

Summary

1. College of Arts & Humanities – Department of Communication & Journalism
 - a. Add the Accelerated Bachelor Arts in Journalism Broadcast Option, Journalism Print Option, and Journalism Public Relations Option to Master of Arts in Multimedia Journalism.
2. College of Arts and Humanities – Department of English & World Languages
 - a. Modify the Accelerated Bachelor of Fine Arts in Creative Writing to Master of Art in English, as follows: (1) lower the minimum grade point average to 3.00; and (2) modify Footnote 3, FROM: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program can substitute twelve (12) hours of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723; TO: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BFA in Creative Writing Plus MA in English Program can substitute twelve (12) hours of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813;
 - b. Modify the Accelerated Bachelor of Arts in English to Master of Art in English, as follows: (1) lower the minimum grade point average to 3.00; and (2) modify Footnote 3, FROM: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program can substitute twelve (12) hours of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723; TO: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program can substitute twelve (12) hours of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813;
 - c. Add the Accelerated Bachelor of Arts in English for Teacher Licensure to Master of Art in Teaching English to Speakers of Other Languages; and
 - d. Add the Accelerated Bachelor of Arts in World Language with Concentration in Spanish for Teacher Licensure to Master of Art in Teaching English to Speakers of Other Languages.
3. College of Education – Curriculum and Instruction
 - a. Modify the Curriculum in Instructional Technology Library Media K-12 Option, as follows:
 - (1) Reduce the hours from 36 hours to 30 hours;
 - (2) Delete the following courses:
 - EDFD 6993 Project in Educational Research,
 - EDMD 6133 Production of Digital Instructional Materials,
 - EDMD 6163 Internet Resources, and

- EDMD 6303 Survey of Instructional Technology; and
 - (3) Require two courses in technology electives from the following courses:
 - EDMD 5043 Foundations of Online Curriculum Design and Evaluation,
 - EDMD 5053 Online Course Development with Multimedia,
 - EDMD 6133 Production of Digital Instructional Materials,
 - EDMD 6163 Internet Resources,
 - EDMD 6303 Survey of Instructional Technology, and
 - EDMD 6313 Instructional Design and Product Development;
- b. Modify the Curriculum in Instructional Technology Instructional Design and Technology Option, as follows:
 - (1) Reduce the hours from 36 hours to 30 hours; and
 - (2) Delete EDFD 6993 Project in Educational Research, and EDMD 6113 Emerging Technologies for Education and Training; and
- c. Modify the Curriculum in Special Education K-12, as follows:
 - (1) Delete the following courses from the Core Requirements:
 - EDFD 6313 Principles of Curriculum Development, and
 - EDFD 6993 Project in Educational Research;
 - (2) Add 6-15 hours of Electives to achieve 36 total hours for the degree.
- d. Modify the Curriculum in Online Teaching Certificate, as follows:
 - (1) Add a 15-hour Endorsement Option by adding EDMD 6113 Emerging Technologies for Education and Training, to the existing 12 hours.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Journalism	Feb. 22, 2021

Title	Signature	Date
Department Head	<i>Anthony Catow</i>	2.22.21
Dean	<i>Jeffrey Cass</i>	2/22/21
Assessment Dr. Christine Austin	<i>Christ Austin</i>	4.5.21
Registrar	<i>Yammy Wallace</i>	9/9/21
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)	<i>9/28/21</i>
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Program

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)

This program is designed to allow qualified Journalism major undergraduate students to take up to four courses (12 credit hours) in the Multimedia Journalism (MMJR) master program during their senior year. Students must apply for admission into this program in their junior year. To be admitted, students must:

- be an ATU journalism major working on a bachelor's degree.
- complete a minimum of 90 credit hours towards his/her Bachelor's degree and have earned an overall GPA of 3.0 or higher
- take all senior year and graduate coursework at the ATU.
- provide all documents ATU Graduate College require for admission process by the completion of the senior year

GRE or MAT can be waived for students who have maintained a GPA of 3.5 or higher.

A qualifying student can apply to ATU Graduate College in his/her junior year for admission into Multimedia Journalism Accelerated Bachelor's Plus Master's Degree Program. When accepted, the student is immediately appointed an adviser to help in course planning. Once the student becomes a senior, he or she may take up to 12 hours of graduate work that will be counted as dual credits toward both journalism undergraduate degree as major elective credits and MMJR master degree. The list of graduate classes an applicant can take for receiving dual credits are as follows.

1. JOUR 6013
2. JOUR 6023
3. Choose two classes from 5023, 5033, 5043, 5053, 5083, 5113, 5123, 5163.

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

- No particular impact is expected on staffing, on other programs and space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
 - This program change will increase candidates' access to learning opportunity by allowing them to achieve their Bachelor as well as Master's Degrees in accelerated manners.
- 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?
 - For qualified degree candidates, they are able to achieve advanced knowledge and skill sets in an accelerated manner.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
 - Not applicable. This is a new program proposal.
- 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.
 - University of Arkansas offers, so called, 'The Journalism 5-Year Master Program.' This program is to enable eligible journalism majors to take graduate hours during their undergraduate studies, be admitted to the Graduate School immediately after graduation, and complete much of their remaining coursework for the Master's in a fifth year. Once a student becomes a senior, he or she may take up to 12 hours of graduate work that will be counted toward the Master's degree.
- 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.)
 - Current MMJR program assessment plan would be sufficient to be used. Please find the attached assessment plan.

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

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

Curriculum Matrix for Catalog Curriculum in Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Program (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester <i>Footnote 4</i> Add/Change: Seniors enrolled in the Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Programs are suggested to take the following two classes for dual credits for their Journalism BA degree as electives and Multimedia MA degree. 1. JOUR 6013 - Required 2. Choose one class among JOUR 5033, 5043, 5053, 5083, 5113, 5123, 5163. Delete: Total Hours:	Senior Spring Semester <i>Footnote 6</i> Add/Change: Seniors enrolled in the Multimedia Journalism (MMJR) Accelerated Bachelor's Plus Master's Degree Programs are suggested to take the following two classes for dual credits for their Journalism BA degree as electives and Multimedia MA degree. 1. JOUR 6023 - Required 2. Choose one class among JOUR 5023, 5033, 5053, 5083, 5113, 5123, 5163. Delete: Total Hours:

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

Curriculum Matrix for Catalog Curriculum in BA Journalism Broadcast Option to MA (enter title for program changing) Multimedia Journalism	
<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: Add Footnote⁶ for JOUR Elective^{5,6} JOUR 4123⁶</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: Add Footnote⁶ for Elective^{2,5,6}</p> <p>Delete:</p> <p>Total Hours:</p>

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

Curriculum Matrix for Catalog	
Curriculum in <i>BA Journalism Print Option to MA</i> (enter title for program changing) <i>Multimedia Journalism</i>	
<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: <i>Add Footnote⁶ for JOUR 423⁶ Elective 2,5,6</i></p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: <i>Add Footnote⁶ for JOUR Elective (5000-4000)⁶ Elective 2,5,6</i></p> <p>Delete:</p> <p>Total Hours:</p>

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

Curriculum Matrix for Catalog	
Curriculum in <u>BA Journalism Public Relations Option to MA</u> (enter title for program changing) <u>Multimedia Journalism</u>	
<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: <u>Add Footnote⁶ for</u> <u>JOUR 4123⁶</u> <u>Elective^{2,3,5,6}</u></p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: <u>Add Footnote⁶ for</u> <u>Elective^{2,3,5,4}</u></p> <p>Delete:</p> <p>Total Hours:</p>

MMJR Master Program Assessment Plan

Program Goal/Objective	Program Learning Outcomes	Assessment Methods And Criteria	Results Met/Unmet	Planned Improvements Based on Results
Multimedia Platform: Student will demonstrate an understanding of the various multimedia platforms and ability to choose which platform is best suited for which particular story and audience.	Student will understand various multimedia platforms and demonstrate his/her ability to choose which platform is best suited for which particular story and audience.	<u>Method:</u> Final Grade in JOUR 6133 Multimedia Publishing <u>Criteria for Success:</u> 90% of students will receive a final grade of either Excellent (A) or Above Average (B)		
New Media: Student will demonstrate the skills necessary to produce at least a semi-professional level video production that demonstrates a functional and enhanced knowledge of story development and understanding of new media audiences.	Student will demonstrate the skills necessary to produce at least a semi-professional level video production that demonstrates a functional and enhanced knowledge of story development and understanding of new media audiences.	<u>Method:</u> Grades of 15 minutes documentary and 30 minutes documentary, Average Grade of 3 minutes video productions in JOUR 6023 Video Production for New Media <u>Criteria for Success:</u> 90% of students will receive each three grades of either Excellent (A) or Above Average		
Media and Society: In keeping with the media effects research tradition in the field of communication, student will	In keeping with the media effects research tradition in the field of communication, student will demonstrate an understanding of	<u>Method:</u> Research Proposal Grade and Average Grade of Course Discussions in JOUR 6053 Media and Society and		

<p>demonstrate an understanding of social and/or behavioral approaches to inferring effects of media.</p>	<p>social and/or behavioral approaches to inferring effects of media.</p>	<p>Proposal Grade in 6333 Professional Portfolio <u>Criteria for Success:</u> 90% of students will receive a grade of either Excellent (A) or Above Average (B).</p>		
<p>Professional Communication: Student will demonstrate the knowledge and skills necessary to complete and present a graduate-level multimedia project to a panel of their peers and journalism professionals.</p>	<p>Student will demonstrate the knowledge and skills necessary to complete and present a graduate-level multimedia project to a panel of their peers and journalism professionals.</p>	<p><u>Method:</u> Research Presentation Grade in JOUR 6053 Media and Society and Portfolio Presentation Grade in 6333 Professional Portfolio <u>Criteria for Success:</u> 90% of students will receive a final grade of either Excellent (A) or Above Average (B).</p>		
<p>Oral Communication: Successful presentation of multimedia project to Journalism faculty. Student should be able to articulate the significance of their research and multimedia project to a panel of their peers and journalism professionals.</p>	<p>Successful presentation of multimedia project to Journalism faculty. Student should be able to articulate the significance of their research and multimedia project to a panel of their peers and journalism professionals.</p>	<p><u>Method:</u> Research Presentation Grade in JOUR 6053 Media and Society and Portfolio Presentation Grade in 6333 Professional Portfolio <u>Criteria for Success:</u> 90% of students will receive a final grade of either Excellent (A) or Above Average (B).</p>		

<p>Written Communication: Successful completion of written proposal and paper for the multimedia project requirement to complete the Master of Arts in Multimedia Journalism.</p>	<p>Successful completion of written proposal and paper for the multimedia project requirement to complete the Master of Arts in Multimedia Journalism.</p>	<p><u>Method:</u> Decide to include a final grade in JOUR 6193 Journalistic Writing for Multimedia and a script writing grade in 6023 Video Production for New Media <u>Criteria for Success:</u> 90% of students will receive a grade of either Excellent (A) or Above Average (B).</p>		
<p>Critical Thinking: Students will determine a feasible concept for primary research or professional portfolio and then develop into a proposal and subsequently scholarly papers that could be submitted for conferences</p>	<p>Students will determine a feasible concept for primary research or professional portfolio and then develop into a proposal and subsequently scholarly papers that could be submitted for conferences</p>	<p><u>Method:</u> Decide to include Research Project Grade in JOUR 6053 Media and Society and Average Grade of multiple 3 minutes video productions in 6023 Video Production for New Media <u>Criteria for Success:</u> 90% of students will receive a grade of either Excellent (A) or Above Average (B).</p>		



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	2/8/21

Title	Signature	Date
Department Head	<i>Carl Bunker</i>	3-5-21
Dean	<i>Jeffrey Cass</i>	3/8/2021
Assessment	<i>Christ Austin</i>	3/9/2021
Registrar	<i>Jammy Weaver</i>	9/9/21
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)	<i>Weaver</i> 9/28/21
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: **BFA**
Accelerated ~~BA~~ in Creative Writing Plus MA in English

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)

The Accelerated ~~BA~~ ^{GPA} in Creative Writing Plus MA in English program was approved before the Graduate Committee changed the policy to lower the minimum grade point average and add 6000-level courses. We wish to modify the program accordingly: Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.00 or better in those undergraduate courses. They can choose from any 5000-level or 6000-level course offered in the MA in English for a total of 12 credit hours that count towards both the BA and MA degrees.

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

none

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The program change will allow Creative Writing undergraduates to get a head start towards a Master's Degree in English during their senior year, thus saving them time and money on both BA and MA. Because the department can only offer a few graduate courses every semester and because half of the courses must be at the 6000-level, students in the accelerated BA plus MA program need the option of taking 6000-level courses during their senior year. The required introductory course for the MA is only offered at the 6000 level.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits in to the new policy approved by the Board of Trustees on June 18, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs. The Graduate Council revised the policy at their meeting on 11/17/20, lowering the required grade point to 3.00 and allowing 6000-level courses to be included.
- d. 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.
Arkansas universities offer accelerated programs in other fields but not specifically in English. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).
- e. 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.)

Measurements for assessment: (1) the required MA English Examination; (2) CPGE assessment embedded in ENGL 6003 Introduction to English Graduate Study.

Students who complete the program will be able to do the following:

- Demonstrate mastery of significant American and British literary works.
- Generate writing that exhibits advanced analysis and synthesis.
- Conduct original research.
- Show familiarity with a variety of interdisciplinary critical approaches.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. This program change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in Accelerated Bachelor's Plus Master's Degree Program (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: ³At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program should substitute two ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: ³At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program should substitute two ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>

BFA Creative Writing to MA English

Change footnote for English Elective³ Elective³

Change footnote for Elective³

12 hours

12 hours



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

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English and World Literature	2/8/21

Title	Signature	Date
Department Head	<i>Carl Bunker</i>	3-5-21
Dean	<i>Jeffrey Cass</i>	3/8/2021
Assessment	<i>Christ Austin</i>	3/9/2021
Registrar	<i>Tommy Swann</i>	9/19/21
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)	<i>Swann</i> 9/28/21
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BA in English Plus MA in English

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)

The Accelerated BA in English Plus MA in English program was approved before the Graduate Committee changed the policy to lower the minimum grade point average and add 6000-level courses. We wish to modify the program accordingly: Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.00 or better in those undergraduate courses. They can choose from any 5000-level or 6000-level course offered in the MA in English for a total of 12 credit hours that count towards both the BA and MA degrees.

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The program change will allow English undergraduates to get a head start towards a Master's Degree in English during their senior year, thus saving them time and money on both BA and MA. Because the department can only offer a few graduate courses every semester and because half of the courses must be at the 6000-level, students in the accelerated BA plus MA program need the option of taking 6000-level courses during their senior year. The required introductory course for the MA is only offered at the 6000 level.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits in to the new policy approved by the Board of Trustees on June 18, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs. The Graduate Council revised the policy at their meeting on 11/17/20, lowering the required grade point to 3.00 and allowing 6000-level courses to be included.
- d. 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.
Arkansas universities offer accelerated programs in other fields but not specifically in English. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).
- e. 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.)

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- Generate writing that exhibits advanced analysis and synthesis.
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In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Accelerated BA in English Plus MA in English Program (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: ³ At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program should substitute two ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: ³ At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program should substitute two ^{12 hours} of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5713, 5723, 6003, 6013, 6023, 6033, 6083, 6213, 6283, 6813.</p> <p>Delete:</p> <p>Total Hours:</p>

change footnote for English Elective (3000-4000)³ Elective 3

change footnote for English Elective (3000-4000)³ Elective 3



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	1/14/21

Title	Signature	Date
Department Head	<i>Carol Brubaker</i>	01-15-21
Dean	<i>Jeffrey Cass</i>	1/15/2021
Assessment	<i>Christ Austin</i>	1/20/2021
Registrar	<i>Sammy Weaver</i>	4/26/21
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)	<i>Pex L Bean</i> 4/30/21
Curriculum Committee (Undergraduate Proposals Only)	<i>Y Weaver</i> 9/28/21
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: **for Teacher Licensure**
 Accelerated B.A. in English Education Plus M.A. in TESOL

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)

The program will allow junior undergraduates majoring in English Education (ENED) to take four courses in the M.A. in TESOL program. Juniors must have completed a minimum of 60 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.25 or better in those undergraduate courses. They can choose from 5000 level courses offered in the M.A. in TESOL for a total of 12 credit hours that count towards both the B.A. and M.A. degrees.

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

none

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The program change will allow English education undergraduates to get a head start towards a Master's Degree in TESOL during their junior year, thus saving them time and money on both B.A. and M.A. Juniors can enroll in four of TESL or ENGL 5000 level courses offered in the M.A. in TESOL to get both undergraduate and graduate credit for these courses and therefore a strong start towards an M.A. in TESOL.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits into the new policy approved by the Board of Trustees on Nov. 17, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.

The accelerated Bachelor's plus Master's degree programs are beneficial for many of our senior undergraduate students but the ones in Education majors because they must take required education courses in their senior year, which leaves no opportunity for electives. The university policy states students "must complete a minimum of 90 credit hours towards their Bachelor's degree and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus Master's Degree Program." A policy waiver request for those students in ENED (English Education), CWED (Creative Writing Education), and SPEA (Spanish Education) majors is attached and will be submitted to Graduate Council for consideration.
- d. 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.

Arkansas universities offer accelerated programs in other fields but not specifically in TESOL. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).

e. 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.)

Measurements for assessment: (1) the required MA TESOL Examination; (2) CPGE assessment embedded in TESL/ENGL 5023 Second Language Acquisition, TESL/ENGL 5703 Teaching English as a Second Language, TESL/ENGL 5713 ESL Assessment, and TESL/ENGL 5723 Teaching People of Other Cultures

Students who complete the program will be able to do the following:

- Demonstrate knowledge of the theory and practice of teaching English to speakers of other languages.
- Generate writing that demonstrates an advanced ability to analyze and synthesize.
- Conduct original research.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. This program change will not affect other departments.

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

Curriculum Matrix for Catalog Bachelor's Plus Master's Degree Program BA English Ed to MA TESOL Curriculum in Accelerated Bachelor's Plus Master's Degree Program (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 English Elective^{3,4}</p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in English Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester English Elective (3000-4000)⁴</p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in English Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</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>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	1/14/21

Title	Signature	Date
Department Head	<i>Car Z...</i>	01-15-21
Dean	<i>Jeffrey Cass</i>	1/15/2021
Assessment	<i>Christ Austin</i>	1/20/2021
Registrar	<i>Yemmy Weaver</i>	8/27/21
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)	<i>Per LBean</i> 9/9/21
Curriculum Committee (Undergraduate Proposals Only)	<i>Stevany</i> 9/28/21
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: **World Language with Concentration in Spanish for Teacher Licensure**
 Accelerated B.A. in ~~Spanish Education~~ Plus M.A. in TESOL

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)

The program will allow junior undergraduates majoring in Spanish Education (ENED) to take four courses in the M.A. in TESOL program. Juniors must have completed a minimum of 60 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.25 or better in those undergraduate courses. They can choose from 5000 level courses offered in the M.A. in TESOL for a total of 12 credit hours that count towards both the B.A. and M.A. degrees.

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

none

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The program change will allow Spanish Education undergraduates to get a head start towards a Master's Degree in TESOL during their junior year, thus saving them time and money on both B.A. and M.A. Juniors can enroll in four of TESL or ENGL 5000 level courses offered in the M.A. in TESOL to get both undergraduate and graduate credit for these courses and therefore a strong start towards an M.A. in TESOL.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits into the new policy approved by the Board of Trustees on Nov. 17, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.

The accelerated Bachelor's plus master's degree programs are beneficial for many of our senior undergraduate students but the ones in Education majors because they must take required education courses in their senior year, which leaves no opportunity for electives. The university policy states students "must complete a minimum of 90 credit hours towards their Bachelor's degree and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus Master's Degree Program." A policy waiver request for those students in ENED (English Education), CWED (Creative Writing Education), and SPEA (Spanish Education) majors is attached and will be submitted to Graduate Council for consideration.
- d. 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.

Arkansas universities offer accelerated programs in other fields but not specifically in TESOL. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).

e. 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.)

Measurements for assessment: (1) the required MA TESOL Examination; (2) CPGE assessment embedded in TESL/ENGL 5023 Second Language Acquisition, TESL/ENGL 5703 Teaching English as a Second Language, TESL/ENGL 5713 ESL Assessment, and TESL/ENGL 5723 Teaching People of Other Cultures

Students who complete the program will be able to do the following:

- Demonstrate knowledge of the theory and practice of teaching English to speakers of other languages.
- Generate writing that demonstrates an advanced ability to analyze and synthesize.
- Conduct original research.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. This program change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in Accelerated Bachelor's Plus Master's Degree Program <i>BA Spanish Ed to MA TESOL</i> (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 <i>Electives</i></p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in Spanish Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester <i>SPAN Elective (3000-4000) Electives</i></p> <p>Add/Change: At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Juniors enrolled in the Accelerated B.A. in Spanish Education Plus MA in TESOL Program should substitute two of the following courses as electives: TESL/ENGL 5023, TESL/ENGL 5703, TESL/ENGL 5713, and TESL/ENGL 5723, ENGL 5083 (seminar: no repetitive topic).</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>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	10/06/20

Title	Signature	Date
Department Head Dr. Teresa Cullen	<i>Teresa Cullen</i>	11/30/2020
Dean Dr. Linda Bean	<i>Linda Bean</i>	12/07/2020
Assessment Dr. Christine Austin	<i>Christ Austin</i>	4.5.21
Registrar	<i>Sammy Weaver</i>	4/26/21
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)	<i>Pier J Bean</i> 4/30/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Master of Education Instructional Technology Library Media Specialist K-12

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. Change from 36-hour program to 30 hour program
 - Remove EDFD 6993 Project in Educational Research
 - Change from 3 required technology courses to 2 technology elective courses
2. List of elective technology courses: EDMD 6163 Internet Resources, EDMD 6303 Survey of Instructional Technology, EDMD 6133 Production of Instructional Materials, EDMD 5043 Foundations of Online Curriculum Design and Evaluation, EDMD 5053 Online Course Development with Multimedia, EDMD 6313 Instructional Design and Product Development

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The change makes the program more accessible for students as it requires less hours. This Master degree will continue to empower students to attain their goal of adding Library Media K-12 licensure which will prepare them for school library media specialists jobs. The Master degree change is a response to the change in ALA/AASL/CAEP School Librarian Standards which changed from 20 standards (2010) to 18 standards (2019).
- 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? The degree change is a response to the change in ALA/AASL/CAEP School Librarian Standards which changed from 20 standards (2010) to 18 standards (2019). The 2 other Arkansas Universities that offer a Library Media degree are now 30-hour Master degree program.
 1. How will the program change impact learning for students enrolled in this program? The change from 3 required technology electives to 2 elective technology electives will strengthen student learning. Because students in the program come from a variety of licensure areas and almost all are currently teaching, they have a variety of technology skills. There are also students who have other Master degrees. The electives allow students to choose technology courses that will best strengthen their technology and instructional skills while at the same time support the two ALA/AASL/CAEP technology specific standards (1.4, 3.3). Removing the Project in Education (Action Research) is based on the change in standards. The 2010 standards "3.4 Research and knowledge creation" is not a standard in the new ALA/AASL/CAEP 2019 standards.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. The program change is based on the new 2019 ALA/AASL preparation standards. The previous standards had a total of 20 standards. The 2019 ALA/AASL/CAEP preparation standards include a total of 18 standards.
2. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. **SAU 30 hour program:** 24 hours Library Media content with 6 hours Professional Education course (no required Education Research or Action Research) **UCA 30 hour program:** 27 hours Library Media content with Research course
3. 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.

As a Nationally Recognized program, we use 8 major SPA Program Assessments.

1. State Licensure Assessment – Library Media Specialist Praxis Exam
2. Content-based assessment – Reading Portfolio (Annotated Bibliography/Reading Promotion)
3. Assessment of candidate ability to plan instruction – Inquiry-Based Learning and Collaboration
4. Assessment of Practicum experience – Supervising Licensed Library Media Specialist evaluates Practicum student
5. Assessment of Candidate impact on student performance – Instructional Design and Instruction
6. Assessment of candidate professional learning - School Library Access Advocacy Environment Assessment
7. Program Assessment – Information Resources and Policy Analysis Assessment
8. Program Assessment - Professional Portfolio Deliver Professional Development / Advocacy Presentation

I have attached the matrix of standards and course assessments that will assess learning.

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.



**Master of Education in Instructional Technology Library Media Specialist
Courses**

Proposed Requirements

EDFD 6003 Educational Research

~~EDFD 6993 Project in Educational Research~~

~~EDMD 6133 Production of Instructional Materials~~

~~EDMD 6163 Internet Resources~~

EDMD 6233 Administration of Media Programs

~~EDMD 6303 Survey of Instructional Technology~~

EDMD 6433 Practicum in Educational Media

LBMD 6003 Collection Development and Management

LBMD 6023 Classification and Cataloging

LBMD 6033 Instructional Role of the School Library

LBMD 6403 Literature for Children and Young Adults

LBMD 6503 School Librarian: Leadership and Collaboration

Take 2 courses From:

EDMD 5043

EDMD 5053

EDMD 6133

EDMD 6163

EDMD 6303

EDMD 6313



Program Assessments

Standards	Program Assessments/Course							
	Praxis Exam Library Media (completion of degree program)	Reading Portfolio Annotated Bibliography Reading Promotion Activities LBMD 6403	Collaboration and Inquiry-Based Learning LBMD 6033	Practicum Evaluation by Supervising Library Media Specialist EDMD 6433	Instructional Design and Instruction EDMD 6433	School Library Access Advocacy Environment Assessment EDMD 6233	Information Resources and Policy Analysis Assessment LBMD 6033	Professional Portfolio Design and Deliver PD (EDMD 6433) Advocacy Presentation (LBMD 6503)
1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.	X	X	X	X	X			
1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.	X	X	X	X	X			
1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including	X	X	X	X	X			

those with diverse intellectual abilities, learning modalities, and physical variabilities.								
1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.	X		X	X	X	X	X	
2.1 Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.	X		X	X	X			
2.2 Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.	X		X	X	X			
2.3 Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.	X	X	X	X	X			
2.4 Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.	X		X	X	X			
3.1 Reading Engagement. Candidates demonstrate a knowledge of children's and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to	X	X		X				

foster learner motivation to read for learning, personal growth, and enjoyment.								
3.2 Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.	X		X	X	X			
3.3 Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship	X	X	X	X	X			
4.1 Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.	X			X		X	X	X
4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.	X	X		X		X	X	
4.3 Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities.	X			X		X	X	
5.1 Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the	X			X				X

diverse needs of all members of the learning community.								
5.2 Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.	X		X	X	X	X	X	X
5.3 Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.	X	X		X		X		
5.4 Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.	X	X	X	X	X	X	X	X



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	11/23/2020

Title	Signature	Date
Department Head Dr. Teresa Cullen	<i>Teresa Cullen</i>	11/30/2020
Dean Dr. Linda Bean	<i>Linda Bean</i>	12/07/2020
Assessment Dr. Christine Austin	<i>Christine Austin</i>	4.5.21
Registrar	<i>Tommy Galloway</i>	4/26/21
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)	<i>Pier L Bean 4/30/21</i>
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Instructional Technology: Instructional Design and Technology.

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)

Changing the Instructional Technology: Instructional Design and Technology Track from 36 hours to 30.

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

None, all classes that other programs depend on will still be offered.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state 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?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- d. 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.
- e. 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.)

Responses

- a. This change makes the program more affordable and accessible to students.
- b. It is not required by accrediting body.
- c. Students will be able to choose more courses to make the degree relevant for their workplace setting and desired skills. All of the program is still available and since objectives were met in several courses, all of the required objectives will still be achieved by students no matter what courses they choose as electives. Assessments are not changing.
- d. Making this change will make the program regionally more competitive (other programs in the state are 30 hours) and moving some courses to electives allows students to adapt the degree more toward their specific career needs.
- e. There is no change in assessments – this is just reducing the number of hours overall and allowing for more electives and students to tailor the program to their needs.

Detailed Assessment Outline

The graduates from the Instructional Design program can:

- Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning (All courses)
- Collaborate in constructing technology enhanced models, preparing publications, and producing other creative works using productivity tools (All courses)
- Use technology to locate, evaluate, and collect information from a variety of sources
- Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to the diverse needs of students (EDFD 6043, EDFD 6313, EDMD 6313, EDMD 6113)
- Design and teach technology enhanced learning activities that connect content standards with student technology standards and meet the diverse needs of learners (EDMD 6113, EDMD 6313, EDMD 5063)
- Develop a portfolio of technology-based products from coursework, including the related assessment tools (EDMD 5033, EDMD 5063)
- Identify technology related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information (EDMD 5033, EDMD 6163)
- Design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (EDMD 5033, EDMD 6133, EDMD 5043, EDMD 5053, EDMD 5063)
- Select and apply suitable productivity tools to complete educational and professional tasks (EDMD 6133, EDFD 6313)
- Demonstrate a sound understanding of the nature and operation of technology systems (EDMD 6313, EDMD 6303, EDMD 6113)
- Integrate technology effectively into curricula and instruction. (EDMD 6313, EDMD 5043, EDMD 5053, EDMD 5063)
- Use technology effectively to collect, manage and analyze data to improve teaching and learning (EDFD 6003, EDFD 6993, EDMD 5043, EDMD 5063)

Master of Education (M.Ed.) Instructional Technology

Degree Requirements

Candidates for the Master of Education degree with a specialization in instructional technology must complete 36 semester hours of graduate-level course work that includes educational media, library media, or information technology courses noted below in the degree requirements

Curriculum (36 Hours Required)

1. EDFD 6003: Educational Research
2. EDFD 6993: Project in Educational Research
3. EDFD 6043: Current Issues in Human Learning
4. EDFD 6313: Principles of Curriculum Development
5. EDMD 5033: Introduction to Instructional Technology
6. EDMD 6113: Microcomputers for Education and Training
7. EDMD 6133: Production of Instructional Materials
8. EDMD 6163: Internet Resources
9. EDMD 6303: Survey of Instructional Technology
10. EDMD 6313: Instructional Design and Product Development

Electives

Six (6) hours of additional instructional technology approved graduate-level electives to meet the 36-semester hour degree requirement.

This is the current program. We are proposing deleting the EDFD 6993 and EDMD 6113 from the program. These could still exist within the 6 electives. This was a request by the graduate college because the EDMD 6113 has not been taught in some time.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	2/18/2021

Title	Signature	Date
Department Head Dr. Theresa Cullen	<i>Theresa Cullen</i>	2/18/2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	2.22.2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	2.22.2021
Registrar	<i>Sammy Weaver</i>	4/26/21
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)	<i>Linda Bean</i> 4/30/21
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Special Education *k-12*

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)

Due to a course not being regularly offered and the need to better tailor programs to student employment needs. We want to remove two required classes from the core of the Special education masters degree and allow students to take courses in a different area of special education concentration.

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

It will have little to no impact on other programs. In fact, it will reduce the number of substitution forms we do.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
It will allow students to better tailor the program to their needs and more efficiently use their credit hour expenses.
- 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?
This reduces substitutions and allows for students to better tailor their program. In addition, it may allow them to pursue more than 1 state license endorsement in their masters degree and better build professional skills.
 1. How will the program change impact learning for students enrolled in this program?
It will give them more flexibility.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This question is really not applicable since they will be just taking more classes within the major.
- 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. The University of Arkansas - Monticello has a Special Education Masters consisting of 36 hours of coursework, including 21 hours required for the endorsement and 15 hours in Reading and Educational Foundations. The University of Central Arkansas Masters of Special Education is a 30 hour program with 21 hours for the endorsement and the remaining 9 hours in research and language. The Arkansas State University Masters in Special Education is 36 hours with 30 hours in Special Ed and the remaining 6 hours outside special ed.
- 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 ATTACHMENT

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.

Not applicable.

Attachment on Assessment

Assessment Plan:

In order to ensure a quality program and provide feedback for maintaining high standards the Special Education Program uses a variety of assessments from multiple sources. Items below are just a partial listing on the many assessments used within the Program.

Assessment: Praxis Scores. All candidates must pass Special Education Praxis Exams. These exams are standardized assessments developed by Educational Testing Services and a passing score is required by the Arkansas Department of Elementary and Secondary Education before becoming licensed to teach Special Education in the State of Arkansas. In addition to the full- scale exam score the assessment covers the seven standards of required competencies that the Council for Exceptional Children (CEC) expects Special Education teachers to be proficient in. The scores on the sub-tests provides valuable information as to how effectively the Program is achieving those competencies. Additionally, the sub-tests indicate how effectively the Program is mastering the competencies for each standard. If a specific area is scoring lower than desired the Program can make adjustments to strengthen the low scoring area. Special Education K-12 Candidates are required to pass two Praxis Exams and a Reading exam. Birth -Kindergarten Special Education Candidates are required to pass an Early Childhood/Special Education exam.

Assessment: Graduate Shareholders. On an annual basis Graduate Shareholders are brought together to discuss strengths and weaknesses within the Special Education Program. Graduates of the Special Education as well as current students discuss what is working well within the program and provide suggestions to address any perceived weaknesses. This group of shareholders consists of special education teachers and administrators who are currently working in the field of Special Education. Results and feedback from the Shareholders are then compared to the Praxis scores in the CEC Standards. For example, if the Assessment area of the Praxis is the lowest scoring area and the Shareholders indicate Assessment to be of concern, then measures are taken to strengthen the Assessment course.

Assessment: CEC SPA. The Program is Nationally Recognized by the Council for Exceptional Children (CEC). In order to achieve national recognition from CEC the Program must successfully pass all requirements from the CEC Specialized Professional Association (SPA). This entails several components of the Program including the submission of eight Assessments that demonstrate Program Candidates have mastered and are proficient in all seven areas of CEC Preparation Standards. In addition it requires an analysis of data for the assessments and an explanation of how the data shows mastery of the competencies required.

Assessment: Course Artifacts. Each course that is required for the Special Education Endorsement has a major artifact that is aligned to CEC Standards. The objectives for the artifact are aligned to the CEC standards and evaluated based on a rubric assessing

the level of competency. Data from each artifact and the standards they address are then compared to the sub-areas of the Praxis and with Graduate Shareholder feedback to provide additional data for use in decisions made concerning the program. Grading is done by use of a rubric.

EXAMPLE of RUBRIC used for ARTIFACT:

Assessment # 8 UDL Lesson Plan Rubric

	Mastery 2.0	Acceptable 1.0	Unacceptable 0.0
Lesson Description			
<p>Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.</p> <p>CEC: 1.0, 1.1,1.2, 2.0, 2.2 IGC-IIC.1K5, IGC-IIC.K8, IGC-IIC.K9, IGC-IIC.2.K2,IGC-IIC.2.K3, IGC-IIC.2.S2, IGC-IIC.2.S3, IGC-IIC.2.S6, IGC-IIC.2.S7, IGC-IIC.2.S8, IGC-IIC.2.S9, IGC-IIC.22.S9, IGC-IIC.2.S13 ICSI.1.K3, ICSI.1.K8</p>	<p>The Candidate exceeds requirements for developing a lesson description by providing extensive details in each area.</p>	<p>The Candidate meets the requirements for developing a lesson description.</p>	<p>The Candidate meets less than half the requirements for developing a lesson description.</p>
Lesson Goals/Objectives			
<p>Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.</p> <p>CEC: 3.0, 3.1, 3.3, 3.3 ICSI.3.K1, ICSI.3.K2, ICSI.3.K3, ICSI.3.K4, ICSI.3.S1, ICSI.3.S2,</p>	<p>The Candidate exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.</p>	<p>The Candidate meets the requirement requirements for developing specific lesson goals outlining the objective for the lesson.</p>	<p>The Candidate meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.</p>
6 UDL Phases			
<p>1) Anticipatory Set 5-10 minutes Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience. CEC: 2.0, 2.2 IGC-IIC.2.S3, IGC-IIC.2.S7 ICSI.2.S4, ICSI.2.S1</p>	<p>The Candidate demonstrates strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience. Explains rationale for use.</p>	<p>The Candidate demonstrates good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience. Little explanation for it's use.</p>	<p>The Candidate demonstrates little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experience.</p>
<p>2) Introduction and model new knowledge 15-20 minutes</p>	<p>The Candidate demonstrates strong evidence of an effective introduction to the new</p>	<p>The Candidate demonstrates good evidence of an effective introduction to the new</p>	<p>The Candidate demonstrates little evidence of an effective introduction</p>

<p>Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts. CEC: 3.0, 3.1, 3.2, 3.3 ICSI.3.K1, ICSI.3.K2, ICSI.K3, ICSI.3.K4, ICSI.S1, ICSI.3.S2</p>	<p>concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them. Explains outlined information in detail.</p>	<p>concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them. Little explanation of outlined information.</p>	<p>to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.</p>
<p>3) Guided Practice 20-30 minutes Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways. CEC: 3.0,3.1,3.2,3.3, 5.0, 5.2, 5.3, 5.6, 5.7 IGC-IIC.5.K6, IGC-IIC.5.S2, IGC-IIC.5.K5, IGC-IIC.5.K7 ICSI.3.K4, ICSI.3.K1, ICSI.5.K2</p>	<p>The Candidate demonstrates strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways. Extensive explanation of how the activities were used.</p>	<p>The Candidate demonstrates good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways. Little explanation of how the activities were used.</p>	<p>The Candidate demonstrates little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.</p>
<p>4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently. CEC: 3.0, 3.1, 5.0,5.6,5.7 IGC-IIC.5.S3, IGC-IIC.5.S1, IGC-IIC.5.K7 ICSI.3.K1, ICSI.3.S1</p>	<p>The Candidate demonstrates strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.</p>	<p>The Candidate demonstrates good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.</p>	<p>The Candidate demonstrates little evidence of an effective independent practice activity that enables students to engage with the new content</p>
<p>5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students. CEC: 5.0, 5.6, 5.7 IGC-IIC.5.K2, IGC-IIC.5.K5, IGC-IIC.5.S1, IGC-IIC.5.S2, IGC-IIC.5.S3</p>	<p>The Candidate demonstrates strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the</p>	<p>The Candidate demonstrates good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.</p>	<p>The Candidate demonstrates little evidence of effective wrap up activity that successfully reviews the important points of the lesson.</p>

ICS1.5.K2	activity effectively wrapped up the lesson.		
<p>6) Assessment of Student Learning – Formative 5-10 minutes Describes an assessment plan that directly matches the lesson’s objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable. CEC: 4.0, 4.1, 4.2, 4.3, 4.4 IGC-IIC.4.S2, IGC-IIC.4.S3, IGC-IIC.4.S4, IGC-IIC.4.S5, IGC-IIC.4.S6 IGC-IIC.4.S7 ICS1.4.S2, ICS1.4.S3, ICS1.4.S4, ICS1.4.S7, ICS1.4.S8, ICS1.4.S9</p>	<p>The Candidate demonstrates strong evidence of an effective assessment plan that directly matches the lesson objective and accurately assessing student’s understanding. Clear rationale for use of the assessment(s).</p>	<p>The Candidate demonstrates good evidence of an effective assessment plan that directly matches the lesson objective and accurately assessing student’s understanding. Little or no explanation for the use of the assessment(s).</p>	<p>The Candidate demonstrates little evidence of an effective assessment plan that directly matches the lesson objective and accurately assessing student’s understanding.</p>
<p>Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezzi, wiki, elmo, smartboard, youtube, etc) CEC: 5.0, 5.2, 5.3 IGC-IIC.5.S1, IGC-IIC.5.S2, IGC-IIC.5.S4, IGC-IIC.5.S7, IGC-IIC.5.S8 ICS1.5.K2, ISCI.5.K3</p>	<p>The Candidate demonstrates strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized</p>	<p>The Candidate demonstrates good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.</p>	<p>The Candidate demonstrates little evidence of a variety of technology tools for the instruction/practice of new information</p>
<p>Differentiated-Accommodation Strategies Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample) CEC: 5.0, 5.1, 5.2, 5.3,5.4, 5.6, 5.7 IGC-IIC.5. K1, IGC-IIC.5.K3, IGC-IIC.5.K5, IGC-IIC.5.S1, IGC-IIC.5.S2, IGC-IIC.5.S4, IGC-IIC.5.S5, IGC-IIC.5.S7</p>	<p>The Candidate demonstrates strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.</p>	<p>The Candidate demonstrates good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.</p>	<p>The Candidate demonstrates little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks</p>

ICSI.5.K2, ICSI.5.K3			
<p>Materials All materials are listed and clearly relate to the lesson. CEC: 3.0, 3.1, 3.2,3.3 ICSI.3.K1, ICSI.3.K2, ICSI.3.K3</p>	<p>The Candidate demonstrates strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.</p>	<p>The Candidate demonstrates good evidence that all lesson materials were listed that were utilized in the UDL plan</p>	<p>The Candidate demonstrates little evidence of that all lesson materials were listed that were utilized in the UDL plan</p>

Old Program:

SPECIAL EDUCATION Degree Requirements

1. Candidates for the Master of Education Degree with a major in Special Education must complete the 36 semester hour degree program.

Special Education Degree Core Requirements (15 hours)

EDFD 6003 Educational Research
~~EDFD 6313 Principles of Curriculum Development~~
EDFD 6503 Classroom Behavioral Management
EDFD 6993 Project in Educational Research (*Requires EDFD 6003 be taken first*)
~~ELED 6343 Literacy Assessment and Intervention~~

New Program

SPECIAL EDUCATION Degree Requirements

1. Candidates for the Master of Education Degree with a major in Special Education must complete the 36 semester hour degree program.

Special Education Degree Core Requirements (9 hours)

EDFD 6003 Educational Research
EDFD 6503 Classroom Behavioral Management
EDFD 6993 Project in Educational Research (*Requires EDFD 6003 be taken first*)

Electives: any from other options.

1. Each of the options below are required by the state for specific endorsements so those courses are required for those endorsements, and electives can come from another endorsement area.

Special Education K-12 Licensure Option (21 hours)-

DYS 5003 Dyslexia and Other Learning Disabilities (Fall/Summer)
SPED 5003 Characteristics Children with Exceptional Learning Needs (Fall)
SPED 5013 Assessment of Children with Exceptional Learning Needs (Fall)
SPED 5023 Planning Instruction/Children with Exceptional Learning Needs, K-6 (Summer)
SPED 5033 Working with Families of Children with Exceptional Learning Needs (Spring)
SPED 5053 Planning Instruction Children/ Exceptional Learning Needs, 7-12 (Spring/Summer)
SPED 5063 Supervised Practicum, Grades K-12 (Fall, Spring)

Special Education/Early Childhood Integrated B-K Licensure Option (15 hours)

SPED 5003 Characteristics Children with Exceptional Learning Needs
SPED 5013 Assessment of Children with Exceptional Learning Needs
SPED 5033 Working with Families of Children with Exceptional Learning Needs
SPED 5073 Planning Instruction in an Early Childhood Setting (Spring/Summer)
SPED 5083 Supervised Practicum, B-K (Fall)

Special Education Resource, K-6, 7-12 Endorsement Courses (12 hours)

SPED 5003 Characteristics Children with Exceptional Learning Needs
SPED 5023 Planning Instruction for Children with Exceptional Learning Needs, Grades K-6

SPED 5053 Planning Instruction for Children with Exceptional Learning Needs, Grades 7-12
SPED 5063 Supervised Practicum, Grades K-12

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

DYS 5003 Dyslexia and Other Learning Disorders

DYS 5013 Foundation of Language and Literacy Development

DYS 5023 Interpreting and Administration of Assessment for Planning Instructions

DYS 5033 Professional Learning and Leadership

DYS 5043 Structured Language Teaching



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	4/26/2021

Title	Signature	Date
Department Head Dr. Terri Cullen	<i>Terri Cullen</i>	4/26/2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	4.27.2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	4.28.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	4.28.21
Graduate Dean Dr. Richard Schoephoerster		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	<i>Reyl Bean 4/30/21</i>
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate in Online Teaching

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

Add the Online Teaching Endorsement Option as a alternative to the Online Teaching Certificate Option.

Program Summary:

The proposed 15-hour program includes coursework in Curriculum and Instruction, specifically educational media, that prepares licensed teachers interested in teaching online. This program will also provide the additional skillset needed to become an effective online teacher. The proposed program is designed to fill the gap between pedagogical knowledge, content knowledge and the online teaching environment. The 15 proposed hours for the online teaching endorsement will be comprised of the following courses:

EDFD 5033 / MAT 5703 Introduction to Instructional Technology
EDMD 5043 Foundations of Online Curriculum Design and Evaluation
EDMD 5053 Online Course Development with Multimedia
EDMD 5063 Advanced Curriculum Design for the Online Classroom
EDMD 6113 Emerging Technologies for Education and Training

Continue the Online Teaching Certificate Option (12 hours) with no changes to requirements:

EDFD 5033 / MAT 5703 Introduction to Instructional Technology
EDMD 5043 Foundations of Online Curriculum Design and Evaluation
EDMD 5053 Online Course Development with Multimedia
EDMD 5063 Advanced Curriculum Design for the Online Classroom

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

There will be no impact on staffing, on other programs, or on space allocation. The first four classes are currently in the curriculum and comprise the Certificate in Online Teaching. EDMD 6113 Emerging Technologies for Education and Training is a new course and will complete the requirements for the Online Teaching Endorsement.

Arkansas Tech University

Proposal for Program Change Assessment Form

Our Mission

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

- a. **How does this proposal for the new program fit with the university mission?** The for Online Teaching Endorsement will provide K-12 teachers with the knowledge and skill to teach effectively online. This endorsement will provide K-12 teachers with an alternative to the traditional school environment.
- b. **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** This program is not mandated.
- c. **How will this new program enhance learning for students enrolled in the program?** This will provide skills that are not a part of our current teacher education program. As more and more school districts offer online classes the need for quality teachers trained to teach in the online environment will increase. This endorsement program was built upon the iNACOL (International Association for K-12 Online Learning) Standards for Quality Online Teaching and the Standards for Quality Online Courses.
- d. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** Students will design a complete online learning unit, design online units with integrated technology tools and multimedia, and create a capstone portfolio project consisting of detailed online units and assessment methods. They will also pass the Online Teaching Assessment required by DESE. To add the endorsement to a license you must complete the program of study and pass the assessment.
- e. **Provide an example or examples of assessment evidence which supports adding this new program.** The Teacher Center Directions from the education cooperatives at Branch, ORU, and Arch Ford reported in a P-20 collaboration that an online teaching endorsement would be beneficial for us to offer due to the increase demand for teachers who have the skillset to teach effectively online. DESE reports that the public schools and Virtual Arkansas are now active employers of teachers who are effective with online teaching. These online teaching environments will benefit from potential teaching candidates who have received training in effective online teaching methods and approaches.
- f. **How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions.** Currently UCA in the only institution approved to offer this program. Four other institutions are seeking approval. The proposed endorsement program would be

completely online and scheduled so that students could complete the endorsement program in one year.

- g. **Attach a detailed assessment plan including three to five specific program student learning out comes, 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 next page.

Arkansas Tech University
Continuous Improvement Plan
Annual Assessment Cycle
Academic Cycle: New Program Proposal
Program: Online Teaching Endorsement

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
PO1 : Students will demonstrate the ability to design Online learning units	<p>LO1: Students will develop instructional materials for use in online classes for K-12</p> <p>LO2: Students will use learners' data to develop an intervention plan for struggling learners</p> <p>LO3: Students will demonstrate awareness of different learning preferences, diversity, and universal design principles</p> <p>LO4: Students will create and implement assessments in online learning Environments</p>	EDMD 5043 Foundations of Online Curriculum Design and Evaluation	Design a complete online learning unit Portfolio	High Pass 92-100% Pass 82-91%
PO2: Students will demonstrate the ability to integrate technology tools into online learning environments	<p>LO1: Students will integrate instructional technology tools that can extend the functionality of online learning units.</p> <p>LO2: Students will effectively use and incorporate subject- specific and appropriate technologies, tools,</p>	EDMD 5033 Introduction to Instructional Technology EDMD 5053 Online Course Development with Multimedia	Design online units with integrated technology tools and Multimedia Portfolio	High Pass 92-100% Pass 82-91%

	and resources to build an online learning environment. LO3: Students will incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate in privacy guidelines to K-12 students.	EDMD 6113 Emerging Technologies in Education and Training		
PO3: Students will demonstrate the ability to develop online unit with assessments that meet standards-based learning goals	LO1: Students will create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods.	EDMD 5063 Advanced Curriculum Design for the Online Classroom EDMD 6113 Emerging Technologies in Education and Training	Create a capstone project of online unit and assessment methods Portfolio	High pass 92-100% Pass 82-91%

EDMD 6113 Emerging Technologies for Education and Training

Catalog Description:

This course is a study of different technologies available for administrative, instructional, and management uses in education and training and focuses on both the current technologies available and those in the adjacent future. Students will explore the affordances provided by these technologies for productivity, skill development, and content creation.

Participants in this course will also create a capstone project focusing on their lessons from throughout the entire Teaching Online certificate program. This course will focus on student's progress and practical application to current or prospective work opportunities. Students will work collaboratively with an advisor before submitting their final project.

Textbook(s) and Readings

Due to the diverse and continuously changing nature of the technologies associated with this course there is no single text that addresses the sundry of topics contained within EDMD 6113 Emerging Technologies. As a result, readings for this course are

gathered from a variety of sources and provided totally online. You will find each of these readings within the sectional topics in each instructional module and all readings and activities will be available on Blackboard.

Required materials: Free Google account, Free Microsoft account, Microsoft Office, headphone, a webcam with a built-in microphone for multimedia production activities, Oculus Quest 2 Headset, Engage VR platform, free virtual reality software and apps available on the Oculus.

Course Objectives:

As a result of class activities, and independent projects, students should be able to demonstrate the following Online Teaching Competencies.

1.2	Demonstrate capacity to build learner capacity for collaboration in face-to-face, blended, and online environments and encourage students to participate as global citizens
2.3	Demonstrate capacity to use communication technologies in a variety of mediums and contexts for teaching and learning

2.4	Demonstrate capacity to apply troubleshooting skills (e.g., change passwords, download plug-ins, etc.)
2.5	Demonstrate capacity to identify and explore new tools and test their applicability to their content areas and students
3.2	Demonstrate capacity to facilitate and monitor appropriate interaction among students
3.3	Demonstrate capacity to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants
3.7	Demonstrate capacity to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion
3.8	Demonstrate capacity to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom
4.9	Demonstrate capacity to use a variety of methods and tools to reach and engage students who are struggling
5.1	Demonstrate capacity to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication, teach students that copyright laws are created for a reason
6.8	Demonstrate awareness of different learning preferences, diversity, and universal design principles
7.1	Demonstrate capacity to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures
7.2	Demonstrate capacity to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals
7.3	Demonstrate capacity to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability
8.1	Demonstrate capacity to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments
8.2	Demonstrate capacity to create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience
8.3	Demonstrate capacity to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals
None-9	
None-10	
11.1	Demonstrate knowledge and understanding of critical digital literacies and 21st century skills
11.2	Demonstrate knowledge and understanding of appropriate use of technologies to enhance learning

11.7	Demonstrate capacity to review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis
11.9	Demonstrate capacity to arrange media and content to help transfer knowledge most effectively in the online environment

Class attendance:

This course is fully online and there are no face-to-face meetings.

Contacting your professor:

Although this course is online and there is no face-to-face meetings, the best way to contact me is via e-mails. Please contact me with any question related to this course and you should receive my response within 24 hours from the time I receive your e-mail. If you would like to talk to me in person, please, e-mail me with the issue, a phone number and a time during the Virtual Office Hours posted on Blackboard and I will call you.

Class inactivity:

Online course policies and courtesy would require the student's notifying her/his instructor(s) in case of inability to complete the course activities. Inability due to sickness, accident or death in the family should be explained to instructor by the student. Missing activities for more than five successive days which by their nature (such as an emergency) make it difficult for the student to contact her/his instructors, she/he may contact the Student Services Office, "Doc" Bryan Student Services Center, Room 233, (479.968.0239) to have instructors notified.

Assignment Details

Detailed information about assignments and how to complete them will be posted on Blackboard as we progress through the term.

Assignments:

One of the most challenging aspect of online courses is time management. Therefore, you need to manage your time with the class work effectively. This course is a 3-hour graduate condensed course and students are expected to dedicate between 2-3 hours a day to complete the daily assignments (Depending on your prior knowledge working with technology). The assignments will be made available weekly. Each week has five projects to be completed in seven days, except the third week has 4 projects only. Therefore, I recommend you to complete one project a day and not to wait to the end of the week.

Important note: One day late assignment submission will result in one letter grade reduction. Letter grade reduction continues in increments of every additional days.

You will be using the online and digital content extensively. All assignments will be posted in Blackboard and you are to turn in all assignments through Blackboard (Bb) unless directed otherwise. You also need to have access to Microsoft office.

As you review the course objectives and the readings, you will see that this course covers a wide variety of topics. Your completed assignments should reflect your understanding and mastery of these topics as they apply to the classroom. All topics and activities must be directly related to educational/ instructional activities. If you are unsure as to whether or not a topic is acceptable... please ask!

As future teachers, you are expected to produce high quality professional work. Assignments that are not group work should be solely owned by you and should reflect your own individual and original work, Plagiarism and/or academic theft will not be tolerated.

If the assignment is to discuss a topic... you should be thinking 'how do this relate to the classroom, students and you as a teacher?' I expect much more than two sentences for your contribution to a discussion.

Evaluations and Grading:

This course follows university policy on incomplete grades and the grades will be determined by the following scale:

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

Students with Disabilities:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending ATU will be integrated as completely as possible into the University community. ATU does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but it does assume the responsibility for modifying campus facilities and procedures to accommodate individual needs where reasonable.

University Testing & Disability Services

Phone: (479) 968-0302 TTY Services: (479) 964-3290, <http://utds.atu.edu>

Academic integrity:

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

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

Organizing Theme: Teacher as Reflective Decision-Maker

Topics
<ol style="list-style-type: none">1. Capstone project of developing a media rich online course applying all concepts learned throughout all courses.2. Virtual reality app review and lesson plan.3. Developing a lesson plan utilizing emerging technology with plans for teaching with single or multiple devices.4. Classroom Planning Assignment: Where can technology take your classroom and students in 5 years.5. Online Teaching Academy Program Review6. Online Teaching Performance Assessment