

October 20, 2020 Graduate Council

1. 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.

2. College of Natural & Health Sciences – Department of Nursing
 - a. Add NUR 6333: Epidemics and Pandemics, to the course descriptions.



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)	
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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 Quann</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 LDRS		

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 Research 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? _____

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 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</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

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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.
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- Hopkins, C. & Antes, R. (1990). *Educational research: A structure of Inquiry*. Columbus, Ohio: Charles E. Merrill.
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- O'Leary, Z. (2005). *Researching real-world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage Publishers.
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- Welkowitz, J., Ewen, R. & Cohen, J. (2000). *Introductory statistics for the behavioral sciences* (5th ed.). Fort Worth, TX: Harcourt Brace College Publishers.
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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) EDLD	Course Number: (e.g., 1003) 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)

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

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

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? 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)

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

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

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>Yenny Huaman</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 Weathers</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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Nursing	4-29-2020

Title	Signature	Date
Department Head	<i>Shelly Daily</i>	9/23/20
Dean	<i>[Signature]</i>	
Assessment Christine Austin	<i>[Signature]</i>	9/23/20
Registrar	<i>[Signature]</i>	9/25/2020
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:
NUR	6333	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Epidemics and Pandemics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Epidemics and Pandemics		

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 EMHS 6333

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 Research 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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Will likely need 3-4 new digital books for library as resource for students**

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

This is an elective course. Students in the MSN and EMHS graduate programs are required to take elective hours.

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

MSN and EMHS students are required to take elective hours; however, no course currently exists that addresses emergency management as it relates to the health care environment. Dr. Sandy Smith from the EM Department and Dr. Jennifer Helms from the Nursing Department have met several times over the past year to discuss this need and develop a plan to fill the gap. Their plan is

to offer a course in fall semesters that addresses disasters and public health from a disaster management perspective (taught by EMHS faculty) and a course in spring semesters that addresses infectious diseases, specifically epidemics and pandemics, from a biological, social, historical, and public policy perspective (taught by NUR faculty). The graduating MSN students over the past few years have verbally expressed this deficiency in discussions with the MSN Program Director, Dr. Helms. Considering the COVID-19 pandemic, this topic is especially timely. The decision was made to cross-list this course since it is of interest to both 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.

**NUR 6333 Epidemics and Pandemics
Course Syllabus
Spring Semester**

Course Number: NUR 6333
Course Title: Epidemics and Pandemics
Instructor: Jennifer Helms, PhD, RN

Email	jhelms@atu.edu
Office Location	Dean Hall 126E
Office Phone	(479) 964-0583, Ext 4661
Office Hours	Tuesdays, 9:00 am – 12:00 pm I am available to graduate students by appointment for course advisement Monday – Friday during business hours by email, phone, or video conference
Semester	Spring

Catalog Description:

This course introduces students to the history of infectious diseases and their causative agents, emerging and reemerging diseases that lead to epidemics and pandemics, fundamental epidemiological principles, and surveillance and mitigation strategies. Factors such as urbanization, modern transportation systems, environment, and disrupted ecosystems contributing to the emergence of new infectious diseases and the spread of older diseases will be explored. This course will also examine societal responses to disease, public policy considerations, and the emerging threat of bioweapons. 3 contact hours. No prerequisites.

Required Texts:

There will be no required textbook for this course.

Supplemental Reading:

Assigned readings will be posted to Blackboard for discussions throughout the semester. Students will be given assigned readings from (1) current research literature which can be found online through ATU Pendergraft Library, (2) Centers for Disease Control (CDC) and World Health Organization (WHO) websites, and (3) a nonfiction book on the topic of epidemics/pandemics for the purpose of online discussion (selection of book is pending).

Rationale of Course:

Epidemics and pandemics are a reality in a global community that is mobile. Nurse administrators and emergency/disaster managers need to be familiar with fundamental concepts of infectious disease, epidemiological principles of tracking, surveillance, and prediction models, and potential responses of organization, community and culture in order to mitigate adverse effects of epidemics and pandemics.

Course Objectives:

By the end of this course, the student will be able to:

- Describe viruses, bacteria, parasites, and prions and their role in infectious diseases.
- Describe the different categories of antimicrobial agents and how they act to kill microbes.
- Discuss the historical perspectives of the most well-known epidemics and pandemics.
- Assess and critique strategies for detection and surveillance of infectious disease.
- Discuss the responses, past and present, of societies and governments to disease outbreaks and the threat of epidemics.
- Identify the most likely agents for bioweapons and potential mitigating responses to them.
- Characterize and discuss human, societal, and environmental factors contributing to emergence and reemergence and spread of infectious diseases.
- Critique current public policy issues related to control of infectious diseases.

Course Policies:

ATTENDANCE

1. Regular class attendance or regular participation in on-line activities is considered essential if students are to receive maximum benefits from the course. The student's responsibility is to meet all classes or on-line activities as scheduled and on time. It is the student's responsibility to check Blackboard often for announcements and discussion topics.
2. Students are responsible for material presented in class, on-line, readings, and other assignments as applicable. **All assignments must be completed within the time frame specified by the instructor or as listed in the course calendar.** Unless prior arrangements are made with the instructor, late assignments or missed assignments will be given a zero.
3. Planned learning activities outside the classroom and/or in addition to on-line activities are an integral part of the course. These activities will be announced in the course calendar.

ACADEMIC MISCONDUCT

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an *automatic* "F" for the exam/assignment in question and possibly an "F" for the course. Cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (for example, provides a completed homework assignment to another student for submission) will be treated as also being involved in academic misconduct and appropriate penalties will apply.

Course Content:

PowerPoint Modules: PowerPoint lectures recorded in Kaltura are provided for the assigned weekly topic. The student may play this as many times as he/she thinks is necessary for comprehension of the material. Handouts are provided in Blackboard if the student wishes to print a handout of the slides that are being presented in the lecture.

Weekly Online Assessments:

Assessments ("quizzes") will be given in Blackboard and will cover the assigned reading and Kaltura video PowerPoint presentations. The purpose of this requirement is to help the student review the information from lecture and reading to assess their understanding of the content. These may be open-note but students should be familiar with the lecture content and reading assignments in order to complete the assessment successfully.

CDC and WHO Assignments

Students will be given assignments for tracking disease statistics throughout the semester. The purpose of this assignment is to provide the student an opportunity to learn where to find the information and become familiar with the process of finding disease surveillance data.

Research Paper and Presentation:

This will serve as the final exam for the course. The student will write a research paper and present their findings to the class in an online presentation on an assigned disease topic. Detailed grading rubrics for the paper and presentation will be posted in Blackboard.

Blackboard Discussion

This course is designed to be not only informative and educational, but engaging and interesting. I anticipate some lively discussion. Be prepared to bring your most honest thoughts and questions to our discussions. Your participation is graded weekly, so give the reading assignments and online discussions their due diligence.

At the graduate level of study, you are expected to engage in intellectual and scholarly discussion on a wide breadth of issues related to the spread and mitigation of infectious diseases, and at a depth which is greater than that to which you are accustomed in everyday conversations. I expect you to share new insights in our discussions; this will require you to do some outside reading on your own. This means you should be looking for other resources outside of the assigned readings to share with the class in our discussions. These resources can include textbooks, articles (scholarly and/or news articles), websites (those that you would consider legitimate), historical documents, videos, etc. **You are expected to share a minimum of 5 additional resources with the class in the Blackboard discussions.** A grade will be assigned for these shared resources. I also expect you to share your personal thoughts and feelings on the topics we discuss. There is room for respectful disagreement.

Your grade for weekly online discussions will be based on the quality and quantity of your original comments and your responses to others' comments. A rubric for the discussion grades will be posted in Blackboard.

Course Assessment:

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

Assignments	% of Grade
Blackboard Discussion	10%
Shared Resources in BB Discussions (5 required)	10%
Assessments (Quizzes)	30%
CDC and WHO Assignments	10%
Research Paper and Presentation	40%
Total	100%

Student Effort

The student is expected to (1) collaborate with the instructor in a timely manner (by due dates) on the assigned research paper, and (2) work primarily independently on the paper with occasional – only as needed – input from instructor. **Please use the rubric as your guide as you work on your paper and presentation, and pay careful attention to the points awarded for each criterion.**

Research Paper

Formal scholarly tone is expected in the research paper on the assigned topic. APA format must be followed. Students are expected to READ and EDIT their own work multiple times before submitting it for a grade. Do not rely on spell check in your word processor to find your mistakes.

Please adhere to the following:

- Font should be 12 size – NO EXCEPTIONS
- Times New Roman – NO EXCEPTIONS
- APA guidelines for normal margins – NO EXCEPTIONS
- Proper grammar and spelling. All the time. Every time. Unless it is a direct quote from another source, there are NO EXCEPTIONS to this.
- Edit your own work multiple times before submitting
- No plagiarism. See note below.

Please see Plagiarism Policy in the ATU Student Handbook and the Blackboard Course information. Plagiarism will not be tolerated. All quotations must be cited properly, and your own paraphrase of someone else's work or ideas must be cited as well. Failure to do so will result in consequences outlined in the university's policy. ****Please refer to ACADEMIC MISCONDUCT heading on page 2 of this syllabus.**

Content Outline:

UNIT I Tracking the Beast: Principles of Epidemiology	
Week 1	<ul style="list-style-type: none"> • Epidemiologic Approach: Surveillance and Tracking • History of Epidemiology
Week 2	<ul style="list-style-type: none"> • Dynamics of Disease Transmission: Clinical and Subclinical Disease • Herd Immunity • Incubation Period • Determinants of Disease Outbreaks
UNIT II Of Microbes and Men: Major Concepts in Infectious Diseases and Immunology	
Week 3	<ul style="list-style-type: none"> • The Human Immune System • Antimicrobial Agents • Modes of Transmission
UNIT III Where the Wild Things Are: Zoonotic Spillover	
Week 4	<ul style="list-style-type: none"> • Species Jumping • Reassortment, Antigenic Shift, Antigenic Drift • Cultural and Environmental Determinants of Spillover Potential
UNIT IV Agents of Destruction	
Week 5	Bacteria <ul style="list-style-type: none"> • Group A Streptococci • E. Coli • Legionnaire's Disease and Pontiac Fever

Week 6	Bacteria <ul style="list-style-type: none"> • Pulmonary Tuberculosis and Multidrug Resistance • Emerging Bacterial Drug Resistance • Bacterial Disease Surveillance
Week 7	Viruses <ul style="list-style-type: none"> • Marburg and Ebola Hemorrhagic Fevers • American Hemorrhagic Fevers • Lassa Hemorrhagic Fever • Dengue Fever and Dengue Hemorrhagic Fever
Week 8	Viruses <ul style="list-style-type: none"> • Hepatitis C • Seasonal Influenza Virus • Hantavirus Pulmonary Syndrome
Week 9	Viruses <ul style="list-style-type: none"> • Severe Acute Respiratory Syndrome (SARS) • Monkeypox • West Nile Virus
Week 10	Parasitic Infections <ul style="list-style-type: none"> • Malaria: Reemergence • Babesiosis • Cryptosporidiosis • Chagas' Disease
Week 11	Prions <ul style="list-style-type: none"> • Creutzfeldt-Jakob Disease • Other Transmissible Spongiform Encephalopathies
UNIT V	Plagues, Poxes, and History
Week 12	<ul style="list-style-type: none"> • Smallpox • Bubonic Plague • Historical Perspectives of Plagues and Poxes
Week 13	Pandemics: <ul style="list-style-type: none"> • History of Pandemics – Spanish Flu of 1918 • 21st Century Pandemic: COVID-19
UNIT VI	Weapons of War: The Emerging Threat of Bioweapons
Week 14	<ul style="list-style-type: none"> • Biological Bioterrorism Agents (Categories A, B, and C) • Infective Doses • Threat of Agroterrorism • Public Health and Governmental Preparation and Responses
Week 15	RESEARCH PAPER and PRESENTATION