Lesson Plan that is developmentally appropriate for use in your field placement classroom. This lesson plan will provide evidence that you can differentiate content and accommodate diversity in the classroom. At least three forms of technology must be included with details on how they were used in your lesson. A template is attached for use in preparing this artifact.
 - iii. Research Action Project – You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.
 1. Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school’s website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.
 2. Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)
 3. Development of the Child-How does your student’s development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.
 4. UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.
 5. IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.
 6. Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?
 7. Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-

reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

8. Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

iv. Artifact – Reflective Diversity Presentation

- c. What is the rationale for adding this course? What evidence demonstrates this need?
 1. By adding this course, students will be able to earn concurrent credit that will align with the BS-EED.
 2. This will allow for direct transfer credit from community colleges who offer a similar course and would assist us in our Stage II application process by denoting this clearly as a pre-Stage II, pre-professional education course.

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).

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

SPED 2023 Development & Characteristics of Diverse Learners

CRN:

TERM:

Credit Hours: 3 Hours Credit

Instructor:

Office:

Email:

Preferred contact:

You can expect a reply to email within a 24-hour response window.

*Office Hours:

Monday

Tuesday

Wednesday

Thursday

Friday

*other times by appointment

The instructor reserves the right to amend the syllabus, if deemed necessary, and students will be notified of such changes.

Catalog Description:

This course covers characteristics of children with exceptional learning needs. An emphasis will be placed on typical and atypical development, an overview of various exceptionalities including Giftedness, and the special needs of children from different cultures and language backgrounds. A field experience is required.

Prerequisites: None

Objectives:

1. The student will develop an understanding of the biological and environmental factors that may place the child at risk including maternal health, pre-maturity, teratogens, birth trauma, and attachment disorders. CEC 1.1, 1.2; TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a, AECI 1.0
2. The student will develop an understanding of typical and atypical development; and the similarities and differences between children with and without exceptional learning needs. CEC 1.2, TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a.; AECI 5.2
3. The student will develop knowledge of how poverty impacts the learning and development of children. CEC 1.1, TESS 1b, 1d, 1e, 2a, 2b, 2d, 3a, 3e, 4c; ATS 1.1.4, 1.2.3, 1.3.4, 1.3.6, 1.3.9, 2.1.4, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.7, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.2, 3.3.4, 3.3.5, 3.3.6, 3.3.9, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.4, 4.3.5, 4.3.6, 5.1.6, 5.2.3. INTASC 3, CAEP 1.a, 1.b; AECI 5.2

4. The student will develop knowledge and respect for cultural diversity among children and their families. CEC 1.1, 1.2, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6.; INTASC 3, CAEP 1.b, 1.c; AECI 5.2
5. The student will develop knowledge of the learning abilities of the individual with exceptional learning needs. This includes the various Special Education categories. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; AECI 3.2
6. The student will develop knowledge of the learning abilities of individuals who are considered gifted. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; ACEI 3.2
7. The student will develop knowledge of the learning needs of children who do not speak English as their primary language. CEC 1.2, CEC 6.3, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 2, 3, 6.; CAEP 1.a, 1.b; AECI 3.2
8. The student will develop knowledge of the importance of social interaction for the individual with exceptional learning needs. CEC 2.1; TESS 1b, 2c, 3a, 3e, 4c, 4f; ATS, INTASC 2, 3; CAEP 1.a, 1.b, 1.c; AECI 5.2

CEC= Council for Exceptional Children,
 TESS=Teacher Excellence Support System,
 ATS=Arkansas State Standards for Initial Licensure.
 INTASC= Interstate New Teacher Assessment and Support Consortium
 CAEP= Council for the Accreditation of Educator Preparation
 AECI- Association for Childhood Education International

Textbook Required for Course:

Hunt, N. & Marshall, K. (2012). *Exceptional children and youth* (5th Ed.). Cengage Learning.

ISBN: 9781111833428

- Cultural diversity
- Giftedness
- English Language Learners
- Learning abilities of children with exceptionalities



Course Outline:

Topics

1. Typical development in childhood
2. Atypical development during childhood
3. Impact of poverty on children
4. Cultural diversity
5. Giftedness
6. English Language Learners
7. Learning abilities of children with exceptionalities
8. Learning as it relates to the various Special Education categories
9. Social interaction and learning among children with exceptionalities

Course Assignments:

The following are the experiences and assignments that will be used to assess the course objectives and student competencies in these areas:

Field Experience Expectations: Students will engage in a twenty-hour field experience. Students are expected to read the student handbook and conduct themselves in a professional manner. Students will not pass this course without completion of field experience.

Students will complete the following assignments to demonstrate mastery of the following competencies:

1. The student will take **Exams** on selected “units” of study.
2. Students will be grouped in pairs or small groups to develop **reports** on the **multicultural and pluralistic nature of American education today**. Students will examine characteristics of various cultures and home environments in the United States and present their findings in class.
3. **Field Experience/Summary Paper-** Each student will complete a minimum of 20 hours field experience with a diverse population in a school-based site.
4. **Mini Report-**Students will present a brief 3 to 5-minute video report to the class regarding the causes and characteristics of selected exceptionalities. This video will also be posted in Blackboard.
5. **In Class Assignments**
6. **Attendance**

Methods of Instruction, and Student Performance Assessment and Evaluation:

Methods of Instruction:

The delivery of instruction in this course will include lecture, discussion, videos, projects, speakers, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment:

A variety of assessment methods will serve to evaluate comprehension and application of the concepts and skills outlined in the course objectives.

Written examinations, checklists, rubrics, and performance assessments will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Late Assignments:

All assignments are expected to be on time. No late assignment will be accepted after two calendar TECH scheduled days of classes unless there are extenuating circumstances. Any accepted late assignment will be lowered one letter grade.

All formal assignments must be in APA Style (An APA template as well as guidelines for writing an APA formatted paper are provided in Blackboard as a reference).

Grading Policy

Course Evaluation:

GRADING SCALE

A	90%	-	100%
B	80%	-	89%
C	70%	-	79%
D	60%	-	69%
F	59% and below		

Course grades will be based on the accuracy, completeness, and quality of the contents of student's assigned work and course examinations. Grades will be assigned according to percentages based on the total points earned.

Incomplete Grade Contract:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Attendance: (Face-to-Face students only)

Punctual and regular attendance is vital to your success. Chronic lack of attendance and tardiness will not be tolerated. Although the goal is to be in class every day of the semester, you have 4 excused absences. Use these days wisely. Regardless of your total points earned for this course...

- 1) On the 5th absence, your final grade will be lowered one grade.
- 2) On the 6th absence, your final grade will be lowered one more grade.
- 3) *Automatic failure of the course occurs on the 7th absence.

You will be responsible for signing the roll each day and will be responsible for knowing how many absences you have accumulated.

Punctuality is an important part of becoming a professional teacher. It is the expectation that all students attend class on time. Each instructor is fully justified in requiring student promptness and in barring from class any student who persists in being tardy. In addition, attendance will be taken for each class thus absences and tardiness will be recorded.

University & College Information:

Mission and Vision Arkansas Tech University

University

Vision:

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission:

- *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

College of Education

"SUCCESSFUL AND INNOVATIVE PROFESSIONALS"

Vision:

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Adopted January 2017

Mission:

- *The Arkansas Tech University College of Education prepares professionals who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Adopted January 2017

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall

2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

Cheating and/or plagiarism will not be tolerated. Any suspected cases will be referred for administrative action. Please refer to your Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. [ATU Student Handbook](#)

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations will be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss

your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>

PRIVACY & ACCESSIBILITY POLICIES: See the following links:

Third-Party Privacy and Accessibility Policies or

https://www.atu.edu/etech/privacy_accessibility.php

- While this information is currently accurate, links and policies will change over time.

Food Insecurity

- The Green and Gold Cupboard exists to fight hunger right here at home by providing healthy, nutritious food to all members of the Tech community, including students, faculty, and staff. Details on how to access this service can be found at: <https://www.atu.edu/foodpantry/>

University Sexual Misconduct Policy:

- The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct

giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Federal Attendance Policy

- Students MUST complete the Policy Agreements assignment in the Federal Attendance Module to be considered as "actively participating" in the course and receive a grade. The assignment in the module consists of three questions that students must answer "Yes" to receive a 100%. Students are allowed multiple attempts to do this correctly, but they must do so to be considered as "actively participating" in the course.

Representative Bibliography:

Bayat, M. (2011). *Teaching Exceptional children* (11th ed.) Boston, MA. McGraw-Hill.

Friend, M. (2014). *Special Education*. Upper Saddle River, NJ; Pearson Prentice Hall.

Hunt, N. & Marshall, K. (2012). *Exceptional Children and Youth*. Wadsworth Cengage.

Howard, W. (2013). *Exceptional Children: An Introduction to Special Education*. Upper Saddle River, NJ; Pearson Prentice Hall.

Kirk, S., Gallagher, J., Coleman, M.R., & Anastasiow, N. (2012). *Educating Exceptional Children* (13th ed.) Wadsworth Cengage.

Lewis, R. & Doorlag, Donald (2011). *Teaching Students in General Education Classrooms* (8th ed). New York, New York: Prentice Hall

Smith, D. & Tyler, N. (2014). *Introduction to Contemporary Special Education*. Upper Saddle River, NJ; Pearson Prentice Hall.

The Multicultural Nature of American Education

Multicultural Presentation:

This will be a group presentation. 3 people (or less) per group. Your group will select a multicultural group as your topic to present to the class. You will select your topic from the following list.

Group 1 – Hispanic American

Group 2 – Hindu American

Group 3- Ozarka/Appalachian American

Group 4- Rural/Urban

Group 5- Muslim American

Group 6- Americans in Poverty

Group 7- Roma

Group 8- Native American

Group 9-Asian Americans

Group 10- Marshallese-South Pacific

Here are a few ideas to think about for the presentation. You are not limited to just this information. **You may bring examples of food common within the culture; wear clothing similar to that found in the culture, play games found in the culture, music, etc.**

What are some characteristics of the following cultures immigrating to the United States, or specific sub-areas of American culture? How can we as teachers personally understand these students more fully in order to “include” them appropriately in our classrooms?

To help structure your presentation you might consider the following in your online research:

- 1) Cultural expectations
- 2) Values of the culture
- 3) Style of communication (verbal and nonverbal)
- 4) Attitudes toward authority figures
- 5) Attitudes toward the opposite sex (gender roles)
- 6) Attitudes toward age groups (older people, children, etc.)
- 7) Male and female roles (expectations/norms) in society
- 8) The work ethic
- 9) The home environment and childrearing practices
- 10) Community standards and expectations
- 11) How do we assess these students
- 12) Are different motivational strategies needed

In preparing this presentation:

1. Prepare a 5 minute overview to be presented to the entire class.
2. When you present you may use video, poster board, pictures, food, music, dress, games, etc in a way that it explains and gives insight to the culture you are addressing.
3. DO NOT USE POWERPOINT

SPED 3023 Multicultural Presentations:

	Below Expectations 0-1	Meets Expectations 2	Exceeds Expectations 3	Score
Understands how language influences student learning CEC 1.1, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 1, 2; CAEP 1.a, 1.b	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how culture influences student learning CEC 1.1, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6. INTASC 2; CAEP 1.b, 1.c	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how family background influences student learning. CEC 1.1, TESS 1b, 2c, 3a, 3e, 4c, f. ATS 2d, INTASC 2; CAEP1.a,1.b,1.c	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how to create safe, inclusive, culturally responsive learning environments. CEC 2.1, TESS 2e; ATS 3a INTASC 3, CAEP3.e	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how to modify learning	Does not address this area	Gives at least one example	Gives more than one example	

environments to meet individual needs CEC 2.2, TESS 2a,b,c,d,e; ATS 1.2.3, 1.3.6, 2.2.1, 2.3.2, 3.2.2, 3.2.4, 3.2.6, 3.3.1, 3.3.6, 4.1.1, 4.2.1, 4.3.3, 4.3.4, 5.1.1, 5.1.3, 5.2.1; INTASC 3; CAEP 3.e	or briefly addresses the issue.	and provides in-depth information	and provides in-depth information on each	

Mini Reports

This is a group project. (No more than 3 per group). Select one of the following topics and prepare a 3 to 5 minute video report to present to the class. Also, post on Blackboard.

Angelman syndrome	
Cri-du-chat syndrome	
Galactosemia	
Fragile X syndrome	
Fetal Alcohol syndrome	
Tay Sachs	
Williams's syndrome	
Prader-Willi syndrome	
Multiple Personality Disorder	
Schizophrenia	
Phenylketonuria (PKU)	

Hydrocephaly, Macrocephaly & Microcephaly	
Turner Syndrome	
Rett syndrome	
Tourettes Syndrome	
Maple Syrup Urine Disease	
Tuberous Sclerosis	
Muscular Dystrophy	
Spina Bifida	

SPED-ELED UDL Lesson Plan

	Unacceptable	Acceptable	Highly Effective
<p>Lesson Description Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.</p>	Meets less than half the requirements for developing a lesson description.	Meets the requirements for developing a lesson description.	Exceeds requirements for developing a lesson description by providing extensive details in each area.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1b Demonstrating Knowledge of Students</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs</p>			
<p>Lesson Goals – Objectives Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.</p>	Meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.	Meets the requirement for developing specific lesson goals outlining the objective for the lesson.	Exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

1) Anticipatory Set 5-10 minutes Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	Little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience.	Good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience. Little explanation for it's use.	Strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience. Explains rationale for use.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>2) Introduction and model new knowledge 15-20 minutes Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.</p>	<p>Little evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.</p>	<p>Good evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Little explanation of outlined information.</p>	<p>Strong evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Explains outlined information in detail.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>3) Guided Practice 20-30 minutes Models various ways that students can engage with the new content. Then guides the students as they interact with partners</p>	<p>Little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.</p>	<p>Good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.</p>	<p>Strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.</p>
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or groups practicing the new material in various meaningful ways.		Little explanation of how the activities were used.	Extensive explanation of how the activities were used.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3b Using Questioning and Discussion Techniques

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently.	Little evidence of an effective independent practice activity that enables students to engage with the new content.	Good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.	Strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

<p>5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students.</p>	<p>Little evidence of effective wrap up activity that successfully reviews the important points of the lesson.</p>	<p>Good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.</p>	<p>Strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the activity effectively wrapped up the lesson.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>6) Assessment of Student Learning – Formative 5-10 minutes Describes an</p>	<p>Little evidence of an effective assessment plan that directly matches the lesson objective and</p>	<p>Good evidence of an effective assessment plan that directly matches the lesson objective and</p>	<p>Strong evidence of an effective assessment plan that directly matches the lesson objective and</p>
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assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	accurately assessing student's understanding.	accurately assessing student's understanding. Little or no explanation for the use of the assessment(s).	accurately assessing student's understanding. Clear rationale for use of the assessment(s).
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc.)	Little evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students.	Good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.	Strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Differentiated-Accommodation Strategies Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	Little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks.	Good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.	Strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 3: Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

<p>Materials All materials are listed and clearly relate to the lesson.</p>	<p>Little evidence of that all lesson materials were listed that were utilized in the UDL plan.</p>	<p>Good evidence that all lesson materials were listed that were utilized in the UDL plan.</p>	<p>Strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

ELED, MLED, & SEED Research Action Project (RAP)

	Unacceptable	Acceptable	Exceptional
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1b Demonstrating Knowledge of Students</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief overview that listed the requested information and only provided some details.	Provided an overview that gave extensive details about the requested information.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1d Demonstrating Knowledge of Resources</p>			

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<p>Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9</p>	<p>Did not address or only briefly mentioned.</p>	<p>Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.</p>	<p>Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.</p>
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1a Demonstrating Knowledge of Content and Pedagogy</p> <p>Domain: Domain 4: Professional Responsibilities</p> <p>Component: 4d Participating in a Professional Community</p> <p>Component: 4e Growing and Developing Professionally</p> <p>Component: 4f Showing Professionalism</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>			
<p>Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3</p>	<p>Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.</p>	<p>Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.</p>	<p>Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.</p>

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

meet the needs of each learner.			
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ELED 3123 Intervention Plan

	Unacceptable	Acceptable	Exceptional
<p>The candidate provides evidence pertinent to family and to the students in the classroom.</p> <p>Students/Classroom Demographics # of students "at risk" due to poverty, learning gaps, language, speech, etc</p> <p>InTasc/ATS 1, 2,3 TESS Domain 1, 2 CAEP 1.a, 1.b, 1.c</p>	<p>Minimum evidence is included to give insight to the setting for the at risk student/students.</p> <p>Little or no information from public sources is included.</p> <p>FERPA regulations may have been violated.</p>	<p>Significant evidence is included giving insight to the setting for the at risk student/students.</p> <p>Significant information available through public sources is included.</p> <p>The information that is provided does not violate FERPA regulation.</p>	<p>Superior evidence is included to give insight to the setting for the student and/or students who are at risk and in need of intervention.</p> <p>Information includes poverty level of the school or building as defined by the # of free/reduced lunches. (Privacy will prevent this information being given on a child by child basis). The information available through available public sources is included. Specific information about the child or children that can be determined without violating FERPA is included.</p>

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

<p>The candidate provides a matrix based on the district's intervention assessment plan to include: students requiring intervention. InTASC/ATS 6; TESS 1f, 3d; and CAEP 6.</p>	<p>Minimum evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is disorganized but can be followed to some degree.</p>	<p>Significant evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is organized in a readable format.</p>	<p>Superior evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is organized in a readable format.</p> <p>The matrix is attractive.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>The candidate will include in the matrix the Arkansas Math and ELA Standards aligned to student's specific intervention needs. InTASC/ATS 6 ; TESS 1f, 3d; CAEP 3.a, 3.b, and 3.d</p>	<p>Matrix provides little to no evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs.</p>	<p>Significant evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs is provided</p> <p>The matrix is organized in a readable format.</p>	<p>Significant evidence of the information describing the identification of student or students requiring information is included.</p> <p>The matrix is organized in a readable format.</p> <p>The matrix is attractive.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>The candidate will include in the matrix Behaviorally Stated</p>	<p>Matrix includes few or no behaviorally stated objectives.</p>	<p>Matrix includes all behaviorally stated objectives.</p>	<p>Matrix includes exceptionally stated behaviorally</p>
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<p>Objectives for Interventions planned for each student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d.</p>	<p>For those objectives included, some are stated in the standard ABCD behavioral format.</p> <p>Few or no objectives align with standards, data or intervention.</p>	<p>All objectives are stated in the standard ABCD behavioral format.</p> <p>Objectives align with standards, data or intervention.</p>	<p>objectives.</p> <p>All objectives are stated in the standard ABCD behavioral format.</p> <p>Objectives show exceptional alignment with standards, data or intervention.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>The candidate will include the results of Intervention pre-tests and/or formative assessment. InTASC/ATS6; TESS 1f, 3d; CAEP 3a, 3b and 3d.</p>	<p>The plan includes no or limited results of Intervention pre-tests and/or formative assessment.</p> <p>No or limited student evidence is provided.</p>	<p>The plan includes significant results of Intervention pre-tests and/or formative assessment.</p> <p>Student evidence is provided.</p>	<p>The plan includes superior results of Intervention pre-tests and/or formative assessment.</p> <p>Superior evidence of student performance on pre-test is provided.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The student will state 3 Intervention Strategies aligned with stated objectives using 3 different engagement strategies. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited parts of intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes significant description of 3 Intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes 3 intervention strategies aligned with stated objectives using 3 different engagement strategies.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will provide results post assessment with analysis of success or lack of success of the interventions. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited post assessment data and/or some analysis of success or lack of success of the interventions.	The plan includes significant results of post assessment with analysis of success or lack of success of the interventions.	The plan provides superior information on the results post assessment with analysis of success or lack of success of the interventions.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1f Designing Student Assessments</p> <p>Domain: Domain 3: Instruction</p> <p>Component: 3d Using Assessment in Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p>			
The candidate will include the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or a limited plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.	The plan includes significant information plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student	The plan includes superior details of the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit documentation of the intervention plan as per state requirements for documentation of intervention.
InTASC/ATS 6;
TESS 1f, 3d; CAEP 3a, 3b and 3d

Little to no evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Significant evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Superior evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

<p>The candidate will submit a reflection on intervention planning process including self evaluation of the success or lack of success of the intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b, 3d and 4a.</p>	<p>Limited or no evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted</p>	<p>Significance of the reflection on intervention planning process including self-evaluation of the success or lack of success of the intervention is omitted</p>	<p>Superior evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

RDNG 3163 Integrated Literacy Framework Rubric

	Unacceptable	Acceptable	Highly Effective
Demonstrates knowledge of content by planning a literacy project based on how children learn and develop language skills.	Project design and content has few opportunities for engaging learners in an inquiry based problem and/or using literacy.	Meets requirements; project design and content is organized to engage learners in an inquiry based problem which will develop some literacy skills.	Exceeds requirements; Well-developed, investigative, inquiry based project that is well organized to immerse children in literacy.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

<p>Demonstrates understanding of diversity through the development of learning experiences for all learners.</p>	<p>Few activities planned to provide experiences for common understanding of theme.</p>	<p>Meets requirements of relating prior experiences and/or providing experiences to create a common understanding and vocabulary related to the topic.</p>	<p>Exceeds requirements; Establishes prior knowledge and experiences; plans provide additional experiences where needed; plans allow time to develop vocabulary and create a common understanding about the topic to allow all learners participation in developing questions for investigation.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Component: 2b Establishing a Culture for Learning

Component: 2c Managing Classroom Procedures

Component: 2d Managing Student Behavior

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates planning and	Little evidence of standards-based	Good evidence of standards-based	Strong evidence of standards-based
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implementing of developmentally appropriate curriculum aligned with standards and objectives.	planning and implementation of a literacy project, few opportunities to practice and apply skills.	planning and implementation; some opportunities to practice and apply language, social and intellectual skills.	planning and implementation; Multiple opportunities to practice and apply language, social and intellectual skills.
<p>Standards</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain: Domain 1: Planning and Preparation</p> <p>Component: 1b Demonstrating Knowledge of Students</p> <p>Component: 1c Setting Instructional Outcomes</p> <p>Component: 1e Designing Coherent Instruction</p> <p>Domain: Domain 3: Instruction</p> <p>Component: 3a Communicating With Students</p> <p>Component: 3c Engaging Students in Learning</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs</p> <p>Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching</p> <p>Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p>			
Demonstrates planning of lessons which include methodologies to	Does not meet requirements for lesson planning using format in	Meets requirements for lesson planning using format and template in	Exceeds requirements for lesson planning using format and template

<p>promote and engage students in meaningful, integrated literacy experiences.</p>	<p>Taskstream. Includes little variety for children to combine and integrate the language areas of reading, writing, speaking, listening, and viewing and to react and respond to what they read and write.</p>	<p>Taskstream. Includes many opportunities for children to use the language areas and to react and respond to what they read and write.</p>	<p>in Taskstream. Includes multiple opportunities for children to use the language areas and to react and respond to what they read and write.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child’s Learning Using Effective Instruction

Demonstrates knowledge of using individual and group performance in order to design and modify instruction to meet learners' needs.	Little evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Good evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Strong evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

<p>Demonstrates appropriate and relevant use of formative and summative assessments.</p>	<p>Little evidence of assessment planning, or assessments do not correspond with learning objectives.</p>	<p>Good evidence for assessment plan. Assessments are varied and represent what the students are learning.</p>	<p>Strong evidence supporting assessment plan. Plans a variety of ways to represent what they are learning and to communicate that knowledge through a form of expression, such as dramatic play, writing, or music. Multiple assessments pertinent to age and stage levels.</p>
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Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Written communication: No errors in writing (mechanics); thoughts are logically ordered.

Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.

Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant thoughts.

No errors; clarity, logic, and relevance enhance the meaningfulness.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	7/16/20

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	7/16/20
Dean Dr. Linda Bean	<i>Linda Bean</i>	07/17/2020
Assessment Dr. Christine Austin	<i>Christ Austin</i>	7/27/2020
Registrar	<i>J. K. Korman</i>	8/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Elementary Education

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)

SPED 3023 – Development & Characteristics of Diverse Learners and ELED 3113 – Human Development and Learning Theories will be moved from 3000 level to 2000 level to meet transfer articulation agreements and due to these courses being stage 1 instead of stage 2 courses. SPED 3023 will become SPED 2023 - Development & Characteristics of Diverse Learners, and ELED 3113 will become ELED 2113- Human Development and Learning Theories. This will also assist in concurrent credit opportunities and will better align with Arkansas Department of Elementary and Secondary Education expectations.

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

No.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
It makes our program more accessible to students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not Applicable.*
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
Because we have enough classes at the 3000 level, they will still meet graduation ratios. It will not negatively impact learning.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This is based on requests for articulation agreements with both community colleges and partner high schools. The faculty have examined and have determined that these courses should be numbered 2000 since they are stage 1 courses, which will bring this more in line with other institutions.
- b. How does this program 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 is a teacher licensure program in elementary education and meets the requirements for licensure for the state of Arkansas and meets the requirements of the Arkansas Department of Higher Education.
- c. 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.)
Courses are aligned to Arkansas Teaching Standards, Praxis Assessment requirements, accreditation expectations, and DESE expectations. See attached assessment examples that are aligned to required standards.

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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Elementary Education _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: SPED 2023, ELED 2113</p> <p>Delete: SPED 3023, ELED 3113</p> <p>Total Hours: 6 – net change of zero</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Assessments Alignment to Teaching Standards

Arkansas Teaching Standards and CAEP Accreditation Standards	Praxis Content Assessment	Formative Observation Forms	Internship Supervisor's Ratings of Intern	Teach and Reflection	Professional Responsibilities	Praxis PLT
<i>Standard 1 Learner Development</i>		X	X	X		X
<i>Standard 2 Learning Differences</i>		X	X	X	X	X
<i>Standard 3 Learning Environments</i>		X	X	X		X
<i>Standard 4 Content Knowledge</i>	X	X	X	X		
<i>Standard 5 Application of Content</i>		X	X	X		
<i>Standard 6 Assessment</i>		X	X	X	X	X
<i>Standard 7 Planning for Instruction</i>		X	X	X	X	X
<i>Standard 8 Instructional Strategies</i>		X	X	X		X
<i>Standard 9 Professional Learning and Ethical Practice</i>		X	X	X	X	X
<i>Standard 10 Leadership and Collaboration</i>		X	X			X
<i>CAEP 1.2 Research and Evidence Use</i>		X	X	X	X	X
<i>CAEP 1.3 Content and Pedagogical Knowledge</i>	X	X	X	X	X	
<i>CAEP 1.4 Use of College- and Career-ready Standards</i>		X	X	X	X	X
<i>CAEP 1.5 Technology Modeling and Application</i>		X	X	X	X	

TASK 3

Domain 4: Professional Responsibilities

The goal for TASK 3 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to analyze and reflect upon student learning while maintaining records of this learning. You will also provide evidence that you are communicating with families, participating as a professional, and considering how you may improve in the future based on feedback from your supervisor(s), your own self-evaluation, and from what you observe in student learning. You will include the following:

- A chart/grade book record demonstrating a classroom set of students with the names removed. Within this chart, you will include student pretest/pre-assessment scores, scores on assignments used within the unit, and posttest/post-assessments scores completed at the end of you unit of instruction.
- At least four students' scanned work including their pretest/pre-assessment work that has been scored, assignments used within the unit that have been scored, and posttest/post-assessment work that has been scored. Included in these work samples needs to be your student's with exceptionalities work. Label these as Student 1, Student 2, etc. Label your student with exceptional learning needs as "Student with Exceptional Learning Needs."
- A 1 to 1 ½ page reflection of your students' learning discussing how they did on their pretest/pre-assessment scores versus their posttest/post-assessment scores, what this tells you about their meeting of your objectives and standards you have set in your unit, and what you will do in the future based on these results.
- Scanned copies of communication or potential communication efforts with parents. See the chart below for more details.
- Scanned copies of evidence of your attendance at professional development meetings, team-planning meetings, school service initiatives, minutes from school meetings demonstrating your participation, etc. On these, be certain to include evidence that you attended through a signed note, certificate, name appearance on minutes, comments from supervisors, etc.
- A 1 to 1 ½ page plan delineating areas you will seek to improve based on the learning of students, feedback from your supervisor(s), and/or self-evaluation of your teaching. This plan should also include ways in which you will specifically seek to improve these areas.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching

<p>Domain 4 – Professional Responsibilities TASK 3</p>	
<p>4a Reflecting on Teaching</p>	<p>1. A chart of student scores for the unit including pretest/pre-assessment, assessment scores from assignments within the unit, and posttest/post-assessment scores at the end of the unit.</p>
<p>4b Maintaining Accurate Records</p>	<p>2. Scanned student work for students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples your student with exceptional learning needs, and label this student’s work “Student with Exceptional Learning Needs.”</p> <p>3. A reflection concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment. Within this discussion, you must discuss the specific content-area technologies you used to engage and impact student learning and which ones you will use in future instruction based on your students’ learning in this unit.</p>
<p>4c Communicating with Families</p>	<p>4. To demonstrate communication with parents, evidence such as the following would be beneficial:</p> <ul style="list-style-type: none"> • Example(s) of letters to parents, newsletters, school blog links • Parent-teacher conference evidence (e.g., parent sign-ins) • Copies of emails to and from parents • Any electronic or hardcopy communications with parents
<p>4d Participating in a Professional Community</p>	<p>5. Evidence of service to the school or profession while completing the internship experience that goes beyond the classroom setting such as the following (have supervisor sign-off that you participated in events on a flyer, bulletin, notes, minutes, etc. to scan):</p> <ul style="list-style-type: none"> • Participation in after-school events hosted by the school/district (e.g., Math Nights, Literacy Nights, etc.) • Assistance in school clubs • Participation in service at extracurricular events (e.g., concession stand, assisting in Booster clubs, etc.) • School event planning and participation (e.g., school dances, school talent shows, etc.) • Examples of collaborating in online or face-to-face environments with other professionals to solve school problems/make progress.
<p>4e Growing and Developing Professionally</p>	<p>6. Professional growth/development may be shown by such activities as the following (have supervisor sign-off that you participated):</p> <ul style="list-style-type: none"> • Professional meeting notes and/or minutes from faculty meetings • Conference and/or professional development evidence • Changes made due to feedback from colleagues and/or other experts in the field
<p>4f Showing Professionalism</p>	<p>7. Professional plan to improve in any area that needs to be improved based on lesson reflection, supervisor feedback, or student learning that considers professional organization resources (i.e., NCTE, NCTM, NSTA, etc.) and continuing education opportunities.</p>

TASK 3, Domain 4: Professional Responsibilities, Assessment of Student Learning Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 6, FFT 3d, 4b)	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs).	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	
(INTASC Standard 6, FFT 3d, 4a)	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.	
(INTASC Standard 6 & 7, FFT 4a, 4b, 4e)	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others,	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with	

		professional development, etc.).	others, professional development, etc.).	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

TASK 3
Domain 4: Professional Responsibilities
Communication and Professional Behavior Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	
(INTASC Standard 10, FFT 4d)	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	
(INTASC Standard 9, FFT 4e)	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	
(INTASC Standard 9, FFT 4f)	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization	

		resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.	resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Praxis Subject Area and Principles of Learning and Teaching Assessments

Candidates complete their respective Educational Testing Service (ETS) *Praxis II Subject Area Assessments* prior to entering their full-time student teaching internship in the last semester of their senior year. The EPP receives these scores via the ETS portal. Program faculty review these data to determine revisions needed in the respective program of studies.

Candidates complete their respective Educational Testing Service (ETS) *Praxis II Principles of Learning and Teaching Assessment* typically during their Internship II experience. The EPP receives these scores via the ETS portal. Program faculty review these data to determine revisions needed in the respective program of studies.

These assessments have been aligned to the InTASC Standards. Arkansas adopted the InTASC teaching standards and are titled the Arkansas Teaching Standards.

Formative Observation Form

Formative Observation and Intervention* (Complete and enter in the form found at <http://www.atu.edu/education/surveys.php>)

Intern _____ Observer _____ School _____ Date _____

What is your supervisory role? ATU Campus-based Supervisor Cohort Supervisor ATU Content-area Supervisor (*circle one*) **Which Observation is this?** 1 2 3 4
(*circle one*)

Intern T#: _____ Major Field: _____

*****Key for rating performance:**

- 1 Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
- 2 Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners' needs.
- 3 Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

*TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7)	Rating (Circle One)	Evidence Noted (PRE-OBSERVATION)
1a. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies) UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT	1 2 3	
1b. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences) UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)	1 2 3	
1c. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction) PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS	1 2 3	
1d. Knowledge of Resources (INTASC Standard 7 Planning for Instruction) KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS	1 2 3	

1e. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction) ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED	1 2 3	
1f. Designing Student Assessments (INTASC Standard 6 Assessment) ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING	1 2 3	

***Notes:** This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience. The EPP Clinical Practice Instructors observe the interns a minimum of four times per semester. Evaluations are completed using a Google Form version of this document.

*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.

**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
2a. Creating an Environment of Respect & Rapport (INTASC Standard 3 Learning Environments) POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE & FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER & STUDENT(S) TO STUDENT(S)]	1 2 3	
2b. Establishing a Culture for Learning (INTASC Standard 3 Learning Environments) IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED	1 2 3	
2c. Managing Classroom Procedures (INTASC Standard 3 Learning Environments) MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS & SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT	1 2 3	
2d. Managing Student Behavior (INTASC Standard 3 Learning Environments) COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXHIBITED BY LEARNERS	1 2 3	
2e. Organizing Physical Space (INTASC Standard 3 Learning Environments) SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY	1 2 3	

*TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, & 8)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
3a. Communicating with Students (INTASC Standard 8 Instructional Strategies) CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANINGFUL ENGAGEMENTS, CONNECTIONS	1 2 3	
3b. Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies) QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING	1 2 3	
3c. Engaging Students in Learning (INTASC Standard 5 Application of Content) ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED	1 2 3	
3d. Using Assessment in Instruction (INTASC Standard 6 Assessment) STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS	1 2 3	
3e. Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies) LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING	1 2 3	

*TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)	Rating	Evidence Noted (POST-OBSERVATION)
4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice) ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING & LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)	1 2 3	
4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice) PROFESSIONAL ETHICS & CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS' ASSIGNMENTS & PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS	1 2 3	
4c. Communicating w/ Families (INTASC Standard 10 Leadership and Collaboration) VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.); DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS	1 2 3	
4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration) SHARES, COORDINATES, COLLABORATES, VOLUNTEERS & ENGAGES IN SCHOOL, DISTRICT & COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM	1 2 3	
4e. Growing and Developing Professionally (INTASC Standard 9) SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS & ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL	1 2 3	
4f. Showing Professionalism (INTASC Standard 9) INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPRIATELY; PUNCTUAL; REGULAR ATTENDANCE	1 2 3	

Was the following <u>STRAND</u> exhibited during the observation?	Yes/ No	Was the following <u>STRAND</u> exhibited during the observation?	Yes/ No	For each <u>STRAND</u> noted to the left, please list any evidence observed.
1. High Expectations		5. Equity		
2. Cultural Competence		6. Developmental Appropriateness		
3. Appropriate Use of Technology		7. Attention to Individual Needs		
4. Student Assumption of Responsibility		8. Engagement of Students' Minds		

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

OBSERVERS' SIGNATURE: _____ Date: _____

INTERN'S SIGNATURE: _____



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Journalism	5.28.20

Title	Signature	Date
Department Head <i>Anthony Caton</i>	<i>[Signature]</i>	5.28.20
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	06/03/2020
Assessment Christine Austin	<i>Christine Austin</i>	6/10/20
Registrar	<i>Tammy Weaver</i>	9/11/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
TH	3263	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Narrative Film Production		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Narrative Film Production		

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

Does this course require a fee? Yes No How Much? Select Fee Type

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 year

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)?

It can be taught in the theatre space.

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
This course addresses the film-making outcome (see program change): Produce a short film or live scene as a means of visual storytelling. This course gives students the fundamental skills in narrative film-making. As the Theatre Program shifts its emphasis from Theatre to Theatre & Film, many skills from the theatre can be applied to film. However, students will need a course to introduce them directly to skills of film production---esp. shot planning, camera work, and editing.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Students will create a short narrative film that will be screened on campus, published online, and submitted to film festivals. This video will demonstrate their cumulative knowledge of filmmaking (narrative structure, shot planning, camera work, and editing) and distribution.

C. What is the rationale for adding this course? What evidence demonstrates this need?

We believe that students who are interested in theatre are also interested in film and see this as a skill that will lead to careers and professional work (see our Program Change proposal). If we are adding a film component, we need a film production course.

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).

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.

TH 3263 : Narrative Film Production

--- COURSE SYLLABUS ---

COURSE AND CONTACT INFORMATION

Catalogue description:

A course studying the fundamental skills in film-making, including narrative structure, shot planning, camera work, and editing.

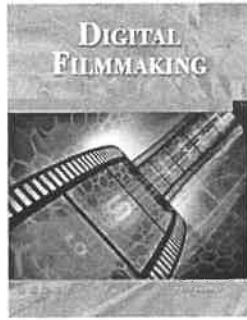
Rationale:

In the technological age, it is sensible to teach film-making, which gives our students a practical outlet to apply their theatrical skill set. Film-making offers skills that easily translate to every other industry, therefore making our students more marketable.

Instructor:

Office hours:

Contact info:



WHAT WE'LL READ

Digital Filmmaking: An Introduction
by Peter Shaner
ISBN: 9781936420117
(Yes, you have to buy the book.)

SUPPLIES

- An electronic device that films (smart phone, tablet, etc.)
- Video editing software on your phone (most devices offer free apps for this)
- A tripod that fits your device (One per team)
- Notebook, pencils, pens

Note: If you are unable to obtain any of the supplies, please speak with your professor.

ASSIGNMENTS AND GRADING

80%

Projects/final exam

20%

Classwork, quizzes, & participation

Your grade will be figured out of 1500 points.

1,500-1,350 = A ; 1,349-1,200 = B ; 1,199-1,050 = C ; 1,049-900 = D ; 899 and under = F

Talking Heads Exercise: 50

Visual Story Script: 50

Visual Story Film: 100

Dialogue Script: 50

Camera Movement Project: 50

Dialogue Project Shot list: 50

Dialogue Project Slideshow: 50

Dialogue Project Dailies: 50

Dialogue film: 100

3-2-1 Script rough draft: 50

3-2-1 Final script: 50

3-2-1 Shot list: 50

3-2-1 rough cut: 50

3-2-1 revised cut: 50

3-2-1 final screener: 200

3-2-1 distribution proposal: 100

Final exam: 100

Classwork/quizzes/participation: 300

EXPECTATIONS

Respect yourself. Respect your school. Respect your classmates. Respect your professor.

IN THIS COURSE, YOU WILL

- obtain a basic understanding of digital filmmaking.
- learn how to create videos with high production quality on your own device.
- create a short narrative video that will be screened on campus, published online, and submitted to film festivals.



In other words, you will be a filmmaker!

Policies COURSE SYLLABUS

STUDENT ACADEMIC CONDUCT POLICIES

As per the rules and regulations of Arkansas Tech University, an academic atmosphere must be maintained in the classroom in order "to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner, and refrain from cheating, plagiarism, or other unfair and dishonest practices" (Faculty Handbook, p. 68). Academic misconduct and plagiarism in any form will not be tolerated.

Academic misconduct. "Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal and nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during class" (Faculty Handbook, p. 69).

Plagiarism. "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 work without acknowledgment to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that 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" (Faculty Handbook, p. 69).

All work that you submit must be your own work. You may not do any of the following:

- 1) Turn in or copy someone else's work.
- 2) Copy someone's work and change a few of the words.
- 3) Copying words from a source without citing it and giving credit to the source.
- 4) Attempt to use any notes on a closed-note assignment.
- 5) Look at someone else's work during an quiz, test, or otherwise individual assessment.



If you are doing any of the above or anything else that constitutes cheating, you will receive a zero on that assignment. Per the university's academic integrity policy, incidents of plagiarism and cheating will be reported to the Office of Academic Affairs.

Policies COURSE SYLLABUS

CLASS PARTICIPATION

You will earn participation points for every day that you attend class and take part in an engaged manner. Missing class will adversely affect your participation grade. If you know in advance that you will be absent, please inform the instructor as a courtesy.

For each class period, you will receive between 0 and 5 points. The criteria are as follows:

- 5 --- on time, not disruptive, actively participating in class discussion, volunteering for class exercises
- 4 --- the average grade, student is on time, not disruptive, doing the work asked
- 1-3 --- tardy, not paying attention, not doing assignments, inappropriate cell phone usage
- 0 --- absent or disruptive



Your total participation points will be averaged to get a score out of 100, which will apply to your total grade.

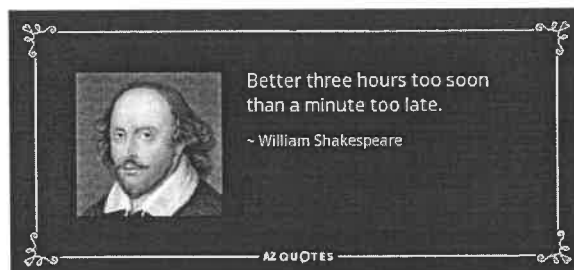
ATTENDANCE DEDUCTION

You are expected to attend every class. Because of the nature of this class, the classes you miss cannot be made up. After 2 unexcused absences, each absence will be penalized by deducting 2.5% from the final grade. (In other words the first six absences will cause your grade to drop one letter.) Twelve absences constitute an automatic FE "failure due to excessive absence."

Absences will only be excused for university-sanctioned events.

TARDINESS

Please arrive on time. Each tardy deducts at least two participation points and will severely impact your grade.



Policies

COURSE SYLLABUS

DISABILITY SERVICES

Your instructor will willingly make accommodations for those requiring them. As soon as possible, students needing accommodations should first contact the ATU Office of Disability Services at 479-968-0302.



SENSITIVITY STATEMENT

Please be sensitive to the beliefs and values of others in the class. This includes their ethnicity, cultural heritage, and gender.

NEEDS STATEMENT

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage:

<https://www.atu.edu/localresources/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

TECHNOLOGY



We will be utilizing various resources to access the Internet to research, review materials, and submit assignments. You must hold yourselves to high expectations when you use these resources. Your time must be spent well.

I will ask you to use common courtesy in your phone usage. Please do not use your phone for unrelated activities while in class, particularly when I or your classmates are talking. Inappropriate cell phone usage will result in a deduction in classroom participation points.

**Be respectful.
Be successful.**

Course Calendar

COURSE SYLLABUS

(This calendar is subject to change. Check your e-mail for announcements.)

- Aug. 21-- Introduction and overview of syllabus
Aug. 23-- *Digital Filmmaking (DF)*: Preface
- Aug. 26-- *DF*: Ch. 1
Aug. 28-- Workshop: Talking Heads Exercise
Aug. 30-- Screen Talking Heads Exercise.
Talking Heads Exercise due to Google Drive by 11:00 a.m.
- Sept. 2-- Labor Day Holiday: NO CLASS
Sept. 4-- *DF*: Ch. 2
Sept. 6-- Short film analysis. Begin Visual Story Script Exercise.
- Sept. 9-- Workshop: Peer review Visual Story Scripts.
Sept. 11-- Dialogue discussion. Begin Dialogue Script Exercise.
Visual Story Script due to Blackboard by 11:00 a.m.
- Sept. 13-- Workshop: Peer review Dialogue Script Exercise.
Optional reading: *DF*: Ch. 3 (p. 58-82)
- Sept. 16-- *DF*: Ch. 3 (p. 82-97).
Camera movement analysis and practice.
Dialogue Script due to Blackboard by 11:00 a.m.
- Sept. 18-- Workshop: Playing with camera movement
Sept. 20-- Screen Camera Movement Projects
Camera Movement Project due to Blackboard by 11:00 a.m.
- Sept. 23-- *DF*: Ch. 4 (p. 115-129)
Sept. 25-- Workshop: Playing with shots and angles
Sept. 27-- *DF*: Ch. 4 (p. 129-147)
- Sept. 30-- Workshop: Playing with composition. Begin shot list for Dialogue Project
Oct. 2-- Workshop: Photographing Dialogue Project
Shot list for Dialogue Project due to Blackboard by 11:00 a.m.
- Oct. 4 -- Screen Dialogue Project Slideshow
Slideshow due to Google Drive by 11:00 a.m.
- Oct. 7-- Workshop: Film Visual Story Script in a moving master
Oct. 9-- *DF*: Ch. 7; Screen Visual Story Films;
Assignment: Students are to film Dialogue Project outside of class.
Visual Story Films due to Google Drive by 11:00 a.m.
- Oct. 11-- Fall break: NO CLASS

Course Calendar (cont.)

- - - - COURSE SYLLABUS | FALL 2019 - - - -

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(This calendar is subject to change. Check your e-mail for announcements.)

- Oct. 14-- DF: Ch. 8; begin editing Dialogue project.
Dailies from Dialogue Project due in class.
- Oct. 16-- Independent Workshop: Editing Dialogue Project— Class will not meet
- Oct. 18-- Online screening of Dialogue scripts—Class will not meet
Dialogue films due to Google Drive by 11:00 a.m.;
Student feedback due for each film due to Blackboard by 11:00 p.m.
- Oct. 21-- Workshop: Peer review of 3-2-1 script
- Oct. 23-- Guest speaker: Working with actors
Final Draft of 3-2-1 script due to Blackboard by 11:00 a.m.
- Oct. 25-- 3-2-1 preparations
Shot list for 3-2-1 due to Blackboard by 11:00 a.m.
- Oct. 28-- Workshop: 3-2-1 production
- Oct. 30-- Workshop: 3-2-1 production
- Nov. 1-- Workshop: 3-2-1 production
- Nov. 4-- Workshop: Editing 3-2-1
- Nov. 6-- Rough cut screenings and feedback
3-2-1 rough cut due to Google Drive by 11:00 a.m.
- Nov. 8-- Rough cut screenings and feedback (cont.)
- Nov. 11-- 3-2-1 Revised film screening and feedback
3-2-1 revised cut due to Google Drive by 11:00 a.m.
- Nov. 13-- 3-2-1 Revised film screening and feedback (cont.)
- Nov. 15-- Final preparations for final viewing even
3-2-1 final screener due to Google Drive by 8:00 a.m.
- Nov. 15-16: 8:00 p.m. — Digital Filmmaking Viewing Event (public screenings of 3-2-1)**
- Nov. 18-- Review and reflections on Watch Party
- Nov. 20-- DF: Ch. 10; Guest Speaker: The festival circuit
- Nov. 22-- Workshop: Distribution & festival planning
- Nov. 25-- Field Trip: IMC Studios in Russellville
- Nov. 27-- Thanksgiving Holiday: NO CLASS
- Nov. 29-- Thanksgiving Holiday: NO CLASS
- Dec. 2-- Guest speaker: The distribution process
Distribution proposal due to Blackboard by 11:00 a.m.

Dec. 5: 8:00 a.m. — Final Exam

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ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Journalism	5.28.20

Title	Signature	Date
Department Head <i>Anthony Caton</i>	<i>[Signature]</i>	5.28.20
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	06/03/2020
Assessment Christine Austin	<i>Christine Austin</i>	06/10/20
Registrar	<i>Tammy Weaver</i>	9/11/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Speech Education for Teacher Licensure
--

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)

Delete:

Th 4313 Theatre History I
Th 4323 Theatre History II
Fine Arts and Humanities Gen Ed (3 hrs)

Add:

COMM 3163 Writing for Performance
Th 2273 Introduction to Theatre (counts as Fine Arts and Humanities Gen Ed)
Th 3263 Narrative Film Production

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

N/A. The curriculum changes can be taught with current faculty.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?

The Theatre Program is modernizing its offers to include film, thus building on ATU's technological traditions with this move to new media. Unfortunately, with the small number of theatre faculty, this means that some older theatre classes---Theatre History---will not be able to be offered as we make room for more innovative and forward thinking courses. Luckily, TH 2273 Introduction to Theatre spends one half of its teaching time on theatre history, meaning that Sph Ed students can still get a background in this coursework. Th 3263 Narrative Film Production is added in anticipation of Drama Teachers being required to know new sets of skills. For example, the Thespian Festival now has a film component; so coursework in film will be useful to teachers. COMM 3163 Writing for Performance fits with the mission's emphasis on access and the community: by knowing how to write scripts, teachers can instruct students on how to write scripts and write their own scripts to accommodate diverse theatre participants.

- 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. What is the rationale for this program change?

1. How will the program change impact learning for students enrolled in this program?

Students will learn theatre history in TH 2273, which was not previously required. They will also gain film and writing skills.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

The program currently does not require course work in dramatic writing or film-making, skills which are becoming more common in the field.

- b. How does this program 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.

While there are no other Speech Education for Teacher Licensure programs in the state, University of Central Missouri and Tennessee Tech have similar programs. These changes to our curriculum put us on par with the others as far as an emphasis on directing and puts us ahead of them as far as creation--our students will have more opportunity to write, produce,

and film their own work. These curriculum changes streamline our program while also advancing it into the technological age by emphasizing digital filmmaking. Basically, they put our program a step ahead of the others by addressing where the discipline is going, not just where it has been.

- c. 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 student learning outcomes as posted on the ATU Assessment page have very little about theatre. We propose adding the following:

Outcome: Compose a script using Aristotelian principles.

Assessment: Ten-Minute Play: Students in Comm 3163 (Writing for Performance) will demonstrate Aristotelian principles by writing a script that effectively utilizes plot, dialogue, and spectacle at an intermediate level.

Outcome: Apply behind-the-scenes techniques for a play or film.

Assessment: 321 Production: Students in Th 3263 (Narrative Film Production) will demonstrate their ability to tell a visual story by successfully writing, shooting, and editing a short film at an intermediate level.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Speech Education for Teaching Licensure (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Th 2273 Introduction to Theatre</p> <p>Delete: Elective (2 hours)</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Comm 3163 Writing for Performance</p> <p>Delete: Fine Arts and Humanities (3 hours)</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: Th 3263: Narrative Film Production</p> <p>Delete: Th 4313</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change: Elective (2 hours)</p> <p>Delete: Th 4323</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Center for Leadership & Learning	01/22/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Jimmy Humeau</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	7022
Official Catalog Title: Building a Leadership Community	

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable

- b. If this course was required for the major or minor, complete the following.
 1. How will program level learning outcome(s) previously addressed by this course now be addressed?
Learning outcomes will be incorporated into EDLD 7013 The Superintendentcy and Central Office

- c. What is the rationale for deleting this course? What evidence supports this action?
Content in this course is considerably redundant with content in EDLD 7013 The Superintendentcy and Central Office. Incorporating the content of EDLD 7022 with the content of EDLD 7013 will allow the creation of a new course, EDLD 7163 Statistical Methods for District Leaders, that will strengthen the knowledge base of the program.

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.

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Center for Leadership & Learning	01/22/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	7101
Official Catalog Title: Administrative Internship in Educational Facilities	

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

Yes No

Will the cross-listed course be deleted? Yes No

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not applicable

- b. If this course was required for the major or minor, complete the following.

1. How will program level learning outcome(s) previously addressed by this course now be addressed?

Learning outcomes will be incorporated into EDLD 7123 Educational Facilities and EDLD 7153 District Internship

- c. What is the rationale for deleting this course? What evidence supports this action?

Combining three 1- and 2-hour internship classes into one 3-hour course enables more efficient tracking of student progress toward meeting internship requirements across the program.

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.

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Center for Leadership & Learning	01-23-2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Sammy Guzman</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EDLD	7163	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Statistical Methods for District Leaders		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
STATISTICAL METHODS DIST LDERS		

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):

- | | | |
|--|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory | <input type="radio"/> 03 Laboratory only |
| <input type="radio"/> 05 Practice Teaching | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship |
| <input type="radio"/> 08 Independent Study | <input type="radio"/> 09 Readings | <input type="radio"/> 10 Special Topics |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction | <input type="radio"/> 16 Studio Course |
| <input type="radio"/> 17 Dissertation Research | <input type="radio"/> 18 Activity Course | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee? Yes No How Much? Select Fee Type

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?

Annually

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 - Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
 - Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

- Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.
- Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
- Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

See APPENDIX A

- c. What is the rationale for adding this course? What evidence demonstrates this need?

Currently, students are not required to have any background in statistical methods to analyze school data. However, schools are held accountable annually for their progress in student learning. This course will provide the tools necessary to analyze data statistically and report findings in a professional manner.

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).

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.

Case Analysis

Assume you are the new superintendent of [fill in the blank] School District which has a Junior High School that consists of approximately 500 students in grades 7-8. Students are randomly assigned to grade-level, subject-specific classroom teachers. The school is diverse socioeconomically with several students qualifying for free or reduced-price meals. The ethnic composition of the school is relatively diverse consisting primarily of African-American, Hispanic, Asian, and Caucasian students.

There are three teachers who teach 8th-grade math at the school, each doing their own thing when it comes to teaching math. Ms. Harrington, a young African-American lady who is certified to teach science and math, has been teaching for a total of 5 years and has taught math for the past 3 years. Ms. Richardson, a Caucasian lady in her 40s who is certified to teach Spanish and math, has taught Spanish for 12 years but has taught math for the past 3 years. Ms. Browning, an older Caucasian lady and the sister of the school board president, has been teaching PE for 24 years and has been assigned to teach math for the past 3 years. Each teacher was allowed to use their preferred teaching method and to select their own textbook three years ago. All three use different textbooks.

Ms. Browning's approach to teaching math would be broadly defined as the traditional method. The traditional math teacher adheres to a top-down approach in which knowledge originates from the teacher and is disseminated to the students. The teacher is recognized by the students (and often by the teacher herself) as the authority on the subject matter. Traditional math teachers tend to thrive on structure and order, resulting in quiet, calm learning environments. There is research that indicates certain behavioral issues are minimized in a traditional classroom resulting in effective, direct instruction.

Ms. Harrington and Ms. Richardson's approach to teaching math would be more broadly defined as the standards-based method. The standards-based math teacher adheres to a literal interpretation of well-written standards. The teacher facilitates the learning in a constructivist environment in which students develop, explore, conjecture and test their conjectures within the confines of the standard. The teacher believes there is research that a majority of children learn more and deeper mathematics and are better problem solvers when in the standards-based classroom.

During a meeting with the math department, it was suggested that the three 8th-grade math teachers should be using the same teaching method and the same textbook. Ms. Browning, being quite vocal, feels strongly that her approach is the better of the two because of the ethnic composition and sociological background of the students. She further believes and proposes that the students should be grouped among the three teachers according to the students' ethnicity. She suggests that Ms. Harrington who is African-American teach the majority of the African-American students and that she, Ms. Browning, would primarily teach the Caucasian and Asian students. Ms. Richardson, who speaks fluent Spanish, would teach the majority of the Hispanic students. She also proposes that students be grouped within each teacher's class by their ability with the high-ability students in a group by themselves and the lower-ability students in a group by themselves because she believes, based on a "gut" feeling, that the students will perform better if they are segregated into groups within the classroom. To support her argument she provides a copy of an article she located in the ATU library (see the Ross article entitled "Math and Reading Instruction in Tracked First-Grade Classes") to each member of the department. She mentions that she has discussed this with her brother, the school board president and that it

will probably be discussed at the next board meeting. She further states that math is math and teachers should be allowed to teach using the style in which they are most comfortable.

Ms. Richardson does not agree with Ms. Browning's proposal and shares an article that she has read (see the Thompson article about standards-based math). She states that research indicates students in traditional programs may have better procedural skills, but lack in problem-solving creativity. She proposes that all three teachers should be using the standards-based approach to teaching.

Knowing that you have less than 30 days before the next board meeting, you know that you need to have a proposal prepared based on school performance data. You have access to the latest student standardized math scores and personal data for the students taught by the 3 teachers (see the file named *Research Project Data*). In order to protect confidentiality, student names have been replaced by numbers. You try to anticipate and list any questions that might be raised about student performance. (The questions are listed below.) You also decide to examine the school's vision to see how the teaching methods align with it but are dismayed to find the school has no vision statement. Your first task is to create a Vision Committee consisting of four school staff members and three community members to review the literature about vision statements and to write a vision statement for the school.

The next day you receive a call from the school board president regarding the two teaching methods used by the teachers. The president asks you to prepare a white paper that he can disseminate at the board meeting. The president wants you to present your recommendation at the board meeting for a specific teaching method – standards-based or traditional – based on your analysis of the 8th-grade test scores. He wants the following components in the paper since the board will need time to review the recommendation before acting upon it during the following board meeting. The paper should use the following format:

- I. Introduction
Grade context: Descriptive statistics- What is the socioeconomic makeup of the grade and the ethnic composition of the class?

- II. Review of Literature and Vision Statement
 - a. What does the literature say about a school vision? Use at least 5 references.
 - b. Who should serve on the Vision Committee? Explain who would serve on your committee and why they would be asked to serve. These seven individuals should be actual people in your district/community. Write a brief description of each team member including age range, economic level, and explain why they were selected to serve on the committee. Do not use their actual name! [NELP 5.2 *Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.*]
 - c. Based upon your review of literature what would be your new vision statement? (This can be a revision of your existing vision if you have one.) [NELP 1.1- *Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.*]

- III. Methodology
Who is being studied and what statistical tests are being used?

IV. Results

Descriptive statistics of the group

Answers to these questions:

1. Do all students taught by the traditional method used by Ms. Browning do significantly better than all students taught by the standards-based method used by Ms. Harrington and Richardson?
2. Do Caucasian students taught by the traditional method used by Ms. Browning do significantly better than all Caucasian students taught by the standards-based method used by Ms. Harrington and Richardson combined?
3. Do Asian students taught by the traditional method used by Ms. Browning do significantly better than all Asian students taught by the standards-based method used by Ms. Harrington and Richardson combined?
4. Do African-American students taught by the traditional method used by Ms. Browning do significantly better than all African-American students taught by the standards-based method used by Ms. Harrington and Richardson combined?
5. Do Hispanic students taught by the traditional method used by Ms. Browning do significantly better than all Hispanic students taught by the standards-based method used by Ms. Harrington and Richardson combined?
6. Do female students taught by the traditional method used by Ms. Browning do significantly better than all female students taught by the standards-based method used by Ms. Harrington and Richardson combined?
7. Do male students taught by the traditional method used by Ms. Browning do significantly better than all male students taught by the standards-based method used by Ms. Harrington and Richardson combined?
8. Do low SES, socio-economic status, (free) students taught by the traditional method used by Ms. Browning do significantly better than all low SES (free) students taught by the standards-based method used by Ms. Harrington and Richardson combined?
9. Do higher SES (paid) students taught by the traditional method used by Ms. Browning do significantly better than all higher SES (paid) students taught by the standards-based method used by Ms. Harrington and Richardson combined?
10. Do African-American students taught by Ms. Harrington perform significantly better than all African-American students taught by Ms. Richardson and Browning individually?

11. Do Hispanic students taught by Ms. Richardson perform significantly better than all Hispanic students taught by Mss. Harrington and Browning individually?
12. Do Caucasian students taught by Ms. Browning perform significantly better than all Caucasian students taught by Mss. Harrington and Richardson individually?
13. Do Asian students taught by Ms. Browning perform significantly better than Asian students taught by Mss. Harrington and Richardson individually?

V. Discussion

- A. Explain, based upon the analysis of the data and review of the readings, which method of math instruction you would recommend for your junior high school when considering factors such as socioeconomic background, ethnicity, gender. [NELP 4.3- *Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.*]
- B. Should students be grouped by ethnicity for instructional purposes? By gender? By socioeconomic background? What ethical and/or legal questions might be raised by Ms. Browning's suggestion to group students by ethnicity and/or ability? [NELP 2.1 - *Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.*]
- C. Write a summary brief (similar to a closing argument in a court case) explaining why you feel your recommendation(s) to the board should be followed. [NELP 4.4 - *Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.*]
- D. Explain how much it will cost the district to purchase a new set of textbooks to implement the method of instruction for those students who are switching to your recommended method? Go to a textbook publisher website and select a text, calculate the cost of enough textbooks so every student has one plus 20 extras, include shipping & handling and taxes, if applicable. [NELP 6.1 - *Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.*]

VI. References

There is no minimum or maximum length specified. The paper should be of sufficient detail to address questions that might be asked by the board members or staff.

NELP Standards Addressed in this Assignment

NELP 1.1- *Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values*

and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

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

NELP 4.3- Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4 - Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

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

NELP 6.1 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

SCORING RUBRIC

	Exemplary	Acceptable	Unacceptable
5.2 Current vision and committee composition	The student lists the current vision statement, lists at least 4 other committee members and why they were chosen by giving their gender, ethnicity, socioeconomic status and other factors contributing to their selection. (9 points)	The student lists the current vision statement, lists less than 4 other committee members and why they were chosen by giving their gender, ethnicity, socioeconomic status and other factors contributing to their selection. (8 points)	The student fails to list the current vision statement, lists less than 4 other committee members and/or why they were chosen by giving their gender, ethnicity, socioeconomic status and other factors contributing to their selection. (0-5 points)
1.1 Revised vision	The revised vision reflects a good understanding of relevant knowledge regarding meeting the needs of a diverse student group. (5 pts)	The revised vision reflects a basic understanding of relevant knowledge regarding meeting the needs of a diverse student group. (4 pts)	The revised vision DOES NOT reflect a basic understanding of relevant knowledge regarding meeting the needs of a diverse student group. (0-3 pts)

<p>4.3 Recommendations and addressing "guiding questions"</p>	<p>Candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs by explaining, based upon the analysis of the data and review of literature, how they would organize the math instruction for their middle school when considering factors such as socioeconomic background, ethnicity, gender. Candidate addressed all the guiding questions of the assignment. (14 pts)</p>	<p>Candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs by explaining, based upon the analysis of the data and review of literature, how they would organize the math instruction for their middle school when considering factors such as socioeconomic background, ethnicity, gender. Candidate addressed at least 80% of the guiding questions of the assignment accurately. (12 pts)</p>	<p>Candidate failed to demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs by explaining, based upon the analysis of the data and review of literature, how they would organize the math instruction for their middle school when considering factors such as socioeconomic background, ethnicity, gender. Candidate addressed less than 80% of the guiding questions of the assignment accurately. (0-6 pts)</p>
<p>6.1 Financial costs</p>	<p>Candidate develops a plan of action for focusing on effective organization and management of fiscal resources, giving priority to student learning, by accurately determining the cost of modifying the curriculum, and by giving plausible reasons for why costs should or should not be factors in decision-making. (9 pts)</p>	<p>Candidate develops a plan of action for focusing on effective organization and management of fiscal resources, giving priority to student learning, but does not accurately determine the cost of modifying the curriculum, or give adequate reasons for why costs should or should not be factors in decision-making. (8 pts)</p>	<p>Candidate fails to develop a plan of action for focusing on effective organization and management of fiscal resources, does not accurately determine the cost of modifying the curriculum, and does not adequately explain why cost should or should not be a factor in decision-making. (0-5 pts)</p>
<p>2.1 Addressing ethical and legal concerns</p>	<p>Candidate makes and explains decisions based upon ethical and legal principles, addressing all of Ms. Browning's suggestions. (9 pts)</p>	<p>Candidate makes and explains decisions based upon ethical and legal principles, addressing most (75% or more) of Ms. Browning's suggestions. (8 pts)</p>	<p>Candidate fails to make and/or explain decisions based upon ethical and legal principles, addressing less than 75% of Ms. Browning's suggestions. (0-5 pts)</p>
<p>4.4 Advocating for adoption of recommendation(s)</p>	<p>Candidate advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics by presenting a "closing argument" that summarizes the committee's findings and why the board should adopt the committee's recommendation(s). (9 pts)</p>	<p>Candidate advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics by presenting a "closing argument" that generally summarizes the committee's findings and why the board should adopt the committee's recommendation(s). (8 pts)</p>	<p>Candidate fails to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics by presenting a "closing argument" that inadequately summarizes the committee's findings and inadequately argues why the board should adopt the committee's</p>

			recommendation(s). (0-5 pts)
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EDLD 7163 STATISTICAL METHODS FOR DISTRICT LEADERS

An introductory study of inferential statistics utilizing parametric and nonparametric procedures to analyze school data. Prerequisites: none.

COE Vision: The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

COE Mission: The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.

I. COURSE INFORMATION

A. **EDLD 7163 Statistical Methods for District Leaders**

B. Professor: Dr. Steve Bounds
Email: sbounds1@atu.edu
Office: Center for Leadership & Learning
Phone: 479-968-0853 ext. 3205
CLL Website: <http://cll.atu.edu>

C. Office Hours: By Appointment. Due to the nature of our students' work schedule and this being an online class, office hours may incorporate telephone conversations, e-mail correspondence, and when appropriate two-way video conferencing.

II. TEXTBOOK(S)

A. Primary Text: Knapp, H. (2018). *Intermediate Statistics Using SPSS*. Thousand Oaks, CA: Sage Publications. Paperback ISBN: 978-1-5063-7743-8.

B. Recommended: Cronk, B. (2013). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation*. 8th ed.

III. PURPOSE OF THE COURSE

A. Purpose & Rationale for the Course

To be successful as an interpreter of data a solid foundation of methodological and statistical knowledge and skills is essential. This course covers the most important statistical techniques from the family of models that will be useful to school administrators: correlation and regression analysis, Chi Square, analysis of variance, and

multiple regression models. These models form the basis of the most widely used statistical techniques that any researcher in the social sciences should be familiar with.

B. Course objectives:

Upon the completion of this course, the student will be able to:

1. Identify and test assumptions for statistical tests.
2. Select, conduct and report appropriate statistics to test hypotheses with
 - a) Two groups: T TEST, MANN-WHITNEY U TEST, WILCOXON
 - b) One independent variable and three or more levels (aka groups): ONE-WAY ANOVA, KRUSKAL-WALLIS ANOVA
 - c) One independent variable and three or more levels with confounding variable (aka covariate): ANCOVA
 - d) One group measured repeatedly without covariate: REPEATED MEASURES ANOVA
 - e) Two or more independent variables with 2 or more groups without covariate: TWO-WAY ANOVA
 - f) Two or more independent variables with 1 group measured repeatedly without covariate: TWO-WAY REPEATED MEASURES ANOVA
 - g) One or more independent variables and the prediction of one or more dependent variables: REGRESSION, MULTIPLE REGRESSION
3. Interpret reported statistical findings.

IV. NELP STANDARDS LINKAGE

NELP 1.1- Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

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

NELP 4.3- Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4 - Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

NELP 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and

digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

NELP 6.1 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

V. COURSE ASSESSMENT AND PERFORMANCE MEASURES

A. Assessment Measures

Check Your Understanding (CYU) Quizzes

The candidate will take open-book/open-notes quizzes covering the assigned textbook readings and corresponding course presentations and tutorials. It is recommended that the candidate complete the comprehension questions at the end of each textbook chapter to prepare for the quizzes.

Project

Students will use data provided in the class and write a response to a given situation. The analysis and reflection requires a written report to demonstrate mastery of the principles of research design and analysis. Detailed instructions and data are found in the course materials.

SPSS

The candidate will use the SPSS software to complete the assignments. Using the SPSS data set provided and corresponding case studies, the candidate will choose the appropriate analysis, run the statistical procedure, analyze the data, and report the results in a properly formatted APA results section. The results section must be written using the candidate's own words and structure. The candidate will also submit his/her SPSS output copy pasted at the end of the submitted Word document. Each SPSS assignment is due by the end of the identified module/week.

B. Assignment Weight summary

- 1: Lesson Quizzes – 50%
- 2: Data Analysis Artifact – 50%

C. Grading Scale

90%+	A
80%-89.99%	B
70%-79.99%	C
0%-69.99%	F

Late Submission Policy:

Except in cases of serious extenuating circumstances, tardy work will generally not be accepted. The course professor will determine if the excuse for late work rises to the level of being a "serious extenuating circumstance." When late work is accepted, a penalty of 3% per day past the due date will be assessed.

D. Course Schedule

Lesson	Date	Topic
1		Introduction & Research Principles
2		The SPSS Environment: Covering the Basics
3		Descriptive Statistics
4		T Test & Mann-Whitney U Test
5		Comparing Several Means: ANOVA and Kruskal-Wallis Test
6		ANCOVA
7		MANOVA
8		Paired t Test and Wilcoxon Test
9		ANOVA Repeated Measures
10		Chi Square
11		Correlation & Regression: Pearson and Spearman
12		Multiple Regression
13		Project Q & A
14		Project Q & A

VI. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THE COURSE

- A. Instructional methods—Cooperative learning, lectures, class discussions/debates, case studies, papers, and field-based activities may be employed to increase learning and accommodate a variety of learning styles.
- B. Candidates are required to access Blackboard to check for announcements, retrieve course documents, and participate in any required on-line discussions and assignments.
- C. Candidates may be required to use word processing to prepare the course papers. **Word processing documents must be submitted as either a Word document (.doc or .docx) or using rich text format (.rtf).** Pay close attention to the directions for specifics regarding formatting requirements.
- D. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.
- E. Academic Conduct: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class.

The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

- F. **Incomplete Grade:** An "I" at the end of any semester may be assigned only under the following conditions: A grade of incomplete is appropriate *ONLY* in situations where the student has an illness or other circumstances beyond the student's control, and has **completed at least seventy-five percent** of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign this contract. The signed contract must be attached to the final grade sheet if a grade of "I" is assigned and is only valid if both parties have signed. If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring), the grade will be automatically changed to a grade of "F" for grade and grade purposes.
- G. **Email policy:** The course instructor will only email the candidate using the candidate's university email address; therefore, the candidate is responsible for regularly checking his/her university email. Additionally, the candidate must only e-mail the faculty from his/her ATU account.

VII. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

PRIVACY & ACCESSIBILITY POLICIES: A comprehensive list of all Privacy and Accessibility policies for software and services on Arkansas Tech's Blackboard server can be found at: https://www.atu.edu/etech/privacy_accessibility.php. While this information is currently accurate, links and policies may change over time.

VIII. BIBLIOGRAPHY

Caldwell, Sally (2013). *Statistics Unplugged* (4th ed.) Thomson Wadsworth: Belmont, California. ISBN-10: 0840029438 or ebook, ISBN-13: 9780840029430.

Chase, C. (1984). *Elementary statistical procedures* (3rd edition). New York: McGraw-Hill.

- Enger, J. & Howerton, D. (1992). *User friendly guide to descriptive statistics* (3rd ed.). Needham Heights, MA: Ginn.
- Ferguson, F. & Takane, Y. (1989). *Statistical analysis in psychology and education*. New York: McGraw-Hill.
- Hopkins, C. & Antes, R. (1990). *Educational research: A structure of Inquiry*. Columbus, Ohio: Charles E. Merrill.
- Neuman, W. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston, MA: Allyn & Bacon.
- O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage Publishers.
- Pyrzczak, F. (2009). *Success at statistics* (4th ed.). Glendale, CA: Pyrczak Publishing.
- Salkind, N. (2011). *Statistics for people who think they hate statistics* (4th ed.). Los Angeles, CA: Sage Publishers.
- Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York, NY: The Guilford Press.
- Welkowitz, J., Ewen, R. & Cohen, J. (2000). *Introductory statistics for the behavioral sciences* (5th ed.). Fort Worth, TX: Harcourt Brace College Publishers.
- Witte, R. (2001). *Statistics* (6th ed.). Fort Worth, TX: Harcourt Brace College Publishers.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Center for Leadership & Learning	01/22/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Jammy Beau</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	7112
Official Catalog Title:	
Advanced Legal Issues	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other

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)

7113

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

Advanced Legal Issues

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

ADVANCED LEGAL ISSUES

New Course Description:

This course focuses on the United States Constitution and its effects on due process requirements for public schools. Issues include the relationship of constitutional, statutory and case law to public school districts particularly in these areas of current concern - students' rights and responsibilities, teachers' rights and responsibilities, procedural and substantive due process, and liability.

New Cross List:

Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

NA

New Co-requisite (list all, as you want them to appear in the catalog):

NA

Elective Major Minor

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

Answer the following Assessment questions:

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

Not Applicable

b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

- Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum,

<p>instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p> <ul style="list-style-type: none"> • Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. • Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision. • Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. <p>b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)</p> <p style="text-align: center;">See APPENDIX A for the evaluation rubric applied to each outcome</p> <p>c. What is the rationale for adding this course? What evidence supports this action?</p> <p style="text-align: center;">The program currently consists of 1-, 2-, and 3-semester-hour courses. The purpose of the change is to convert the 2-hour course to 3-hour courses to provide students a more in-depth study of the subject.</p>
<p>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.</p> <p>NA</p>

APPENDIX A
Program Learning Outcome Measures

Program Learning Outcomes	Measures	Expectations
1.1 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.	1.1.1 Course Multiple Measures: Final Grades	1.1.1.1 100% at Level 2 or 3
	1.1.2 Course Embedded Observation: EDLD 7113 Advanced Legal Issues Artifact 1	1.1.2.1 100 % at Level 2 or 3
	1.1.3 Course Multiple Measures: Course Reflection	
	1.1.4 SPA – Portfolio Review	
1.2	1.2.1	1.2.1.1

<p>Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.</p>	<p>Course Multiple Measures: Final Grades</p> <p>1.2.2 Course Embedded Observation: EDLD 7113 Advanced Legal Issues Artifact 2</p> <p>1.2.3 Course Multiple Measures: Course Reflection</p> <p>1.2.4 SPA – Portfolio Review</p>	<p>100% at Level 2 or 3</p> <p>1.2.2.1 100% at Level 2 or 3</p>
<p>1.3 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.</p>	<p>1.3.1 Course Multiple Measures: Final Grades</p> <p>1.3.2 Course Embedded Observation: EDLD 7113 Advanced Legal Issues Artifact 3</p> <p>1.3.3 Course Multiple Measures: Course Reflection</p> <p>1.3.4 SPA – Portfolio Review</p>	<p>1.3.1.1 100% at Level 2 or 3</p> <p>1.3.2.1 100% at Level 2 or 3</p>
<p>1.4 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.</p>	<p>1.4.1 Course Multiple Measures: Final Grades</p> <p>1.4.2 Course Embedded Observation: EDLD 7113 Advanced Legal Issues Artifact 2</p> <p>1.4.3 Course Multiple Measures: Course Reflection</p> <p>1.4.4 SPA – Portfolio Review</p>	<p>1.4.1.1 100% at Level 2 or 3</p> <p>1.4.2.1 100% at Level 2 or 3</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Center for Leadership & Learning	01/22/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Tommy Warren</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) EDLD	Course Number: (e.g., 1003) 7122
Official Catalog Title: Educational Facilities	

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

Yes No

Request to change: (check appropriate box):

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

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)

7123

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

Educational Facilities

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

EDUCATIONAL FACILITIES

New Course Description:

This is a study of school facilities and transportation planning and concepts, management and practices. Topics include how to use and maintain present school plants, keeping the board and community informed as to building needs, selecting architects, financing construction, safety and security issues, and developing educational specifications.

New Cross List:

- Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite (list all, as you want them to appear in the catalog):

NA

New Co-requisite (list all, as you want them to appear in the catalog):

NA

- Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not Applicable
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

<ul style="list-style-type: none"> • Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision. • Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. <p>b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See APPENDIX A for the evaluation measure applied to each outcome</p> <p>c. What is the rationale for adding this course? What evidence supports this action? The program currently consists of 1-, 2-, and 3-semester-hour courses. The purpose of this change is to combine the course with EDLD 7101 Administrative Internship in Educational Facilities to create a 3-hour course to provide students a more in-depth study of the subject.</p>
<p>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.</p> <p>NA</p>

APPENDIX A
Program Learning Outcome Measures

Program Learning Outcomes	Measures	Expectations
<p>1.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.</p>	<p>1.1.1 Course Multiple Measures: Final Grades</p> <p>1.1.2 Course Embedded Observation: EDLD 7123 Educational Facilities Artifact 3</p> <p>1.1.3 Course Multiple Measures: Course Reflection</p> <p>1.1.4 SPA – Portfolio Review</p>	<p>1.1.1.1 100% at Level 2 or 3</p> <p>1.1.2.1 100 % at Level 2 or 3</p>
<p>1.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation</p>	<p>1.2.1 Course Multiple Measures: Final Grades</p> <p>1.2.2 Course Embedded Observation: EDLD 7123 Educational Facilities Artifact 2</p>	<p>1.2.1.1 100% at Level 2 or 3</p> <p>1.2.2.1 100% at Level 2 or 3</p>

<p>systems at the district level to support schools in realizing the district's mission and vision.</p>	<p>1.2.3 Course Multiple Measures: Course Reflection</p> <p>1.2.4 SPA – Portfolio Review</p>	
<p>1.3 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.</p>	<p>1.3.1 Course Multiple Measures: Final Grades</p> <p>1.3.2 Course Embedded Observation: EDLD 7123 Educational Facilities Artifact 1</p> <p>1.3.3 Course Multiple Measures: Course Reflection</p> <p>1.3.4 SPA – Portfolio Review</p>	<p>1.3.1.1 100% at Level 2 or 3</p> <p>1.3.2.1 100% at Level 2 or 3</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Center for Leadership & Learning	01/22/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Tommy Weaver</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	7132
Official Catalog Title:	
School Finance for District Level Administration	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

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)

7133

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

School Finance for District Level Administration

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

SCH FINANCE FOR DISTRICT ADM

New Course Description:

Economics and school finance: Basic concepts include local, state and federal support of education, the Arkansas State Financial System (APSCN), budgeting and projecting, financing capital items, centralization vs. site-based concepts, fiscal management, auditing, and communicating finance to the board and community.

New Cross List:

Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite (list all, as you want them to appear in the catalog):

NA

New Co-requisite (list all, as you want them to appear in the catalog):

NA

Elective Major Minor

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

Answer the following Assessment questions:

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

Not Applicable

b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

- Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

<ul style="list-style-type: none"> • Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. • Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. • Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision. • Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. <p>b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See APPENDIX A for the evaluation measures applied to each outcome</p> <p>c. What is the rationale for adding this course? What evidence supports this action? The program currently consists of 1-, 2-, and 3-semester-hour courses. The purpose of this change is to combine the course EDLD 7132 School Finance for District Level Administration with EDLD 7201: Administrative Internship in District Level Finance to create a 3-hour course to provide students a more in-depth study of the subject.</p>
<p>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.</p> <p>NA</p>

APPENDIX A
Program Learning Outcome Measures

Program Learning Outcomes	Measures	Expectations
1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	1.1.1 Course Multiple Measures: Final Grades 1.1.2 Course Embedded Observation: EDLD 7133 Educational Finance Artifact 1 1.1.3 Course Multiple Measures: Course Reflection 1.1.4 SPA – Portfolio Review	1.1.1.1 100% at Level 2 or 3 1.1.2.1 100 % at Level 2 or 3
1.2 Program completers understand and demonstrate	1.2.1 Course Multiple Measures: Final Grades	1.2.1.1 100% at Level 2 or 3

<p>the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>1.2.2 Course Embedded Observation: EDLD 7133 Educational Finance Artifact 2</p> <p>1.2.3 Course Multiple Measures: Course Reflection</p> <p>1.2.4 SPA – Portfolio Review</p>	<p>1.2.2.1 100% at Level 2 or 3</p>
<p>1.3 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p>	<p>1.3.1 Course Multiple Measures: Final Grades</p> <p>1.3.2 Course Embedded Observation: EDLD 7133 Educational Finance Artifact 3</p> <p>1.3.3 Course Multiple Measures: Course Reflection</p> <p>1.3.4 SPA – Portfolio Review</p>	<p>1.3.1.1 100% at Level 2 or 3</p> <p>1.3.2.1 100% at Level 2 or 3</p>
<p>1.4 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.</p>	<p>1.4.1 Course Multiple Measures: Final Grades</p> <p>1.4.2 Course Embedded Observation: EDLD 7133 Educational Finance Artifact 2</p> <p>1.4.3 Course Multiple Measures: Course Reflection</p> <p>1.4.4 SPA – Portfolio Review</p>	<p>1.4.1.1 100% at Level 2 or 3</p> <p>1.4.2.1 100% at Level 2 or 3</p>
<p>1.5 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support</p>	<p>1.5.1 Course Multiple Measures: Final Grades</p> <p>1.5.2 Course Embedded Observation: EDLD 7133 Educational Finance Artifact 3</p>	<p>1.5.1.1 100% at Level 2 or 3</p> <p>1.5.2.1 100% at Level 2 or 3</p>

schools in developing their school-level resourcing plans.	1.5.3 Course Multiple Measures: Course Reflection 1.5.4 SPA – Portfolio Review	
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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Center for Leadership & Learning	01/21/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Jimmy Humeau</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) EDLD	Course Number: (e.g., 1003) 7202
Official Catalog Title: Administrative Internship in School Accountability Systems	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

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)
7153

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

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

New Course Description:
A field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to school district administration. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on a monitoring system model.

New Cross List:

Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number _____

New Prerequisite (list all, as you want them to appear in the catalog):
NA

New Co-requisite (list all, as you want them to appear in the catalog):
NA

Elective Major Minor

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
From the CAEP SPA Handbook: "All programs must include an extended, capstone experience to maximize the candidate's leadership opportunities to practice and refine his/her leadership skills and knowledge."

b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

o **Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a**

core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

- Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.
- Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
- Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.
- Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
- Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.
- Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
- Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum,

instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

- Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
- Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
- Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
- Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.
- Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.
- Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

See APPENDIX A for the evaluation rubric applied to each outcome

- c. What is the rationale for adding this course? What evidence supports this action?

The current program consists of three one- and two-hour internship classes that are specific to finance, facilities, and accountability. The CAEP SPA standards require an internship that is comprehensive of the district-level preparation program. This course change will meet that requirement.

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. **NA**

APPENDIX A.1 – Evaluation Rubric

Observations	The candidate has demonstrated engagement in administrative activity at the district site, interacted with the supervising professor electronically to provide journals and other information, provided journal entries that demonstrated significant learning was occurring, and been evaluated in a positive manner by the supervising administrator (orally and in writing).	The candidate has been engaged in administrative activity at the district site, interacted with the supervising professor electronically to provide journals, provided journal entries that demonstrated learning was occurring, and been evaluated in a generally positive manner by the supervising administrator (orally and in writing).	The candidate has been generally engaged in administrative activity at the district site, interacted, after reminders, with the supervising professor electronically to share journals entries, provided journal entries that demonstrated some learning was occurring, and has been evaluated in a generally positive manner by the supervising administrator (orally and in writing).
Portfolio	The candidate has created a portfolio that included the information listed in the District Internship Manual, included artifacts that clearly show significant learning related to each NELP Standard, included summative activity that clearly demonstrates significant learning across the performance indicators for each standard, and had included a journal that documents direct administrative experience.	The candidate has created a portfolio that included the information listed in the District Internship Manual—included artifacts that show learning related to each NELP Standard, included summative activity that demonstrated learning across the performance indicators, and has included a journal that documents direct administrative experience.	The candidate has created a portfolio that included the information listed in the District Internship Manual—included artifacts that show learning generally related to each NELP Standard, included summative activity that demonstrated limited learning across the performance indicators, and has included a journal that documents questionable direct administrative experience.

<p>Oral Exam</p>	<p>The candidate was able to respond to questions in a manner that clearly supports the learning documented in the portfolio, was able to clearly articulate an appropriate educational philosophy, was able to discuss the importance of vision in a school and clearly relate it to the internship experience (PSEL 1.a, 1.b, 1.c, 1.d, 1.e, 1.f, 1.g, 10.a, 10.b, 10.d, 10.g, 10.h, 10.j), was able to discuss skills that were developed during the internship and skills that require further development (PSEL 6.i), was able to demonstrate an understanding of current issues in education that are clearly reflected in the portfolio (PSEL 3.h, 4.d, 4.e, 5.c, 7.c, 7.d, 7.e, 7.g), was able to discuss ways in which research, theory, and knowledge impact schools and school leaders (PSEL 2.a, 2.b, 2.c, 2.e, 2.f, 2.d, 3.h, 3.b, 3.g, 3.h, 4.a, 4.b, 4.e, 5.e, 7.b, 9.a, 9.b, 9.c, 9.d, 9.f, 9.g, 9.h, 10.d), and was able to describe ways in which technology impact schools and their leaders (PSEL 3.b, 3.g, 4.c, 4.d, 4.e, 8.a, 8.b, 8.c, 8.d, 8.e, 8.j, 8.h, 8.i, 9.f, 9.g, 10.a, 10.b, 10.d, 10.g, 10.f). At the conclusion of the examination, the candidate has provided clear and consistent evidence that he/she had performed above the expected level for an EdS intern and is an excellent candidate for a position as a district administrator.</p>	<p>The candidate was able to respond to questions in a manner that supports the learning documented in the portfolio, was able to articulate an appropriate educational philosophy, was able to discuss the importance of vision in a school and relate it to the internship experience, was able to discuss skills that were developed during the internship and skills that require further development, was able to demonstrate an understanding of current issues in education that are reflected in the portfolio, was able to discuss ways in which research, theory, and knowledge impact schools and school leaders, and was able to describe ways in which technology impact schools and their leaders. At the conclusion of the examination, the candidate has provided evidence that he/she had performed at the expected level for an EdS intern and is a qualified candidate for a position as a district administrator.</p>	<p>The candidate was able to respond to questions in a manner that generally supports the learning documented in the portfolio, was able to articulate a limited educational philosophy, was able to discuss the importance of vision in a school in a limited manner and relate it somewhat to the internship experience, had some difficulty discussing skills that were developed during the internship, was able to demonstrate a limited understanding of current issues in education, had difficulty discussing ways in which research, theory, and knowledge impact schools and school leaders, and had difficulty describing ways in which technology impact schools and their leaders. At the conclusion of the examination, the candidate has provided evidence that he/she had performed below the expected level for an EdS intern and is minimally qualified candidate for a position as a district administrator.</p>
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APPENDIX A.2 – Program Outcome Measures

Program Learning Outcomes	Measures	Expectations
<p>1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p>	<p>1.1.1 Capstone: School Superintendent Assessment (SSA) 1.1.2 Course Multiple Measures: Final Grades 1.1.3 SPA – Portfolio Review 1.1.4 Course Embedded Observation: Artifacts/Case studies 1.1.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.1.6 Course Multiple Measures: Course Reflection</p>	<p>1.1.1.1 85% pass rate 1.1.2.1 100% at Level 2 or 3 1.1.3.1 100 % at Level 2 or 3 1.1.4.1 100% at Level 2 or 3</p>
<p>1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.</p>	<p>1.2.1 Capstone: School Superintendent Assessment (SSA) 1.2.2 Course Multiple Measures: Final Grades 1.2.3 SPA – Portfolio Review 1.2.4 Course Embedded Observation: Artifacts/Case studies 1.2.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.2.6 Course Multiple Measures: Course Reflection</p>	<p>1.2.1.1 85% pass rate 1.2.2.1 100% at Level 2 or 3 1.2.3.1 100 % at Level 2 or 3 1.2.4.1 100% at Level 2 or 3</p>
<p>1.3 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and</p>	<p>1.3.1 Capstone: School Superintendent Assessment (SSA) 1.3.2 Course Multiple Measures: Final Grades 1.3.3 SPA – Portfolio Review 1.3.4 Course Embedded Observation: Artifacts/Case studies</p>	<p>1.3.1.1 85% pass rate 1.3.2.1 100% at Level 2 or 3 1.3.3.1 100 % at Level 2 or 3 1.3.4.1 100% at Level 2 or 3</p>

<p>professional district and school cultures.</p>	<p>1.3.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.3.6 Course Multiple Measures: Course Reflection</p>	
<p>1.4 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.</p>	<p>1.4.1 Capstone: School Superintendent Assessment (SSA) 1.4.2 Course Multiple Measures: Final Grades 1.4.3 SPA – Portfolio Review 1.4.4 Course Embedded Observation: Artifacts/Case studies 1.4.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.4.6 Course Multiple Measures: Course Reflection</p>	<p>1.4.1.1 85% pass rate 1.4.2.1 100% at Level 2 or 3 1.4.3.1 100 % at Level 2 or 3 1.4.4.1 100% at Level 2 or 3</p>
<p>1.5 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>1.5.1 Capstone: School Superintendent Assessment (SSA) 1.5.2 Course Multiple Measures: Final Grades 1.5.3 SPA – Portfolio Review 1.5.4 Course Embedded Observation: Artifacts/Case studies 1.5.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.5.6 Course Multiple Measures: Course Reflection</p>	<p>1.5.1.1 85% pass rate 1.5.2.1 100% at Level 2 or 3 1.5.3.1 100 % at Level 2 or 3 1.5.4.1 100% at Level 2 or 3</p>
<p>1.6 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</p>	<p>1.6.1 Capstone: School Superintendent Assessment (SSA) 1.6.2 Course Multiple Measures: Final Grades 1.6.3 SPA – Portfolio Review</p>	<p>1.6.1.1 85% pass rate 1.6.2.1 100% at Level 2 or 3 1.6.3.1 100 % at Level 2 or 3</p>

	<p>1.6.4 Course Embedded Observation: Artifacts/Case studies</p> <p>1.6.5 Surveys and Interviews: Program Graduate/ Employer Survey</p> <p>1.6.6 Course Multiple Measures: Course Reflection</p>	<p>1.6.4.1 100% at Level 2 or 3</p>
<p>1.7 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.</p>	<p>1.7.1 Capstone: School Superintendent Assessment (SSA)</p> <p>1.7.2 Course Multiple Measures: Final Grades</p> <p>1.7.3 SPA – Portfolio Review</p> <p>1.7.4 Course Embedded Observation: Artifacts/Case studies</p> <p>1.7.5 Surveys and Interviews: Program Graduate/ Employer Survey</p> <p>1.7.6 Course Multiple Measures: Course Reflection</p>	<p>1.7.1.1 85% pass rate</p> <p>1.7.2.1 100% at Level 2 or 3</p> <p>1.7.3.1 100 % at Level 2 or 3</p> <p>1.7.4.1 100% at Level 2 or 3</p>
<p>1.8 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.</p>	<p>1.8.1 Capstone: School Superintendent Assessment (SSA)</p> <p>1.8.2 Course Multiple Measures: Final Grades</p> <p>1.8.3 SPA – Portfolio Review</p> <p>1.8.4 Course Embedded Observation: Artifacts/Case studies</p> <p>1.8.5 Surveys and Interviews: Program Graduate/ Employer Survey</p> <p>1.8.6 Course Multiple Measures: Course Reflection</p>	<p>1.8.1.1 85% pass rate</p> <p>1.8.2.1 100% at Level 2 or 3</p> <p>1.8.3.1 100 % at Level 2 or 3</p> <p>1.8.4.1 100% at Level 2 or 3</p>
<p>1.9 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality</p>	<p>1.9.1 Capstone: School Superintendent Assessment (SSA)</p> <p>1.9.2 Course Multiple Measures:</p>	<p>1.9.1.1 85% pass rate</p> <p>1.9.2.1 100% at Level 2 or 3</p>

<p>curricula, the use of technology, and other services and supports for academic and non-academic student programs.</p>	<p>Final Grades 1.9.3 SPA – Portfolio Review 1.9.4 Course Embedded Observation: Artifacts/Case studies 1.9.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.9.6 Course Multiple Measures: Course Reflection</p>	<p>1.9.3.1 100 % at Level 2 or 3 1.9.4.1 100% at Level 2 or 3</p>
<p>1.10 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p>	<p>1.10.1 Capstone: School Superintendent Assessment (SSA) 1.10.2 Course Multiple Measures: Final Grades 1.10.3 SPA – Portfolio Review 1.10.4 Course Embedded Observation: Artifacts/Case studies 1.10.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.10.6 Course Multiple Measures: Course Reflection</p>	<p>1.10.1.1 85% pass rate 1.10.2.1 100% at Level 2 or 3 1.10.3.1 100 % at Level 2 or 3 1.10.4.1 100% at Level 2 or 3</p>
<p>1.11 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</p>	<p>1.11.1 Capstone: School Superintendent Assessment (SSA) 1.11.2 Course Multiple Measures: Final Grades 1.11.3 SPA – Portfolio Review 1.11.4 Course Embedded Observation: Artifacts/Case studies 1.11.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.11.6 Course Multiple Measures: Course Reflection</p>	<p>1.11.1.1 85% pass rate 1.11.2.1 100% at Level 2 or 3 1.11.3.1 100 % at Level 2 or 3 1.11.4.1 100% at Level 2 or 3</p>
<p>1.12 Program completers understand and demonstrate</p>	<p>1.12.1</p>	<p>1.12.1.1 85% pass rate</p>

<p>the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p>	<p>Capstone: School Superintendent Assessment (SSA) 1.12.2 Course Multiple Measures: Final Grades 1.12.3 SPA – Portfolio Review 1.12.4 Course Embedded Observation: Artifacts/Case studies 1.12.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.12.6 Course Multiple Measures: Course Reflection</p>	<p>1.12.2.1 100% at Level 2 or 3 1.12.3.1 100 % at Level 2 or 3 1.12.4.1 100% at Level 2 or 3</p>
<p>1.13 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.</p>	<p>1.13.1 Capstone: School Superintendent Assessment (SSA) 1.13.2 Course Multiple Measures: Final Grades 1.13.3 SPA – Portfolio Review 1.13.4 Course Embedded Observation: Artifacts/Case studies 1.13.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.13.6 Course Multiple Measures: Course Reflection</p>	<p>1.13.1.1 85% pass rate 1.13.2.1 100% at Level 2 or 3 1.13.3.1 100 % at Level 2 or 3 1.13.4.1 100% at Level 2 or 3</p>
<p>1.14 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.</p>	<p>1.14.1 Capstone: School Superintendent Assessment (SSA) 1.14.2 Course Multiple Measures: Final Grades 1.14.3 SPA – Portfolio Review 1.14.4 Course Embedded Observation: Artifacts/Case studies 1.14.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.14.6</p>	<p>1.14.1.1 85% pass rate 1.14.2.1 100% at Level 2 or 3 1.14.3.1 100 % at Level 2 or 3 1.14.4.1 100% at Level 2 or 3</p>

	Course Multiple Measures: Course Reflection	
1.15 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.	1.15.1 Capstone: School Superintendent Assessment (SSA) 1.15.2 Course Multiple Measures: Final Grades 1.15.3 SPA – Portfolio Review 1.15.4 Course Embedded Observation: Artifacts/Case studies 1.15.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.15.6 Course Multiple Measures: Course Reflection	1.15.1.1 85% pass rate 1.15.2.1 100% at Level 2 or 3 1.15.3.1 100 % at Level 2 or 3 1.15.4.1 100% at Level 2 or 3
1.16 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.	1.16.1 Capstone: School Superintendent Assessment (SSA) 1.16.2 Course Multiple Measures: Final Grades 1.16.3 SPA – Portfolio Review 1.16.4 Course Embedded Observation: Artifacts/Case studies 1.16.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.16.6 Course Multiple Measures: Course Reflection	1.16.1.1 85% pass rate 1.16.2.1 100% at Level 2 or 3 1.16.3.1 100 % at Level 2 or 3 1.16.4.1 100% at Level 2 or 3
1.17 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.	1.17.1 Capstone: School Superintendent Assessment (SSA) 1.17.2 Course Multiple Measures: Final Grades 1.17.3 SPA – Portfolio Review 1.17.4 Course Embedded Observation: Artifacts/Case studies 1.17.5 Surveys and Interviews:	1.17.1.1 85% pass rate 1.17.2.1 100% at Level 2 or 3 1.17.3.1 100 % at Level 2 or 3 1.17.4.1 100% at Level 2 or 3

	<p>Program Graduate/ Employer Survey</p> <p>1.17.6</p> <p>Course Multiple Measures:</p> <p>Course Reflection</p>	
<p>1.18.</p> <p>Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.</p>	<p>1.18.1</p> <p>Capstone: School Superintendent Assessment (SSA)</p> <p>1.18.2</p> <p>Course Multiple Measures: Final Grades</p> <p>1.18.3</p> <p>SPA – Portfolio Review</p> <p>1.18.4</p> <p>Course Embedded Observation: Artifacts/Case studies</p> <p>1.18.5</p> <p>Surveys and Interviews: Program Graduate/ Employer Survey</p> <p>1.18.6</p> <p>Course Multiple Measures: Course Reflection</p>	<p>1.18.1.1</p> <p>85% pass rate</p> <p>1.18.2.1</p> <p>100% at Level 2 or 3</p> <p>1.18.3.1</p> <p>100 % at Level 2 or 3</p> <p>1.18.4.1</p> <p>100% at Level 2 or 3</p>
<p>1.19</p> <p>Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.</p>	<p>1.19.1</p> <p>Capstone: School Superintendent Assessment (SSA)</p> <p>1.19.2</p> <p>Course Multiple Measures: Final Grades</p> <p>1.19.3</p> <p>SPA – Portfolio Review</p> <p>1.19.4</p> <p>Course Embedded Observation: Artifacts/Case studies</p> <p>1.19.5</p> <p>Surveys and Interviews: Program Graduate/ Employer Survey</p> <p>1.19.6</p> <p>Course Multiple Measures: Course Reflection</p>	<p>1.19.1.1</p> <p>85% pass rate</p> <p>1.19.2.1</p> <p>100% at Level 2 or 3</p> <p>1.19.3.1</p> <p>100 % at Level 2 or 3</p> <p>1.19.4.1</p> <p>100% at Level 2 or 3</p>
<p>1.20</p> <p>Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel,</p>	<p>1.20.1</p> <p>Capstone: School Superintendent Assessment (SSA)</p> <p>1.20.2</p> <p>Course Multiple Measures: Final Grades</p> <p>1.20.3</p> <p>SPA – Portfolio Review</p> <p>1.20.4</p> <p>Course Embedded Observation:</p>	<p>1.20.1.1</p> <p>85% pass rate</p> <p>1.20.2.1</p> <p>100% at Level 2 or 3</p> <p>1.20.3.1</p> <p>100 % at Level 2 or 3</p> <p>1.20.4.1</p> <p>100% at Level 2 or 3</p>

<p>families, community stakeholders, and board members.</p>	<p>Artifacts/Case studies 1.20.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.20.6 Course Multiple Measures: Course Reflection</p>	
<p>1.21 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.</p>	<p>1.21.1 Capstone: School Superintendent Assessment (SSA) 1.21.2 Course Multiple Measures: Final Grades 1.21.3 SPA – Portfolio Review 1.21.4 Course Embedded Observation: Artifacts/Case studies 1.21.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.21.6 Course Multiple Measures: Course Reflection</p>	<p>1.21.1.1 85% pass rate 1.21.2.1 100% at Level 2 or 3 1.21.3.1 100 % at Level 2 or 3 1.21.4.1 100% at Level 2 or 3</p>
<p>1.22 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.</p>	<p>1.22.1 Capstone: School Superintendent Assessment (SSA) 1.22.2 Course Multiple Measures: Final Grades 1.22.3 SPA – Portfolio Review 1.22.4 Course Embedded Observation: Artifacts/Case studies 1.22.5 Surveys and Interviews: Program Graduate/ Employer Survey 1.22.6 Course Multiple Measures: Course Reflection</p>	<p>1.22.1.1 85% pass rate 1.22.2.1 100% at Level 2 or 3 1.22.3.1 100 % at Level 2 or 3 1.22.4.1 100% at Level 2 or 3</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Center for Leadership & Learning	01/21/2020

Title	Signature	Date
Department Head Sarah R. Gordon	<i>Sarah R. Gordon</i>	9.15.2020
Dean Linda Bean	<i>Linda Bean</i>	9.16.2020
Assessment Christine Austin	<i>Christine Austin</i>	9.16.20
Registrar	<i>Yammy Williams</i>	9/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Education Specialist Degree – Educational Leadership

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) Delete EDLD 7101 Administrative Internship in Educational Facilities
- (2) Delete EDLD 7201 Administrative Internship in District Level Finance
- (3) Delete EDLD 7022 Building a Leadership Community
- (4) Delete EDLD 7003 Seminar in System Issues
- (5) Change EDLD 7202 Administrative Internship in School Accountability Systems to EDLD 7153 District Internship
- (6) Change EDLD 7122 Educational Facilities to EDLD 7123 Educational Facilities
- (7) Change EDLD 7132 School Finance for District Level Administration to EDLD 7133 School Finance for District Level Administration
- (8) Change EDLD 7112 Advanced Legal Issues to EDLD 7103 Advanced Legal Issues
- (9) Add EDLD 7163 Statistical Methods for District Leaders

update course listing in EdS and EdD sections of catalog

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

The proposed change will have no impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
No change from the current alignment
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
There is no change in learning for students enrolled in the program except students will learn statistical procedures to use when analyzing district data. Content from deleted courses will be incorporated in the existing and proposed 3-hour classes.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
See example in APPENDIX A
- b. How does this program 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 is CAEP SPA accredited and therefore must meet specific National Educational Leadership Preparation standards. This program is very similar to other institutions in the state that offer the EdS degree in educational leadership. See APPENDIX B for institutional comparisons.
- c. 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.)
See APPENDIX C.1 and C.2

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.

Does not apply

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

APPENDIX A – Student Learning Assessment Example

Case Analysis

Assume you are the new superintendent of [fill in the blank] School District which has a Junior High School that consists of approximately 500 students in grades 7-8. Students are randomly assigned to grade-level, subject-specific classroom teachers. The school is diverse socioeconomically with several students qualifying for free or reduced-price meals. The ethnic composition of the school is relatively diverse consisting primarily of African-American, Hispanic, Asian, and Caucasian students.

There are three teachers who teach 8th-grade math at the school, each doing their own thing when it comes to teaching math. Ms. Harrington, a young African-American lady who is certified to teach science and math, has been teaching for a total of 5 years and has taught math for the past 3 years. Ms. Richardson, a Caucasian lady in her 40s who is certified to teach Spanish and math, has taught Spanish for 12 years but has taught math for the past 3 years. Ms. Browning, an older Caucasian lady and the sister of the school board president, has been teaching PE for 24 years and has been assigned to teach math for the past 3 years. Each teacher was allowed to use their preferred teaching method and to select their own textbook three years ago. All three use different textbooks.

Ms. Browning's approach to teaching math would be broadly defined as the traditional method. The traditional math teacher adheres to a top-down approach in which knowledge originates from the teacher and is disseminated to the students. The teacher is recognized by the students (and often by the teacher herself) as the authority on the subject matter. Traditional math teachers tend to thrive on structure and order, resulting in quiet, calm learning environments. There is research that indicates certain behavioral issues are minimized in a traditional classroom resulting in effective, direct instruction.

Ms. Harrington and Ms. Richardson's approach to teaching math would be more broadly defined as the standards-based method. The standards-based math teacher adheres to a literal interpretation of well-written standards. The teacher facilitates the learning in a constructivist environment in which students develop, explore, conjecture and test their conjectures within the confines of the standard. The teacher believes there is research that a majority of children learn more and deeper mathematics and are better problem solvers when in the standards-based classroom.

During a meeting with the math department, it was suggested that the three 8th-grade math teachers should be using the same teaching method and the same textbook. Ms. Browning, being quite vocal, feels strongly that her approach is the better of the two because of the ethnic composition and sociological background of the students. She further believes and proposes that the students should be grouped among the three teachers according to the students' ethnicity. She suggests that Ms. Harrington who is African-American teach the majority of the African-American students and that she, Ms. Browning, would primarily teach the Caucasian and Asian students. Ms. Richardson, who speaks fluent Spanish, would teach the majority of the Hispanic students. She also proposes that students be grouped within each teacher's class by their ability with the high-ability students in a group by themselves and the lower-ability students in a group by themselves because she believes, based on a "gut" feeling, that the students will perform better if they are segregated into groups within the classroom. To support her argument she

provides a copy of an article she located in the ATU library (see the Ross article entitled “Math and Reading Instruction in Tracked First-Grade Classes”) to each member of the department. She mentions that she has discussed this with her brother, the school board president, and that it will probably be discussed at the next board meeting. She further states that math is math and teachers should be allowed to teach using the style in which they are most comfortable.

Ms. Richardson does not agree with Ms. Browning’s proposal and shares an article that she has read (see the Thompson article about standards-based math). She states that research indicates students in traditional programs may have better procedural skills, but lack in problem-solving creativity. She proposes that all three teachers should be using the standards-based approach to teaching.

Knowing that you have less than 30 days before the next board meeting, you know that you need to have a proposal prepared based on school performance data. You have access to the latest student standardized math scores and personal data for the students taught by the 3 teachers (see the file named *Research Project Data*). In order to protect confidentiality, student names have been replaced by numbers. You try to anticipate and list any questions that might be raised about student performance. (The questions are listed below.) You also decide to examine the school’s vision to see how the teaching methods align with it but are dismayed to find the school has no vision statement. Your first task is to create a Vision Committee consisting of four school staff members and three community members to review the literature about vision statements and to write a vision statement for the school.

The next day you receive a call from the school board president regarding the two teaching methods used by the teachers. The president asks you to prepare a white paper that he can disseminate at the board meeting. The president wants you to present your recommendation at the board meeting for a specific teaching method – standards-based or traditional – based on your analysis of the 8th-grade test scores. He wants the following components in the paper since the board will need time to review the recommendation before acting upon it during the following board meeting. The paper should use the following format:

- I. Introduction
 - Grade context: Descriptive statistics- What is the socioeconomic makeup of the grade and the ethnic composition of the class?

- II. Review of Literature and Vision Statement
 - a. What does the literature say about a school vision? Use at least 5 references.
 - b. Who should serve on the Vision Committee? Explain who would serve on your committee and why they would be asked to serve. These seven individuals should be actual people in your district/community. Write a brief description of each team member including age range, economic level, and explain why they were selected to serve on the committee. Do not use their actual name! [NELP 5.2 *Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.*]
 - c. Based upon your review of literature what would be your new vision statement? (This can be a revision of your existing vision if you have one.) [NELP 1.1- *Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.*]

- III. Methodology

Who is being studied and what statistical tests are being used?

IV. Results

Descriptive statistics of the group

Answers to these questions:

1. Do all students taught by the traditional method used by Ms. Browning do significantly better than all students taught by the standards-based method used by Mss. Harrington and Richardson?
2. Do Caucasian students taught by the traditional method used by Ms. Browning do significantly better than all Caucasian students taught by the standards-based method used by Mss. Harrington and Richardson combined?
3. Do Asian students taught by the traditional method used by Ms. Browning do significantly better than all Asian students taught by the standards-based method used by Mss. Harrington and Richardson combined?
4. Do African-American students taught by the traditional method used by Ms. Browning do significantly better than all African-American students taught by the standards-based method used by Mss. Harrington and Richardson combined?
5. Do Hispanic students taught by the traditional method used by Ms. Browning do significantly better than all Hispanic students taught by the standards-based method used by Mss. Harrington and Richardson combined?
6. Do female students taught by the traditional method used by Ms. Browning do significantly better than all female students taught by the standards-based method used by Mss. Harrington and Richardson combined?
7. Do male students taught by the traditional method used by Ms. Browning do significantly better than all male students taught by the standards-based method used by Mss. Harrington and Richardson combined?
8. Do low SES, socio-economic status, (free) students taught by the traditional method used by Ms. Browning do significantly better than all low SES (free) students taught by the standards-based method used by Mss. Harrington and Richardson combined?
9. Do higher SES (paid) students taught by the traditional method used by Ms. Browning do significantly better than all higher SES (paid) students taught by the standards-based method used by Mss. Harrington and Richardson combined?
10. Do African-American students taught by Ms. Harrington perform significantly better than all African-American students taught by Mss. Richardson and Browning individually?

11. Do Hispanic students taught by Ms. Richardson perform significantly better than all Hispanic students taught by Mss. Harrington and Browning individually?
12. Do Caucasian students taught by Ms. Browning perform significantly better than all Caucasian students taught by Mss. Harrington and Richardson individually?
13. Do Asian students taught by Ms. Browning perform significantly better than Asian students taught by Mss. Harrington and Richardson individually?

V. Discussion

- A. Explain, based upon the analysis of the data and review of the readings, which method of math instruction you would recommend for your junior high school when considering factors such as socioeconomic background, ethnicity, gender. [NELP 4.3- *Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.*]
- B. Should students be grouped by ethnicity for instructional purposes? By gender? By socioeconomic background? What ethical and/or legal questions might be raised by Ms. Browning's suggestion to group students by ethnicity and/or ability? [NELP 2.1 - *Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.*]
- C. Write a summary brief (similar to a closing argument in a court case) explaining why you feel your recommendation(s) to the board should be followed. [NELP 4.4 - *Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.*]
- D. Explain how much it will cost the district to purchase a new set of textbooks to implement the method of instruction for those students who are switching to your recommended method? Go to a textbook publisher website and select a text, calculate the cost of enough textbooks so every student has one plus 20 extras, include shipping & handling and taxes, if applicable. [NELP 6.1 - *Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.*]

VI. References

There is no minimum or maximum length specified. The paper should be of sufficient detail to address questions that might be asked by the board members or staff.

NELP Standards Addressed in this Assignment

NELP 1.1- *Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values*

and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

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

NELP 4.3- Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4 - Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

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

NELP 6.1 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

SCORING RUBRIC

	Exemplary	Acceptable	Unacceptable
5.2 Current vision and committee composition	The student lists the current vision statement, lists at least 4 other committee members and why they were chosen by giving their gender, ethnicity, socioeconomic status and other factors contributing to their selection. (9 points)	The student lists the current vision statement, lists less than 4 other committee members and why they were chosen by giving their gender, ethnicity, socioeconomic status and other factors contributing to their selection. (8 points)	The student fails to list the current vision statement, lists less than 4 other committee members and/or why they were chosen by giving their gender, ethnicity, socioeconomic status and other factors contributing to their selection. (0-5 points)
1.1 Revised vision	The revised vision reflects a good understanding of relevant knowledge regarding meeting the needs of a diverse student group. (5 pts)	The revised vision reflects a basic understanding of relevant knowledge regarding meeting the needs of a diverse student group. (4 pts)	The revised vision DOES NOT reflect a basic understanding of relevant knowledge regarding meeting the needs of a diverse student group. (0-3 pts)

<p>4.3 Recommendations and addressing "guiding questions"</p>	<p>Candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs by explaining, based upon the analysis of the data and review of literature, how they would organize the math instruction for their middle school when considering factors such as socioeconomic background, ethnicity, gender. Candidate addressed all the guiding questions of the assignment. (14 pts)</p>	<p>Candidate demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs by explaining, based upon the analysis of the data and review of literature, how they would organize the math instruction for their middle school when considering factors such as socioeconomic background, ethnicity, gender. Candidate addressed at least 80% of the guiding questions of the assignment accurately. (12 pts)</p>	<p>Candidate failed to demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs by explaining, based upon the analysis of the data and review of literature, how they would organize the math instruction for their middle school when considering factors such as socioeconomic background, ethnicity, gender. Candidate addressed less than 80% of the guiding questions of the assignment accurately. (0-6 pts)</p>
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<p>6.1 Financial costs</p>	<p>Candidate develops a plan of action for focusing on effective organization and management of fiscal resources, giving priority to student learning, by accurately determining the cost of modifying the curriculum, and by giving plausible reasons for why costs should or should not be factors in decision-making. (9 pts)</p>	<p>Candidate develops a plan of action for focusing on effective organization and management of fiscal resources, giving priority to student learning, but does not accurately determine the cost of modifying the curriculum, or give adequate reasons for why costs should or should not be factors in decision-making. (8 pts)</p>	<p>Candidate fails to develop a plan of action for focusing on effective organization and management of fiscal resources, does not accurately determine the cost of modifying the curriculum, and does not adequately explain why cost should or should not be a factor in decision-making. (0-5 pts)</p>
<p>2.1 Addressing ethical and legal concerns</p>	<p>Candidate makes and explains decisions based upon ethical and legal principles, addressing all of Ms. Browning's suggestions. (9 pts)</p>	<p>Candidate makes and explains decisions based upon ethical and legal principles, addressing most (75% or more) of Ms. Browning's suggestions. (8 pts)</p>	<p>Candidate fails to make and/or explain decisions based upon ethical and legal principles, addressing less than 75% of Ms. Browning's suggestions. (0-5 pts)</p>
<p>4.4 Advocating for adoption of recommendation(s)</p>	<p>Candidate advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics by presenting a "closing argument" that summarizes the committee's findings and why the board should adopt the committee's recommendation(s). (9 pts)</p>	<p>Candidate advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics by presenting a "closing argument" that generally summarizes the committee's findings and why the board should adopt the committee's recommendation(s). (8 pts)</p>	<p>Candidate fails to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics by presenting a "closing argument" that inadequately summarizes the committee's findings and inadequately argues why the board should adopt the committee's recommendation(s). (0-5 pts)</p>

APPENDIX B – State Program Comparisons

<i>ATU Courses</i>	ASU	UA	UCA	HSU	HU
EDLD 7013 Superintendency and Central Office	X	X		X	X
EDLD 7133 School Finance for District Level Administration ¹	X	X	X	X	X
EDLD 7103 Advanced Legal Issues ¹		X	X		
EDLD 7123 Educational Facilities ¹	X	X	X	X	X
EDLD 7143 School Accountability Systems	X	X	X		X
EDLD 7033 School Personnel and Business Management	X	X	X	X	X
EDLD 7023 School Board Relations			X		X
EDLD 7163 Statistical Methods for District Leaders ²		X		X	X
EDLD 7113 Seminar in Current Issues	X				
EDLD 7153 District Internship ³	X	X	X	X	X
Program hours: 30	30	30	30	30	30

¹ Changed from 2-hour course to 3-hours

² New course

³ Changed from three individual internship courses (4 semester hours total) to a single 3-hour class

APPENDIX C.1 – Program Outcomes

Program Learning Outcomes	Measures	Expectations
<p>1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p>	<p>1.1.1 Capstone: School Superintendent Assessment (SSA)</p> <p>1.1.2 Course Multiple Measures: Final Grades</p> <p>1.1.3 SPA – Portfolio Review</p> <p>1.1.4 Course Embedded Observation: EDLD 7153 Statistical Methods Artifact</p> <p>1.1.5 Surveys and Interviews: Program Graduate/ Employer Survey</p> <p>1.1.6 Course Multiple Measures: Course Reflection</p>	<p>1.1.1.1 85% pass rate</p> <p>1.1.2.1 100% at Level 2 or 3</p> <p>1.1.3.1 100 % at Level 2 or 3</p> <p>1.1.4.1 100% at Level 2 or 3</p>
<p>1.2 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.</p>	<p>1.2.1 Course Multiple Measures: Final Grades</p> <p>1.2.2 Course Embedded Observation: EDLD 7153 Statistical Methods Artifact</p> <p>1.2.3 Course Multiple Measures: Course Reflection</p> <p>1.2.4 SPA – Portfolio Review</p>	<p>1.2.1.1 100% at Level 2 or 3</p> <p>1.2.2.1 100% at Level 2 or 3</p>
<p>1.3 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within</p>	<p>1.3.1 Course Multiple Measures: Final Grades</p> <p>1.3.2 Course Embedded Observation: EDLD 7013 Superintendent and Central Office Artifact</p>	<p>1.3.1.1 100% at Level 2 or 3</p> <p>1.3.2.1 100% at Level 2 or 3</p>

larger policy conversations and advocate for district needs and priorities at the local, state, and national level.	1.3.3 Course Multiple Measures: Course Reflection 1.3.4 SPA – Portfolio Review	
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APPENDIX C.2 – Curriculum Map

<i>NELP Standards:</i>	1	2	3	4	5	6	7
EDLD 7013 Superintendency and Central Office	X	X	X			X	X
EDLD 7133 School Finance for District Level Administration	X	X		X		X	
EDLD 7103 Advanced Legal Issues			X	X	X	X	
EDLD 7123 Educational Facilities			X			X	
EDLD 7143 School Accountability Systems	X		X	X			X
EDLD 7033 School Personnel and Business Management		X		X		X	X
EDLD 7023 School Board Relations	X	X	X		X		
EDLD 7153 Statistical Methods for District Leaders	X	X		X	X	X	
EDLD 7113 Seminar in Current Issues	X	X		X		X	
EDLD 7153 District Internship	X	X	X	X	X	X	X