Graduate Council - September 21, 2021 - Summary

College of Education – Department of Curriculum & Instruction

1. Delete RDNG 6403: Literature for Children and Young Adults, from the course descriptions;
2. Change the course number for RDNG 5043: Literacy, Language, and Culture, TO: RDNG 6043; and change the title TO: Multicultural Literacy, Language, and Culture; and modify the course description, FROM: This course focuses on the relationship between literacy, language, and culture in multilingual and multicultural settings. This course provides opportunities for students to investigate important theoretical perspectives informing research in literacy, language, and culture. Students examine the relationship between language use, instructional activities, and the development of literacy, language, and culture in multilingual and multicultural settings. In this course you will have the opportunity to examine and develop your personal philosophy of literacy, language, and culture in linguistically and culturally diverse settings. You will also be encouraged to examine carefully your beliefs and attitudes about your own language and about the language of others who live around you. Being aware of your beliefs and attitudes will help you become more tolerant of the variation in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use, TO: This course focuses on the relationship between literacy, language, and culture in multilingual and multicultural settings. This course provides opportunities for students to investigate important theoretical perspectives informing research in literacy, language, and culture. Students examine the relationship between child and young adult multicultural literature, language use, instructional activities, and the development of literacy, language, and culture in multilingual and multicultural settings. In this course students will have the opportunity to examine and develop their personal philosophy of literacy, language, and culture in linguistically and culturally diverse settings. They will also be encouraged to carefully examine their beliefs and attitudes about their own language and about the language of others who live around them. Being aware of their beliefs and attitudes will help them become more tolerant of the variation in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use;
3. Change the course number for RDNG 6083: Reading Practicum, TO: RDNG 6086; and modify the course description, FROM: In this practicum candidates will apply their knowledge of language and literacy theories, research and best practices to an ongoing assessment-instruction process. Candidates work intensively with an individual or a small group of primary, intermediate, or secondary struggling readers at a public, charter, or parochial school daily for 12 weeks. This course is designed to provide both a theoretical base for the causes, diagnosis, and treatment of reading difficulties as well as a practical hands-on opportunity for graduate students to administer a battery of tests to the individual(s), interpret the results, and build a case report that makes corrective recommendations based on the results, TO: In this practicum candidates will apply their knowledge of language and literacy theories, research and best practices to an ongoing assessment-instruction process. Candidates work intensively with an individual or small group of primary, intermediate, or secondary struggling readers at a public, charter, or parochial school daily for 12 weeks. This course is designed to provide both a theoretical base for the

causes, diagnosis, and treatment of reading difficulties as well as a practical hands-on opportunity for graduate students to administer a battery of tests to the individual(s), interpret the results, and build a case report that makes corrective recommendations based on the results. Roles of Reading Specialists and Literacy Coaches will be examined;

4. Modify the Curriculum in Master of Education K-12 Literacy, as follows: change RDNG 5043: Literacy, Language, and Culture, TO: RDNG 6043; change RDNG 6083: Reading Practicum, TO: RDNG 6086; and delete RDNG 6403: Literature for Children and Young Adults;
5. Add the Graduate Certificate in Special Education Birth-Kindergarten Instructional Specialist;
6. Add the Graduate Certificate in Special Education K-12 Instructional Specialist; and
7. Add the Graduate Certificate in Special Education Resource Instructional Specialist;

College of Education – Center for Leadership and Learning

1. Add the Graduate Certificate in Curriculum Leadership;
2. Add the Graduate Certificate in P-12 Building Level Administrator; and
3. Add the Graduate Certificate in Teacher Leadership.

College of Engineering & Applied Sciences – Department of Computer & Information Science

1. Add the Graduate Certificate in Information Technology.

College of Arts and Humanities – Department of Behavioral Sciences

1. Add the Graduate Certificate in Risk Management in Higher Education.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum & Instruction	6/7/2021

Title	Signature	Date
Department Head Dr. Theresa Cullen	*Theresa Q Cullen*	6/20/2021
Dean Dr. Linda Bean	*Linda Bean*	6.21.2021
Assessment Dr. Christine Austin	*Christ Austin*	7.7.2021
Registrar	*Tammy Weaver*	7/7/2021
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RDNG	**6403**

Official Catalog Title:
Literature for Children and Young Adults

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

○ Yes ◉ No

Will the cross-listed course be deleted? ○ Yes ◉ No

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

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
   b. If this course was required for the major or minor, complete the following.
      1. How will program level learning outcome(s) previously addressed by this course now be addressed? They will be addressed in the RDNG 6043 *Multicultural Literacy, Language, and Culture*
      2. What is the rationale for deleting this course? What evidence supports this action? **State (DESE) suggests a Practicum of 6 hours and ATU's is currently 3 hours. By deleting RNDG 6403 and combining the objectives into RDNG 6043 Multicultural Literacy, Language & Culture. The course will also then reflect Children/Young Adult Multicultural Literature and the Reading Practicum can be increased to 6 hours and meet DESE preferences.**

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

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	6/8/2021

Title	Signature	Date
Department Head Dr. Theresa Cullen	*Theresa Cullen*	6/27/2021
Dean Dr. Linda Bean	*Linda Bean*	7.1.2021
Assessment Dr. Christine Austin	*Christi Austin*	7.6.2021
Registrar	*Tammy Weaver*	7/6/2021
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RDNG	**5043**
Official Catalog Title:	
Literacy, Language, and Culture	

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

○ Yes ● No

Request to change: (check appropriate box):

☑ Course Number   ☑ Title   ☑ Course Description

☐ Cross-Listing   ☐ Prerequisite   ☐ Co-requisite

☐ Grading   ☐ Fee

☐ Other   Combining of RDNG 6403 & RDNG 5043 ~~in order to increase the Reading Practicum fror~~

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RDNG 6043

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

Multicultural Literacy, Language and Culture

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

New Course Description:

Course Description: This course focuses on the relationship between literacy, language, and culture in multilingual and multicultural settings. This course provides opportunities for students to investigate important theoretical perspectives informing research in literacy, language, and culture. Students examine the relationship between child and young adult multicultural literature, language use, instructional activities, and the development of literacy, language, and culture in multilingual and multicultural settings. In this course students will have the opportunity to examine and develop their personal philosophy of literacy, language, and culture in linguistically and culturally diverse settings. They will also be encouraged to carefully examine their beliefs and attitudes about their own language and about the language of others who live around them. Being aware of their beliefs and attitudes will help them become more tolerant of the variation in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use.

New Cross List:

☐ Adding Cross-Listing   ☐ Changing Cross-Listing   ☐ Deleting Cross-Listing

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

New Prerequisite (list all, as you want them to appear in the catalog):
None

New Co-requisite (list all, as you want them to appear in the catalog):
None

☐ Elective   ☐ Major   ☐ Minor

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

Answer the following Assessment questions:

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

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

    a. Provide the <u>program level learning outcome(s) it addresses</u>. **See Attached Syllabus**

    b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **See Attached Syllabus**

c. What is the rationale for adding this course? What evidence supports this action? **To keep the program at 36 hours This course will include objectives and coursework of child and young adult literature with literacy, language and culture.**

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

ARKANSAS TECH UNIVERSITY

Syllabus RDNG
Multicultural Literacy, Language, and Culture (3 credits)

Course Title/Subject/Number: RDNG 6043 Multicultural Literacy, Language, and Culture (3 credits)

Prerequisites: DYS 5003, 5013, 5023, 5033, 5043

Course Description: This course focuses on the relationship between literacy, language, and culture in multilingual and multicultural settings. This course provides opportunities for students to investigate important theoretical perspectives informing research in literacy, language, and culture. Students examine the relationship between language use, instructional activities, and the development of literacy, language, and culture in multilingual and multicultural settings. In this course students will have the opportunity to examine and develop their personal philosophy of literacy, language, and culture in linguistically and culturally diverse settings. They will also be encouraged to carefully examine their beliefs and attitudes about their own language and about the language of others who live around them. Being aware of their beliefs and attitudes will help them become more tolerant of the variation in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use.

Textbooks Required: Students will not learn solely from texts to understand a variety of course topics, but they will also be expected to develop strategic and critical reading competencies, which are essential to scholars. Thus, critical-analytical habits in reading are keys to success.

First, course topics will be generally (but not completely) covered by the text *Literacy across languages and cultures* here after referred to as LALC (citation below).

Fredman, B. M., Weber, R.-M., Ramirez, A. G. (Eds.). (1994). *Literacy across languages and cultures*. New York: State University of New Your Press.
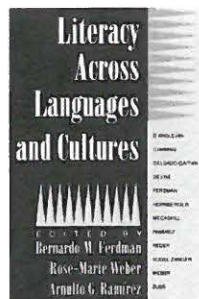
ISBN: 9780791418161

Second, course topics will be generally (but not completely) covered by the text *The Development of Language* here after referred to as TDOL (citation below).

Gleason, J. B., & Ratner, N. B. (2017). *The development of language*. Boston, MD: Pearson.
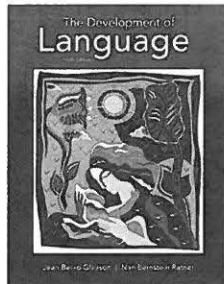
ISBN: 9780134161143

Third, course topics will be generally covered by the text *Multicultural Literature and Response: Affirming Diverse Voices* here after referred to as MLR (citation below).

Smolen, L.A. & Oswald, R.A. (2011), *Multicultural literature & response: Affirming diverse voices*. Santa Barbera, CA :Libraries Unlimited.
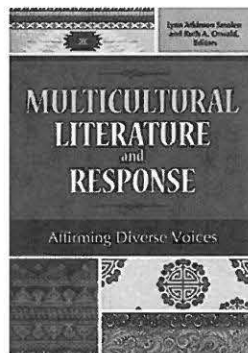
ISBN:9781598844740

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

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

Course Outcomes: Upon completion of this course, students should:

Objectives	Standards	Assignments
Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.	ATC/ILA/IRA 2.3a TESS IS 1a. 1d,	Artifact Discussion Boards Reflections
Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle with reading and writing.	ATC/ILA/IRA 4.1a TESS IS 1a, 1c, 1e	Artifact Discussion Boards Reflections Auto-ethnography
Develop reading and writing instruction that is responsive to diversity.	ATC/ILA/IRA 4.1b TESS IS 1a, 1b, 1c, 1e, 3a	Artifact Auto-ethnography
Understand the relationship between first- and second-language acquisition and literacy development.	ATC/ILA/IRA 4.1c TESS IS 1a, 3a	Artifact Discussion Boards Reflections
Engage in conversations about research on diversity and how diversity impacts reading and writing development.	ATC/ILA/IRA 4.1d TESS IS 3a, 3c	Artifact Discussion Boards Reflections
Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.	ATC/ILA/IRA 4.2a TESS IS 1d, 1e, 3a, 3c	Artifact Discussion Boards Reflections
Differentiate instruction and develop students as agents of their own literacy learning.	ATC/ILA/IRA4.2b TESS IS 1c, 3c	Artifact Discussion Boards Reflections
Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds.	ATC/ILA/IRA 4.2c TESS IS 2a, 2b, 2c	Artifact Discussion Boards Reflections Discussion Leader

Build strong home-to-school and school-to-home literacy connections.	ATC/ILA/IRA 4.2d TESS IS 4e	Artifact Discussion Boards Reflections Discussion Leader
Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning.	ATC/ILA/IRA 4.2e TESS IS 4c, 4d	Artifact Discussion Boards Reflections Discussion Leader
Provide students with linguistic, academic, and cultural experiences that link their communities with the school.	ATC/ILA/IRA 4.3a TESS IS 1d, 3e, 4d	Artifact Discussion Boards Reflections
Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.	ATC/ILA/IRA 4.3b TESS IS 1f, 3d, 4d	Discussion Boards Reflections Discussion Leader
Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.	ATC/ILA/IRA 4.3c TESS IS 1f	Artifact Reflections Discussion Leader
Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy.	ATC/ILA/IRA 4.3d TESS IS 1e, 2c, 3e, 4d	Artifact Discussion Boards Reflections Discussion Leader
Lead collaborative school efforts to evaluate select and use a variety of instructional materials to meet the specific needs and abilities of all learners.	ATC/ILA/IRA 2.3C TESS IS 1a, 1b, 1d,1e, 2a, 2b. 3a, 3c.	Discussion Boards Annotated Bibliography The Science of Reading Artifact: Multicultural and Diverse Children's Literature Essay

Create supportive social environments for all students, especially those who struggle with reading and writing.	ATC/ILA/IRA 5.2a TESS IS 2a, 2b, 2c	Artifact Discussion Boards Reflections Discussion Leader
Model for and support teachers and other professionals in doing the same for all students.	ATC/ILA/IRA 5.2b TESS IS 3d, 4d, 4e	Discussion Boards Reflections Discussion Leader
Create supportive environments where English learners are encouraged and given many opportunities to use English.	ATC/ILA/IRA 5.2c TESS IS 1b, 2a, 3a, 4c	Artifact Reflections

TESS IS: TESS Instructional Specialist Standards
ATC/ILA/IRA: Arkansas Teacher Competency/International Literacy Association/International Reading Association Standards

Major emphases

Topic	Book/Chapters or Pages
Literacy Across Languages and Cultures	LALC/1
Parent's Role in Phonological Development	TDOL/Pages 66-76
How Adult Speech Influences Children's Semantic Development	TDOL/Pages 89-102
Literacy Acquisition Among Second Language Learners	LALC/3
Bilingual Language Development	TDOL/11
Social and Cultural Perspectives	LALC/5
Language and Literacy in the School Years	TDOL/Pages 257-283
Language in Social Context	TDOL/6
Literacy and Social Power	LALC/8
Variation in Language Development	TDOL/8
Reflections	LALC/11

Assignments and Requirements:
1. Discussion Boards (33 pts. x 3 = 100 points)
    a. Three times over the semester you will respond to questions posted to Discussion Boards in Blackboard. Your response must be 3 – 4 sentences and address the

question posed.

      i.   Respond to at least two posts of classmates.

     ii.   Special consideration for discussion posts:

           1.   Discussion posts are meant to bring a deeper conversation to the online class. As such, you should carefully read what someone writes before you comment on it. You are expected to make meaningful contributions to the discussions. Meaningful contributions are not things like, "I agree," or "Oh, I thought so, too." I expect this to be demanding, and I expect the discussion to push you and what you think. I expect you to approach the discussions openly, honestly, and with a thick skin. Our discussions are to help us all learn, me included.

   b.   Each Discussion is worth 33 points (15 points for your post, and 8.5 points each for your response to two classmates).

2.   Reflections posted to Blackboard (50 pts. each x 3 = 150 points)

   a.   Three times over the semester, you should post to Blackboard a written reflection on the week's readings (weeks suggested on syllabus). Your response should be between 400 and 600 words (about 1-2 double-spaced pages), and should address the following:

      i.   What questions did the readings raise for you?

     ii.   Discuss what you found to be the most central, interesting, or provocative points in the readings, and identify what questions were raised.

    iii.   These responses should articulate your ongoing critical engagement with issues from the course and show a deep level of engagement, rather than a summary.

    iv.   You are encouraged to discuss how particular readings speak to your experience but be sure to frame these experiences in terms of the ideas from course material.

     v.   Responses should also include some questions that you would like to discuss further about the reading.

   b.   Please indicate which posting you are making, e.g., 'posting 1 of 3'.

3.   Literacy, Language, and Culture auto-ethnography (200 points)

   a.   The literacy, language, and culture "auto-ethnography" is a 5-7 page (double-spaced) analytic portrait of one or some of your literacy, language, and culture learning experiences, placed within social, historical, cultural context.

   b.   It should go beyond summary and autobiography to incorporate ethnographic analysis of the cultural contexts and practices, relationships, dynamics of power, etc., that provide the broader context of your literacy, language, and culture experience.

   c.   Theories and concepts from the course should be used to frame your analysis of personal experience with literacy, language, and culture. This assignment will be discussed further in class.

   d.   Paper due _____

4.   Artifact: **Final Paper (200 points)**

a. Below are options for the final paper;
   i. Choose the one you find the most interesting and relevant.
   ii. The paper might focus on proposing and carrying out a project in the area of literacy, language, and culture that involves original research; a research proposal to conduct original research in the area of literacy, language, and culture; or a curriculum/unit that is grounded in theories and research on literacy, language, and culture. This assignment is purposely open-ended, so that you can choose a problem and format that is important and engaging to you.
   iii. All project topics must be approved by the instructor.
b. Whichever option you choose should result in a 10-14 page (double-spaced) paper using APA format.

OR
Project options:

a. A project that involves library research (literature review) about a topic related to literacy, language, and culture. For example, you may want to learn more about the history and politics of English-only policies/movements, or educational debates about "reading methods" and the models of literacy, language, and culture learning that are implied in these debates.

b. A paper outlining a curricular project, in which you base an innovative curriculum or unit design on recent research and theory in literacy, language, and culture, grounding your curricular plans in a well-articulated theory of literacy, language, and culture learning (with citations).

The final project must draw substantially on course readings (you may also include relevant work from outside the course as well, but **not text from papers you have written for other courses**). It must be formatted as an academic paper using APA style.

Writing counts! Written assignments should be typed, double-spaced, with page numbers, your name, course number, my name, a title, and an indication of the assignment. Longer assignments should include a cover page including this information. Please spell check and proofread your work and follow APA format: see American Psychological Association (APA) Publication Manual, 6th Edition: (http://www.apastyle.org/elecref.html).

Evaluation:
1. Discussion Boards (33 pts. x 3 = 100 points)
2. Annotated Multicultural Bibliography (100 points)
3. Reflections posted to Blackboard (50 pts. each x 3 = 150 points)
4. Literacy, Language, and Culture auto-ethnography (100 points)
5. Artifact: Final Paper (200 points)

Total Points Possible 650

A	90 – 100%	585-650
B	80 – 89%	520-584
C	70 – 79%	455-519
D	60 – 69%	390-445
F		Below 390

Completion of assignments. Evaluation criteria for each assignment to be established by instructor.

Examinations at the discretion of instructor. Some instructors give three equally weighted exams during the term; others give a mid-term exam and a final exam; others do not give exams and instead use projects and midterm and final self-evaluations. Preparing for and taking written examinations can help students synthesize the course content and to put their book reading into context if the examination encourages them to use their textbook and other resources created in the class to respond to open-ended essay questions. Examination performance coupled with project completion give students a variety of ways to exhibit their understandings and knowledge.

Sample References:
"We Real Cool": Toward a Theory of Black Masculine Literacies Kirkland, D. E. & Jackson, A. (2009). *Reading Research Quarterly*, 44(3), 278–297.

Auerbach, E. (2005). Connecting the global and the local: pedagogy of not-literacy. In J. Anderson, M. Kendrick, T. Rogers, & S. Smythe (Eds.), *Portraits of literacy across families, schools, and communities: Intersections and tensions* (pp. 363-379). Mahwah, NJ: Erlbaum.

Brodkey, L. (1996). Chapter from *Writing permitted in designated areas only*. Minneapolis: University of Minnesota Press.

Candelaria, N. (1998). Excerpt from *The day the Cisco Kid shot John Wayne*. Tempe, AZ: Bilingual Press/Editorial Bilingue.

Cheshire, J. (2008). Still a gender-biased language?, *English Today*, 24(1) 7-10.

Chew, P. (2010). From chaos to order: Language change, lingua francas, and World Englishes. In M. Saxena & T. Omoniyi (Eds.). *Contending with globalization in World Englishes* (pp. 45-71). Clevedon, UK, & Buffalo, NY: Multilingual Matters.

Cope, B. & Kalantzis, M., (2009). Multiliteracies: New literacies, new learning. Pedagogies: *An International Journal*, 4(3), 164-195.

Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education*, 57, 220-231.

Duffy, J. (2000). Never hold a pencil: Rhetoric and relations in the concept of "preliteracy." *Written Communication*, 17(2), 224-257.

Dyson, A.H. (2006). On saying it right (write): "Fix-its" in the foundations of learning to write. *Research in the Teaching of English*, 41(1), 8-42.

Ek, L. (2009). "It's different lives": A Guatemalan American adolescent's construction of ethnic and gender identities across educational contexts. *Action in Teacher Education*, 30(4),

84-95.

Fang, Z. & Schleppegrell, M. (2008). Chs 1 and 6 from *Reading in the secondary content areas: A language-based pedagogy*. Ann Arbor: University of Michigan Press.

Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning Environments. *TESOL Quarterly*, 28(2), 241-272.

Hartman, P. (2006). "Loud on the inside": Working-class girls, gender, and literacy, *Research in the Teaching of English*, 41(1), 82-117.

Lam, E. (2006). Re-envisioning language, literacy, and the immigrant subject in new mediascapes. *Pedagogies: An International Journal*, 1(3), 171-195.

Lippi-Green, R. (2004). Language ideology and language prejudice. In E. Finegan & J. Rickford (Eds.) *Language in the USA: Themes for the twenty-first century*. New York: Cambridge University Press.

Myles, F. (2010). The development of theories of second language acquisition. *Language Teaching*, 43(3), 320–332.

O'Brien, J. (2001). Children reading critically: A local history. In Comber, B., & Simpson, A. (Eds.) *Negotiating critical literacies in the classroom* (pp. 37-54). Mahwah, NJ: Erlbaum.

Ochs, E. & Sheffelin, B.B. (2001). Language acquisition and socialization: Three developmental stories and their implications. In Duranti, A. (Ed.), *Linguistic anthropology: A reader* (pp. 263-301). Malden, MA: Blackwell.

Orellana, M.F., Dorner, L., & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators or "para-phrasers." *Social Problems*, 50(4), 505-534.

Papen, U. (2005). Literacy and development: what works for whom? or, how relevant is the social practices view of literacy for literacy education in developing countries? *International Journal of Educational Development* 25, 5–17.

Ramsey, C. & Padden, C. (1998). Natives and newcomers: Gaining access to literacy in a classroom for deaf children. *Anthropology & Education Quarterly*, 29(1), 5-2.

Rose, M. (1989) Chs. 1-5 from *Lives on the boundary: A moving account of the struggles and achievements of America's educational underprepared*. NY: Penguin.

Smitherman, G. (1991). Introduction to Ebonics. From Talkin' that talk: Language, culture and education in *African America*. New York: Routledge.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Curriculum & Instruction	6/7/2021

Title	Signature	Date
Department Head Dr. Theresa Cullen	*Theresa Cullen*	6/20/2021
Dean Dr. Linda Bean	*Linda Bean*	6.21.2021
Assessment Dr. Christine Austin	*Christ Austin*	7.6.2021
Registrar	*Tammy Weaver*	7/6/2021
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RDNG	**6083**

Official Catalog Title:

Reading Practicum

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

○ Yes ● No

Request to change: (check appropriate box):

☑ Course Number	☐ Title	☑ Course Description
☐ Cross-Listing	☐ Prerequisite	☐ Co-requisite
☐ Grading	☐ Fee	

☑ Other | Increase hours of course from 3 to 6

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

RDNG 6086

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

Reading Praciticum

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

New Course Description:

In this practicum candidates will apply their knowledge of language and literacy theories, research and best practices to an ongoing assessment-instruction process. Candidates work intensively with an individual or a small group of primary, intermediate, or secondary struggling readers at a public, charter, or parochial school daily for 12 weeks. This course is designed to provide both a theoretical base for the causes, diagnosis, and treatment of reading difficulties as well as a practical hands-on opportunity for graduate students to administer a battery of tests to the individual(s), interpret the results, and build a case report that makes corrective recommendations based on the results. Roles of Reading Specialists and Literacy Coaches will be examined.

New Cross List:

☐ Adding Cross-Listing	☐ Changing Cross-Listing	☐ Deleting Cross-Listing

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

New Prerequisite (list all, as you want them to appear in the catalog):
Completion of course-work for the MED Literacy K-12.

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

none

☐ Elective	☐ Major	☐ Minor

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

Answer the following Assessment questions:

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

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

        a. Provide the <u>program level learning outcome(s) it addresses</u>. **See Syllabus**

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

    c.   What is the rationale for adding this course? What evidence supports this action? **Arkansas Department of Education and DESE have approved new competencies for the Reading Specialist Grades K-12 Licensure. They state "Individuals seeking licensure as a Reading Specialist shall obtain a Master's degree or higher. Individuals shall complete an ADE approved graduate program of study aligned to the following competencies and consisting of a minimum of 21-27 hours. This program should include a minimum of 6 semester hours of supervised practicum experience. Programs will ensure that candidates for licensure have met the proficiency pathway requirements..."**

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

ARKANSAS TECH UNIVERSITY

RDNG 6086 – Reading Practicum – Online

Course Description:

In this practicum candidates will apply their knowledge of language and literacy theories, research and best practices to an ongoing assessment-instruction process. Candidates work intensively with an individual or a small group of primary, intermediate, or secondary struggling readers at a public, charter, or parochial school for 12 weeks. This course is designed to provide both a theoretical base for the causes, diagnosis and treatment of reading difficulties as well as a practical hands-on opportunity for graduate students to administer a battery of tests to the individual(s), interpret the results, and build a casereport that makes corrective recommendations based on the results. Roles of Reading Specialists and Literacy Coaches will be examined.

Statement of Prerequisites:

Completion of required courses in the program.

Textbook(s) and Required Materials:

Shearer, B., Carr, D.,& Vogt. M. (2019) *Reading Specialists and Literacy Coaches in the Real World.*
(4th ed.). Long Grove, IL: Waveland Press. ISBN: 978-1-4786-3663-2

Caldwell, J. & Leslie, L. (2013) *Informal Reading Inventory Assessment: So What Do I Do Now?* Boston,MA: Pearson Education Inc. ISBN: 978-0-13-290708-8

A **TaskStream** Account

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

#	Reading Practicum	Standards
1.	**Plan and organize reading instruction based on on-going assessment**	**TESS 1b,1c,1d,1e,1f ,& 2b ATC/ILA/IR A2.1,2.2**

2.	Explain how to determine a student's reading status upon whichdiagnostic decisions may be made for intervention	ATC/ILA/IR A6 3.1,3.2 TESS Domain4a, 4b, 4c, 4d
3.	Provide a performance-based explanation of the possible causes andcorrelations of reading difficulties	TESS Domain4a ATC/ILA/IR A 6, 3.3
4.	Use assessment data as a basis for standards-based instruction	TESS Domain1f, 3a, 3b, 3c 3d, 3e ATC/ILA/IR A 6, 1.3
5.	Analyze issues relating to the diagnosis of less-able readers and thedifficulties that these readers may encounter.	TESS 1f, 4a ATC/ILA/IR A3.3
6.	Reflectively diagnose the literacy needs of students based on theirstrengths and weaknesses.	TESS 1f ATC/ILA/IR A 2.1
7.	Demonstrate the ability to effectively plan an instructional programbased on the needs perceived in the diagnosis.	TESS 3a,3b ATC/ILA/IR A6, 3.3
8.	Correctly administer, interpret, and develop a report of the results of anindividual informal reading assessment	TESS 3b, 4b,4f ATC/ILA/IR A3.4
9.	Communicate a variety of assessment results, and their implications tostudents, parents, guardians, professionals, administrators, and the community	TESS 1f ATC/ILA/IR A 3.4

ATC/ILA/IRA = Arkansas Teacher Competency/International Reading Association/InternationalLiteracy Association Standards
TESS = Instructional Specialist Framework

Field Experience Component

You will be required to complete a specific and detailed case study and intervention plan for an individual or group of students within your school district. This study and plan will be ongoing throughout the course of the semester for a minimum of 12 weeks. You will document these hours of field experience and will provide evidence that they have been completed. The attached course artifact rubric delineates some of the elements expected to be met during this field experience.

Course Requirements:

1. Complete Tests and Assignments

2. **Progress and Case Reports.** Each ATU student will work with an individual or small group of students and develop a case report based on data collected and analyzed. This report will providea perspective of the student as a reader through reporting of all assessments and interpretations applied throughout the sessions. Numerous assessment tools will be discussed in the course. The tools that you use will depend on your student's reading difficulties.

3. **Activity Plans.** Each ATU student will maintain a record of activity plans for each session with his/her student(s). The plans should be easily accessible for the instructor to access.

4. **Tutoring Log** After each session with your student(s) you are to enter reflections about the session into the online journal.

Complete Other Activities Assigned by the Instructor.

Please Observe the Following Guidelines

- All assignments must be typed.
- Late assignments will be accepted with a penalty of a decrease in a letter grade.
- Late assignments must be completed within one week after the due date to receive credit.
- No assignment will be accepted two weeks or more after its due date.
- No assignments will be accepted after the final examination.
- A missed examination is considered a late assignment.

Assignments of Grades:

All assignments will be graded and returned with a percentage grade. Every effort will be made to return exam papers and assignments at the next class meeting.

Grades will be Assigned Based on the Following:

90 -100 %   A

89 - 80 %   B

79 - 70 %   C

69 - 60 %   D

Plagiarism and Other Academic Misconduct:

- Graduate student academic conduct policies are delineated in the Arkansas Tech Graduate Catalog.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*).

Disability Information:

Information concerning accommodation may be obtained from Disability Services located in Tomlinson Hall on the ATU campus. The website address to learn more about these services is http://commed.atu.edu/commend/Disabilites.htm. IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY DISABILTY SERVICES FOR ACCOMODATION PURPOSES. No accommodation will be made in lieu of individual disabilities without communication from Disability Services to the Professor.

Incomplete Grade Contract:

An "I" at the end of any semester may be assigned only under the following conditions:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness of other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the student and instructor, together, will complete and sign the contract.
- The signed contract must be attached to the final grade sheet if a grade o "I" is assigned, and is only valid if both parties have signed.
- If the remaining course requirements are not completed and final "C" grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F" for grade and grade purpose

Bibliography

Bean, R.M. & Ippolito, J.C. (2016). *Cultivating coaching mindsets: An action guide for literacy leaders.* 2nd ed. Joint Publication with International Literacy Association & Learning Sciences International.

Bean, R.M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community.* 3rd ed. New York, NY: The Guilford Press.

Fox, Barbara. (2012). *Word identification strategies: building phonics into a classroom reading program, 5th edition.* Upper Saddle River, NJ: Prentice Hall.

International Reading Association. (2010). *Standards for reading professionals - revised 2010.* Newark, DE: International Reading Association.

Shea, M. (2006). *Where's the glitch? How to use running records with older readers, Grades 5- 8.* Book and CD. Portsmouth, NH: Heinemann.

Shearer, B.A., Carr, D.A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world.* Long Grove, IL: Waveland Press, Inc.

Toll, C. (2014). *The literacy coach's survival guide: Essential Questions and practical answers* 2nd. ed. Newark, DE: International Reading Association.

Webre, E. C. (2005). Enhancing reading success with Collaboratively progress charts. *Intervention in School and Clinic, 40*(5), 291-294.

Wepner, S.B., Strickland, D. S., & Quatroche, D. (Eds.). (2014). *The administration and supervision of reading programs.* 5th ed. New York, NY: Teachers College Press.

Course Technology Guidelines, Expectations, and Assistance

This course will be taught via distance delivery using the Blackboard and Tasktream platforms. Blackboard will be used as the instructional delivery tool and for assessment purposes. The major course artifact, when necessary, will be submitted for evaluation in the Taskstream portfolio tool.

As related to the Blackboard platform, the course will be implemented primarily through asynchronous means (i.e., everyone will not be online at the same time). This will occur through multiple instructional approaches (e.g., discussion boards, wikis, videos, presentations, and/or other tools). However, there will be times where groups will meet together to complete projects, have discussions, present information, and so forth. In such cases, consideration will be given to student schedules. In addition, the instructor *may* allot certain times in the course where tools such as instant messaging, virtual meeting rooms, video conferencing, and so forth may be available in real time (synchronous) for supplemental instruction purposes. In such cases, the instructor will make an effort to document these instructional features for access purposes for those who are unable to attend.

Students should seek assistance and ask for help from the instructor, the campus support center, or other university staff as appropriate. For assistance with technological and/or academic support, please contact the following:

- For academic support, contact the Student Success Services office at this email address: student.success@atu.edu or by calling (479) 968-0278. Resources can be accessed online via the Tutoring Services website: https://www.atu.edu/tutoring/.
- For technological support, contact the Campus Support Center, which is located in Ross Pendergraft Library Room 150. You may contact them by calling (479) 968-0646 or emailing them at campussupport@atu.edu for additional technology needs. You may also visit https://www.atu.edu/resnet/contact.php for additional support.

Major Course Artifact

Please see the following pages for the RDNG 6086 Literacy Case Study Rubric.

Privacy and Accessibility Policies

The web pages below present a comprehensive list of all Privacy and Accessibility policies for software and services on Arkansas Tech's Blackboard server. While this information is currently accurate, links and policies will change over time.

Third-Party Privacy and Accessibility Policies or

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

Revised Code of Academic Integrity

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

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

This code reserves the right of faculty to set the academic sanctions for violations of academic integrityin their classes.

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

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

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

Final Case Report- Checklist for Evaluation
RDNG 6086 – Practicum

During your practicum experience, you will use the knowledge and skills developed through the program and apply these to studying and assisting a reader or group of readers within your classroom *and* assist another teacher in a different grade level range as a collaborative expert consultant with his/her reader or group of readers who are having reading difficulties. You will communicate your instructional expectations based on the information gleaned from your interviews and assessment data.

Name: _____

Aspect	*Unacceptable*	*Acceptable*	*Highly Effective*	Point Value
Background Information of your reader(s) • **Narrative of reason for referral**	Background information is lacking or is absent. The information is not considered appropriately.	Some background information is collected. The information is considered.	Background information is thorough and well-collected. The information is considered specifically.	

• **Results of initial interviews** TESS IS: 4f ATC/ILA/IRA: 1.3, 3.3				**10 points**
Summary of Assessment Results of your reader(s). • **Formal/Informal** • **Evaluation of comprehension, fluency, writing, word recognition, vocabulary** **Intervention Instruction** • **Summarize strengths** • **Summarize weaknesses** • **Summarize strategies Used/results/material used** • **Factors that influence performance for student** TESS IS: 1a, 1f, 4a 4b ATC/ILA/IRA: 2.2, 3.3,	Assessment results are lacking or originate from few if any sources. Intervention instruction is not connected to the assessment results and/or are not considered appropriately.	Assessment results are collected and considered. Intervention instruction is connected to the assessment results and some specificity is present.	Assessment results are collected in detail and considered fully. Intervention instruction is clearly and specifically aligned to the assessment results and are clearly and specifically noted.	**30 points**
Recommendations for your reader(s) • **Additional assessments needed** • **Instructional intervention** TESS IS: 1c, 1d ATC/ILA/IRA: 2.2, 3.4	Recommendations are not aligned to previous findings and/or the instructional interventions are not clear.	Recommendations are aligned to the previous findings and instructional interventions are clear with some specificity present.	Recommendations are specifically and carefully aligned to previous findings and there is clarity and specificity in the instructional interventions noted.	**10 points**
Organization of information for your reader(s) • **Appropriate format for communication of information** • **Information accumulated** • **Neatness** TESS IS: 4e, 4f	Information is communicated in a fashion that is grammatically incorrect or difficult to follow.	Information is communicated acceptably so that understanding occurs.	Information is communicated with specificity and clarity to encourage full understanding.	**10 points**

ATC/ILA/IRA: 3.4				
Summary of Assessment Results of the reader(s) from a different grade level range teacher for whom you are serving as a consultant expert and feedback noted (What evidence was present or not present, and what did it show?). • **Formal/Informal** • **Evaluation of comprehension, fluency, writing, word recognition, vocabulary** **Intervention Instruction consideration of and feedback to your teaching peer in a different grade level range (What were your insights?)** • **Summarize strengths** • **Summarize weaknesses** • **Summarize strategies Used/results/material used** • **Factors that influence performance for student** TESS IS: 1a, 1f, 3b, 3c, 4a, 4b ATC/ILA/IRA: 2.2, 3.3,	Assessment results are not examined. There is no indication that the candidate has considered the peer teacher's results. Intervention instruction consideration and feedback are not connected to the assessment results and/or are not considered appropriately.	Assessment results are examined and noted. However, detailed feedback is not provided that will assist the peer teacher concerning assessment results. Intervention instruction is connected to the assessment results and some specificity is present.	Assessment results are examined in detail and considered fully to provide peer teacher with beneficial information. Intervention instruction considerations are clearly and specifically aligned to the assessment results and are clearly and specifically noted.	**30 points** —
Recommendations for your different grade level range teacher's reader(s) (What recommendations did you make?) • **Additional assessments needed and recommendations**	Recommendations are not aligned to previous findings and/or the instructional interventions are not clear.	Recommendations are aligned to the previous findings and instructional interventions are clear with some specificity present.	Recommendations are specifically and carefully aligned to previous findings and there is clarity and specificity in the instructional interventions noted.	**10 points** —

• **Instructional intervention recommendations** TESS IS: 1c, 1d, 3a, 3d, 3e ATC/ILA/IRA: 2.2, 3.4			

Reading Practicum RDNG 6086
Tentative Schedule

Week Of	Readings	Assignments
January 11	Read Chapter 1* (RSRW)	Vignette #1 Pause & Ponder
January 18	Read Chapter 2*	Vignette #2 Pause & Ponder Current Classroom Survey
January 25	Read 9,10,11,12 Intervention Strategies**	Session Planning Reflection Form
February 1	Read Chapter 3*	Vignette #3 Pause & Ponder
February 8	Read Chapter 4* Determining a School's Literacy Needs & Plan	Vignette #4 Pause & Ponder Needs Assessment Survey
February 15	Read Chapter 5* Matching the Instructional Context with Student Needs	Vignette #5 Pause & Ponder
February 22		
March 1	Read Chapter 6* Differentiating Instruction	Vignette #6 Pause & Ponder
March 8	Read Chapter 7* Second Language Acquisition	Vignette #7 Pause & Ponder
March 15	Read Chapter 8* Implementing a Comprehensive Literacy Program in Elementary	Vignette #8 Pause & Ponder
March 22	TaskStream Log-In Information	
March 29	Read Chapter 9* Implementing a comprehensive Literacy Program in Middle and Secondary Schools	Vignette #9 Pause & Ponder
April 5	Read Chapter 10*	Vignette #10 Pause & Ponder

	Selecting and Evaluating Instruction Materials	
April 12	Read Chapter 11* Facilitating Change	Vignette # 11 Pause & Ponder
April 19	Read Chapter 12* Moving Forward	Vignette #12 Pause & Ponder
April 26		Final Case Study

*(RSRW) *Reading Specialists and Literacy Coaches in the Real World*

** *Intervention Strategies to Follow Informal Reading Inventory Assessment*

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	6/8/21

Title	Signature	Date
Department Head Dr. Theresa Cullen	*Theresa Cullen*	6/20/2021
Dean Dr. Linda Bean	*Linda Bean*	6.21.2021
Assessment Dr. Christine Austin	*Christ Austin*	7.6.2021
Registrar	*Tammy Weaver*	7/6/2021
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title: MED Literacy 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) ~~Delete three hours RDNG 6403 and add three hours to the Reading Practicum. Objectives will be covered in new course titled Multicultural Literacy, Language and Culture. RDNG 6043~~

① change RDNG 5043 to RDNG 6043 ② change RDNG 6083 to

What impact will the change have on staffing, on other programs and space allocation?
None RDNG 6086 ③ Delete RDNG 6403

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. **Strongly suggested by Arkansas Department of Education and DESE for licensing of Reading Specialists.**
    c. What is the rationale for this program change?
        1. How will the program change impact learning for students enrolled in this program?
        Minimally, two courses will be combined, and the Practicum increased from three to six hours. Number of hours required for the program will not be altered.
        2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
    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. **Closely aligned with International Literacy's *Standards for the Preparation of Literacy Professionals* and *the TESS instructional Specialist Frameworks.***
    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.)

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.

Final Case Report- Checklist for Evaluation
RDNG 6086– Practicum

During your practicum experience, you will use the knowledge and skills developed through the program and apply these to studying and assisting a reader or group of readers within your classroom *and* assist another teacher in a different grade level range as a collaborative expert consultant with his/her reader or group of readers who are having reading difficulties. You will communicate your instructional expectations based on the information gleaned from your interviews and assessment data.

Name: _____

Aspect	*Unacceptable*	*Acceptable*	*Highly Effective*	Point Value
Background Information of your reader(s) • **Narrative of reason for referral** • **Results of initial interviews** TESS IS: 4f ATC/ILA/IRA: 1.3, 3.3	Background information is lacking or is absent. The information is not considered appropriately.	Some background information is collected. The information is considered.	Background information is thorough and well-collected. The information is considered specifically.	**10 points_**
Summary of Assessment Results of your reader(s). • **Formal/Informal** • **Evaluation of comprehension, fluency, writing, word recognition, vocabulary** **Intervention Instruction** • **Summarize strengths** • **Summarize weaknesses** • **Summarize strategies Used/results/material used** • **Factors that influence performance for student** TESS IS: 1a, 1f, 4a 4b ATC/ILA/IRA: 2.2, 3.3, SOR: 6.1.c, 6.1.d, 6.1.f,	Assessment results are lacking or originate from few if any sources. Intervention instruction is not connected to the assessment results and/or are not considered appropriately.	Assessment results are collected and considered. Intervention instruction is connected to the assessment results and some specificity is present.	Assessment results are collected in detail and considered fully. Intervention instruction is clearly and specifically aligned to the assessment results and are clearly and specifically noted.	**30 points_**
Recommendations for your reader(s) • **Additional assessments needed**	Recommendations are not aligned to previous findings and/or the	Recommendations are aligned to the previous findings and instructional	Recommendations are specifically and carefully aligned to	

• **Instructional intervention** TESS IS: 1c, 1d ATC/ILA/IRA: 2.2, 3.4 SOR: 6.2.c	instructional interventions are not clear.	interventions are clear with some specificity present.	previous findings and there is clarity and specificity in the instructional interventions noted.	**10 points_**
Organization of information for your reader(s) • **Appropriate format for communication of information** • **Information accumulated** • **Neatness** TESS IS: 4e, 4f ATC/ILA/IRA: 3.4	Information is communicated in a fashion that is grammatically incorrect or difficult to follow.	Information is communicated acceptably so that understanding occurs.	Information is communicated with specificity and clarity to encourage full understanding.	**10 points_**
Summary of Assessment Results of the reader(s) from a different grade level range teacher for whom you are serving as a consultant expert and feedback noted (What evidence was present or not present, and what did it show?). • **Formal/Informal** • **Evaluation of comprehension, fluency, writing, word recognition, vocabulary** **Intervention Instruction consideration of and feedback to your teaching peer in a different grade level range (What were your insights?)** • **Summarize strengths** • **Summarize weaknesses** • **Summarize strategies Used/results/material used** • **Factors that influence performance for student** TESS IS: 1a, 1f, 3b, 3c, 4a, 4b ATC/ILA/IRA: 2.2, 3.3, SOR: 6.2.n	Assessment results are not examined. There is no indication that the candidate has considered the peer teacher's results. Intervention instruction consideration and feedback are not connected to the assessment results and/or are not considered appropriately.	Assessment results are examined and noted. However, detailed feedback is not provided that will assist the peer teacher concerning assessment results. Intervention instruction is connected to the assessment results and some specificity is present.	Assessment results are examined in detail and considered fully to provide peer teacher with beneficial information. Intervention instruction considerations are clearly and specifically aligned to the assessment results and are clearly and specifically noted.	**30 points —**
Recommendations for your different grade level range teacher's reader(s) (What	Recommendations are not aligned to previous findings and/or the	Recommendations are aligned to the previous findings and instructional	Recommendations are specifically and carefully aligned to	**10 points ___**

		instructional interventions are not clear.	interventions are clear with some specificity present.	previous findings and there is clarity and specificity in the instructional interventions noted.	
recommendations did youmake?) • **Additional assessmentsneeded and recommendations** • **Instructional intervention recommendations** TESS IS: 1c, 1d, 3a, 3d, 3e ATC/ILA/IRA: 2.2, 3.4					

RDNG 6403 Multicultural and Diverse Children's Literature Essay

	Basic	Proficient	Exceptional
Introduction/ Thesis	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.
Quality of Information/ Evidence _____ ATC/ILA/IRA: 2.3, 5.1, 5.2 TESS: 1a, 1b, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 4c, 4d, 4e	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.

Standards
   USA- ILA Teacher Educator Standards (2015)
      Standard: Standard 2: Curriculum and Instruction
         Element: 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
            Indicator: Provide opportunities for preservice teachers and other reading professionals to review and critique a wide variety of quality traditional print, digital, and online resources.
            Indicator: Provide opportunities for preservice teachers and other reading professionals to establish criteria for selecting quality traditional print, digital, and online resources for all students, including English learners.			

Support of Thesis/Analysis	*some connections made between	*consistent connections made	*exceptionally critical, relevant and consistent

	evidence and thesis. **some analysis.	between evidence and thesis **good analysis.	connections made between evidence and thesis. **excellent analysis.
____ ATC/ILA/IRA: 2.3, 5.1, 5.2 TESS: 1a, 1b, 1d, 1e, 1f, 2a, 2b, 2c, 2e, 3a, 3b, 3c, 3d, 4c, 4d, 4e			

Standards

USA- ILA Teacher Educator Standards (2015)
    Standard: Standard 2: Curriculum and Instruction
        Element: 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
            Indicator: Provide opportunities for preservice teachers and other reading professionals to review and critique a wide variety of quality traditional print, digital, and online resources.
            Indicator: Provide opportunities for preservice teachers and other reading professionals to establish criteria for selecting quality traditional print, digital, and online resources for all students, including English learners.

Organization/ Development of Thesis	*somewhat clear and logical development with basic transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.
Conclusion	*basic summary of topic with some final concluding ideas. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.
Style/Voice	*style and voice somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichééd. ***sentences are somewhat unclear; excessive use of passive voice.	*style and voice appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.
Grammar/ Usage/ Mechanics	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*may contain few spelling, punctuation, and grammar errors.	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.

Course Rotation
MED Literacy K-12 Course Offering Schedule

Fall Semester	Spring Semester	Summer 1	Summer 2
Dyslexia DYS 5003-TC1 Dyslexia and Other Learning Disorders DYS 5033-TC1 Professional Learning and Leadership DYS 5043-TC1 Structured Language Teaching	DYS 5013-TC1 Foundation of Language and Literacy Development DYS 5023-TC1 Interpreting and Administration of Assessment for Planning Instruction DYS 5043-TC1 Structured Language Teaching	DYS 5003- TC1 Dyslexia and Other Learning Disorders	
RDNG RDNG 5023 – TC1 Literacy Curriculum Design Analysis RDNG 6083-TC1 Reading Practicum	RDNG 5053-TC1 Literacy, Technology, and Reading Environment EDFD/MAT 6003 – TC1	RDNG 6043-TC1 Multicultural Literacy, Language, and Culture	EDFD/MAT 6003-TC1 Educational Research

ELED 5333-TC1 Teaching Reading and Study Skills in the Content Areas EDFDMAT 6003 – TC1 Educational Research	Educational Research			

ELED 5333-TC1

Teaching Reading and Study Skills in the Content Areas

Educational Research

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM
(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal		Date
Curriculum & Instruction		
Title	**Signature**	**Date**
Department Head Theresa Cullen	*Theresa Cullen*	6/30/2021
Dean Linda Bean	*Linda Bean*	6.30.2021
Assessment Christine Austin	*Christi Austin*	7.12.21
Registrar Tammy Weaver	*Tammy Weaver*	8/18/21
Graduate Dean (Graduate Proposals Only) Richard Schoephoerster		
Vice President for Academic Affairs Barbara Johnson		
Committee		**Approval Date**
General Education Committee (Undergraduate Proposals Only)		
Teacher Education Committee (Graduate or Undergraduate Proposals)		
Curriculum Committee (Undergraduate Proposals Only)		
Faculty Senate (Undergraduate Proposals Only)		
Graduate Council (Graduate Proposals Only)		
Program Title: Special Education Birth-Kindergarten Instructional Specialist	*Graduate Certificate*	

PROPOSAL – 1
NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE:** *Graduate Certificate in* Special Education Birth-Kindergarten Instructional Specialist ~~Certificate~~ ∧

2. **CIP CODE REQUESTED**
   Link for CIP Codes: http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55.

3. **PROPOSED STARTING DATE: Spring 2022**

4. **CONTACT PERSON**
   Name: Dr. Barbara Johnson
   Title: Vice President, Academic Affairs
   Name of Institution: Arkansas Tech University
   E-mail Address: bjohnson@atu.edu
   Phone Number: 479-968-0319

   Name: Jackie Paxton
   Title: Professor of C & I
   E-mail: Address jpaxton@atu.edu
   Phone Number: 479-356-2016

5. **PROGRAM SUMMARY**
   NOTE: This Program is currently approved. ATU is seeking permission to grant certificates to students to complete the program.

   Students who complete the Special Education K-12, Special Education Resource and/or Special Education B-K add-on to licensure endorsements do not receive anything from ATU as a recognition of their completion of these add-on endorsements. The only thing they receive is an endorsement on their teaching certificate which is provided by the Arkansas Division of Elementary and Secondary Education. This would allow the students to receive a certificate that they could display in recognition of their achievement. **This endorsement currently exists as a SPED B-K Endorsement Program in which the students receive an endorsement to their current teaching certificate allowing them to teach Special Education B-K**. There will be no additional costs or changes into what is currently being done in the Endorsement Program. **The only thing that will change is that students will now receive a Certificate from Arkansas Tech University in additional to the Endorsement to the Teaching License.**

   Special Education will be the only area impacting the program.

6. **NEED FOR THE PROGRAM**

Special Education is currently a Critical Shortage area in Arkansas and the United States as a whole. This has been true for many years and appears to be a critical shortage area for the foreseeable future.

Link to DESE Critical shortage Areas:
December 10, 2010 (ark.org)

When students complete either the Special Education K-12 educator licensure add-on endorsement, the Special Education K-6, 7-12 Resource educator licensure add-on endorsement, or the Special Education B-K educator licensure add-on endorsement, they receive an endorsement added to their current Arkansas teaching/educator license. They currently do not receive anything from Arkansas Tech University. This proposed revision will allow the students to receive a certificate from ATU to go along with the Endorsement from the State of Arkansas. The certificate is something they can display at work or at home. It could be a useful tool in recruiting efforts as others see the certificate and know ATU has the program available. At shareholders meetings, interest has been expressed in students receiving a certificate or something from ATU that they could display.

The Program Advisory committee will be made up of Program Director, faculty members, Department head, Dean and Shareholders made up of current and former students, and public-school personnel including special education teachers, administrators including Special Education Supervisors, Principals and Superintendents.

Enrollment will mirror that of enrollment in the Special Education B-K Endorsement Program.

Indicate the projected number of program enrollments for Years 1 - 3.
8, 10, 12

Indicate the projected number of program graduates in 3-5 years.
8, 10, 12

7. **CURRICULUM**
Special Education Birth-K Endorsement Option (12 hours)-
Special Education/Early Childhood Integrated B-K Licensure Option (15 hours)
SPED 5003 Characteristics Children with Exceptional Learning Needs(Fall)*
SPED 5013 Assessment of Children with Exceptional Learning Needs(Fall)*
SPED 5033 Working with Families of Children with Exceptional Learning Needs(Spring)*
SPED 5073 Planning Instruction in an Early Childhood Setting (Spring/Summer)*
SPED 5083 Supervised Practicum, B-K (Fall)

*indicates online

Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

SPED 5083, Supervised Practicum, B-K, is the capstone course for the program. This is the final course taken in the course rotation. It entails 420 hours of actual classroom teaching experience with students identified as receiving special education services. Candidates work in conjunction with an onsite mentor teacher and are supervised by Dr. Jackie Paxton, who has Arkansas public school special education teaching experience and who is certified in the State of Arkansas as SPED B-K, SPED K-12 and as a Special Education Supervisor.

<u>Program admission requirements:</u>
- Applicants must hold or be eligible to hold an Arkansas Teaching Certificate.
- Applicants must pay a $40.00 nonrefundable application fee.
- Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
- Applicants must have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
- Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College. Mail all materials to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801. Electronic official transcripts may be emailed to graduateadmissions@atu.edu.
- Applicants must meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

<u>Describe specified learning outcomes and course examination procedures.</u>
Graduates from the Special Education B-K Program will be proficient in the following Professional Standards required by the Council for Exceptional Children (CEC) in order for a program to be nationally recognized. The ATU Program is Nationally Recognized by the CEC.
CEC Initial B-K Preparation Standards:

Standard 1: Child Development and Early Learning
Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 2: Partnering with Families
Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Standard 3: Collaboration and Teaming
Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

Standard 4: Assessment Processes
Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience
Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction
Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates

use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Standard 7: Professionalism and Ethical Practice
Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

Include a copy of the course evaluation to be completed by the student.
D:\SPED 5083 Sample Evaluation.pdf

Include information received from potential employers about course content. Obtained from SPED 5083 course evaluation.

Provide institutional curriculum committee review/approval date for proposed program. ***NOTE: This Program is currently approved. ATU is seeking permission to grant certificates to students to complete the program.***
Graduate Endorsement in ECH - SpEd Integrated B-K Approval Letter.pdf

8. FACULTY

Dr. Jackie Paxton is the Program Director for the Master's Degree in Special Education.

Dr. JACKIE L. PAXTON, 1991
Professor of Curriculum & Instruction
A.A., Westark Community College, 1976;
B.S.E., University of Central Arkansas, 1978;
M.S.E., University of Central Arkansas, 1979;
Ed.D., University of Arkansas, 1990.

Curriculum VITAE Paxton.docx

Dr. DEBRA MURPHY, 2014
Associate Professor of Elementary Education
B.S., Texas A&M University - Corpus Christi, 1992;
M.S., Texas A&M University - Kingsville, 2000;
Ph.D., Texas A&I University, 2012.
CURRICULUM VITAE Murphy.docx

Special Education B-K Option (15 hours)- Faculty
SPED 5003 Characteristics Children with Exceptional Learning Needs(Fall)*(Jackie Paxton)
SPED 5013 Assessment of Children with Exceptional Learning Needs(Fall)*(Jackie

Paxton)
SPED 5033 Working with Families of Children with Exceptional Learning
Needs(Spring)*(Jackie Paxton)
SPED 5073 Planning Instruction in an Early Childhood Setting
(Spring/Summer)*(Debra Murphy)
SPED 5083 Supervised Practicum, B-K (Fall) (Jackie Paxton)

List the names and credentials of all faculty teaching courses for the proposed
program. Include college/university awarding degree; degree level; degree
field; subject area of courses faculty currently teaching and/or will teach. (For
associate degrees and above: A minimum of one full-time faculty member with
appropriate academic credentials is required.)

Two faculty members all teaching the courses that they currently teach. No
addition to teaching load, no new hires. There will be no additional costs.

For proposed graduate programs: Provide the curriculum vita for faculty
teaching in the program, *SEE FACULTY VITA Above*

9.   **DESCRIPTION OF RESOURCES**

Ross Pendergraft Library and Technology Center houses more than 1,225,000
items, including: 175,000 print volumes; 900,000 microforms; 120,000 government
documents; 16,000 multimedia items; and 700 periodical subscriptions. Among these
holdings are extensive backfiles of journals and newspapers. Photocopiers and
microform reader-printers are available at several locations in the library. The library
is a member of AMIGOS, a regional broker of international bibliographic data and
information services. Over 150 electronic databases covering most subjects are
accessible from the library and over the internet through the Tech homepage at
http://library.atu.edu. Assistance in the retrieval and use of materials is provided by
seven professional librarians, ten paraprofessional staff, and a number of part-time
employees. Librarian-mediated instruction and online searches are provided on
request. Materials not available in the library may be requested through our
interlibrary loan system, normally at no charge. The Library is the publisher of the
retrospective Arkansas Gazette Index.

Pendergraft Library is open 97 hours per week except between semesters and
during holidays. The state-of-the-art facility includes a variety of computer labs (both
open use and instructional), a music/multimedia lab, two distance learning
classrooms, a large conference room, five breakout/meeting rooms, ten group study
rooms, satellite downlink, cable TV connections, 135 publicly accessible computers,
132 lab computers, about 400 data drops for laptop computers, and access to the
Tech wireless network.

No new resources will be needed since all courses are currently taught.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**
    Costs will not change since these courses already exist as an Endorsement
    Program approved by the State of Arkansas to add a Teaching Endorsement Area to
    a current Arkansas Teaching Certificate.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program**
    operation
    If there will be a reallocation of funds, indicate from which department, program, etc.
    None.

    Provide the projected annual student enrollment: 10

    The amount of student tuition per credit hour, and the total cost of the program that
    includes tuition and fees.
    Estimate based on the Aid Year 2020-2021.

Description	Per Unit	Amount
Tuition	$292.00/hr	$4,380.00
Student Union/Rec Ctr Fee	$6.25/hr	$93.75
Student Activity Fee	$2.50/hr	$37.50
Public Safety Fee	$2.25/hr	$33.75
Instructional Support Fee	$12.25/hr	$183.75
Health/Wellness Fee	$8.50/hr	$127.50
Technology Operations Fee	$16.50/hr	$247.50
Library Fee	$1.25/hr	$18.75
Facilities Fee	$18.00/hr	$270.00
Athletics Fee	$20.00/hr	$300.00
Distance Learning Fee	$10.00/hr	$30.00
Total per semester:		$5,722.50

Estimate date/time: Wed, 26 May 2021 09:07:55 -0600

Indicate the projected annual state general revenues for the proposed program
(Provide the amount of state general revenue per student). Yearly estimate based on
average projected enrollment. $46, 440.00 this is an estimate only based on projected tuition
and fee income.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

    Offered through the Department of Curriculum & Instruction in conjunction with the
    College of Education and the Graduate College.

13. **SPECIALIZED REQUIREMENTS**
    The Program must complete the Council for Exceptional Children SPA. The Program is
    currently Nationally Recognized by CEC.

Students entering the program must hold a current Arkansas Teaching Certificate.

Students completing the program must currently pass a state required exam before they may receive the endorsement on their teaching certificate.

***Special Education B-K Endorsement (added to a current license*) Early Childhood/Special Education Integrated (B–K) Endorsement** (added to a current license) Interdisciplinary Early Childhood Education 5023 Score of 160

14. **BOARD OF TRUSTEES APPROVAL**
Provide the date that the Board approved (or will consider) the proposed program.

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered (Page 11 includes a copy of the approved endorsement via the Arkansas Department of Elementary and Secondary Education).

15. **SIMILAR PROGRAMS**
University of Central Arkansas
Arkansas State University
NOTE: This Program is currently approved. ATU is seeking permission to grant certificates to students to complete the program.
This endorsement was approved a number of years ago and the purpose of this proposal is to allow it to be recognized as a certificate by Arkansas Tech University. This is really not a new program that is in need of extending notification. It already exists. It is simply to allow it to be identified as a certificate.

Graduate Endorsement in ECH - SpEd Integrated B-K Approval Letter.pdf

16. **DESEGREGATION**
State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
N/A

18. **ACADEMIC PROGRAM REVIEW**
Provide scheduled program review date (within 10 years of program implementation date). The program review does not occur since these are endorsements. They have been approved by DESE and the ADHE to be offered at ATU already. The approval letters denote this. In addition, the MED under which many of these courses reside has been nationally recognized by the Council for Exceptional Children. The K-12 Special Education program under which many of these courses reside is nationally recognized until 8/1/2025 with national recognition with no conditions.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**
     If the proposed program will be offered by distance technology, provide the following information:
     Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

     Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.
     Link to Resources: Etech Resources, Links, and Videos | Arkansas Tech University (atu.edu)

     Summarize the policies and procedures to keep the technology infrastructure current. Link to C-RAC Guidelines:
     EvalofDistanceEducation_STA_2021.pdf (hlcommission.org)

     Summarize the procedures that assure the security of personal information.
     Links to Privacy polices/procedures: Privacy and Accessibility Policies | Arkansas Tech University (atu.edu)

     Online Privacy Policy – Info Collected | Arkansas Tech University (atu.edu)

     Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.). *None.*

Johnny Key
Commissioner

State Board
of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

December 9, 2016

Dr. Jackie Paxton
Professor of Curriculum and Instruction
Crabaugh Hall, Room 103
Arkansas Tech University
Russellville, AR 72801

Dear Dr. Paxton,

The Arkansas Department of Education (ADE) has completed its review of the proposal submitted by Arkansas Tech University for a new Early Childhood / Special Education Integrated B-K Endorsement program. I am pleased to inform you that the ADE has approved this program of study, which will be implemented beginning with the spring 2017 semester. Candidates may be recommended for the Early Childhood / Special Education Integrated, grades B-K endorsement upon completion of the prescribed program of study and the required licensure assessments.

Thank you for providing professional education programs in your area of the state to serve the schools and students of Arkansas. Best wishes for the success of your Early Childhood / Special Education Integrated B-K Endorsement program.

Sincerely,

Sharlee Crowson, Program Advisor
Office of Educator Preparation
Arkansas Department of Education

Cc: Dr. Mary Gunter, Dean of the College of Education, ATU
        Dr. Mohammed Abdelrahman, Vice President for Academic Affairs, ATU
        Ms. Ivy Pfeffer, Assistant Commissioner, Division of Educator Effectiveness,
        Licensure, PLSB, Child Nutrition, ADE
        Ms. Joan Luneau, Educator Preparation Coordinator, ADE
        Ms. Ann Clemmer, Senior Associate Director for Academic Affairs, ADHE
        Ms. Lillian Williams, Program Specialist, Academic Affairs, ADHE

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PROPOSAL FOR NEW PROGRAM
(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal		Date
Curriculum & Instruction		
Title	**Signature**	**Date**
Department Head Theresa Cullen	*Theresa A Cullen*	6/30/2021
Dean Linda Bean	*Linda Bean*	6.30.2021
Assessment Christine Austin	*Christi Austin*	7.12.21
Registrar Tammy Weaver	*Tammy Weaver*	8/18/21
Graduate Dean (Graduate Proposals Only) Richard Schoephoerster		
Vice President for Academic Affairs Barbara Johnson		
Committee		**Approval Date**
General Education Committee (Undergraduate Proposals Only)		
Teacher Education Committee (Graduate or Undergraduate Proposals)		
Curriculum Committee (Undergraduate Proposals Only)		
Faculty Senate (Undergraduate Proposals Only)		
Graduate Council (Graduate Proposals Only)		

Program Title:
Special Education K-12 Instructional Specialist *Graduate Certificate*

NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE:** Graduate Certificate in **Special Education K-12 Instructional Specialist** ~~Certificate~~

2. **CIP CODE REQUESTED**
    Link for CIP Codes: http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55.

3. **PROPOSED STARTING DATE: Spring 2022**

4. **CONTACT PERSON**
    Name: Dr. Barbara Johnson
    Title: Vice President, Academic Affairs
    Name of Institution: Arkansas Tech University
    E-mail Address: bjohnson@atu.edu
    Phone Number: 479-968-0319

    Name: Jackie Paxton
    Title Professor of C & I
    E-mail Address jpaxton@atu.edu
    Phone Number: 479-356-2016

5. **PROGRAM SUMMARY**
    Students who complete the Special Education K-12, Special Education Resource and Special Education, B-K Programs do not receive anything from ATU as a recognition of their completion of these programs. The only thing they receive is an endorsement on their teaching certificate which is provided by the Division of Elementary and Secondary Education. This would allow the students to receive a certificate that they could display in recognition of their achievement. **This Program currently exists as a SPED K-12 Endorsement Program in which the students receive an endorsement to their current teaching certificate allowing them to teach Special Education K-12.** There will be no additional costs or changes into what is currently being done in the Endorsement Program. **The only thing that will change is that students will now receive a Certificate from Arkansas Tech University in additional to the Endorsement to their Teaching License.**

    Special Education will still be the only area impacting the program.

6. **NEED FOR THE PROGRAM**

    Special Education is currently a Critical Shortage area in Arkansas and the United States as a whole. This has been true for many years and appears to be a critical

shortage area for the foreseeable future.

Link to DESE Critical shortage Areas:
December 10, 2010 (ark.org)

When students complete either the Special Education K-12 Program, the Special Education Resource Program or the Special Education, B-K Program they receive an endorsement added to their current teaching license. They currently do not receive anything from Arkansas Tech University. This allows the students to receive a certificate from ATU to go along with the Endorsement from the State of Arkansas. The certificate is something they can display at work or at home. It could be a useful tool in recruiting efforts as others see the certificate and know ATU has the program available. At shareholders meetings interest has been expressed in students receiving a certificate or something from ATU that they could display.

The Program Advisory committee will be made up of Program Director, faculty members, Department head, Dean and Shareholders made up of current and former students, and public school personnel including special education teachers, administrators including Special Education Supervisors, Principals and Superintendents.

Enrollment will mirror that of enrollment in the Special Education K-12 Endorsement Program.

Indicate the projected number of program enrollments for Years 1 - 3.
15, 18, 20

Indicate the projected number of program graduates in 3-5 years.
15, 18, 20

7. **CURRICULUM**
    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)

   *indicates online

Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

SPED 5063, Supervised Practicum, K-12, is the capstone course for the program. This is the final course taken in the course rotation. It entails 420 hours of actual classroom teaching experience with students identified as receiving special education services. Candidates work in conjunction with an onsite mentor teacher and are supervised by Dr. Jackie Paxton, who has Arkansas public school special education teaching experience and who is certified in the State of Arkansas as SPED B-K, SPED K-12 and as a Special Education Supervisor.

Program admission requirements:
- Applicants must hold or be eligible to hold an Arkansas Teaching Certificate.
- Applicants must pay a $40.00 nonrefundable application fee.
- Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
- Applicants must have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
- Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College. Mail all materials to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801. Electronic official transcripts may be emailed to graduateadmissions@atu.edu.
- Applicants must meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

Describe specified learning outcomes and course examination procedures.
Graduates from the Special Education K-12 Program will be proficient in the following Professional Standards required by the Council for Exceptional Children (CEC) in order for a program to be nationally recognized. The ATU Program is Nationally Recognized by the CEC.

- Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide

meaningful and challenging learning experiences for individuals with exceptionalities.

- Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
- Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
- Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Include a copy of the course evaluation to be completed by the student. SPED 5063 sample evaluation.pdf

Include information received from potential employers about course content. Obtained from SPED 5063 course evaluation.

Provide institutional curriculum committee review/approval date for proposed program. Approval Letter - Spec Ed K-12 endorsement.pdf

8.FACULTY

Dr. Jackie Paxton is the Program Director for the Master's Degree in Special Education.

Dr. JACKIE L. PAXTON, 1991
Professor of Curriculum & Instruction
A.A., Westark Community College, 1976;
B.S.E., University of Central Arkansas, 1978;
M.S.E., University of Central Arkansas, 1979;
Ed.D., University of Arkansas, 1990.
Curriculum VITAE Paxton.docx

Dr. LYNN WALSH, 2010
Professor of Curriculum & Instruction

B.S.E., Indiana University, 1974;
M.A., University of Houston, 1980;
Ed.D., Baylor University, 2001.
Curriculum Vitae Walsh.pdf

Dr. DAVID SMITH, 2018
Assistant Professor of Curriculum and Instruction
B.S., University of Nevada - Reno, 1996;
M.S., University of Virginia, 2002;
Ph.D., Southern Illinois University - Carbondale, 2015.
David L. Smith Curriculum Vitae June 2021.pdf

Dr. DEBRA MURPHY, 2014
Associate Professor of Elementary Education
B.S., Texas A&M University - Corpus Christi, 1992;
M.S., Texas A&M University - Kingsville, 2000;
Ph.D., Texas A&I University, 2012.
CURRICULUM VITAE Murphy.docx

Special Education K-12 Licensure Option (21 hours)- Faculty
DYS 5003 Dyslexia and Other Learning Disabilities- Dr. David Smith   SPED 5003 Characteristics Children with Exceptional Learning Needs -Dr. Jackie Paxton
SPED 5013 Assessment of Children with Exceptional Learning Needs-Dr. Jackie Paxton
SPED 5023 Planning Instruction/Children with Exceptional Learning Needs, K-6 - Dr. Debra Murphy
SPED 5033 Working with Families of Children with Exceptional Learning Needs- Dr. Jackie Paxton
SPED 5053 Planning Instruction Children/ Exceptional Learning Needs, 7-12- Dr. Lynn Walsh
SPED 5063 Supervised Practicum, Grades K-12- Dr. Jackie Paxton

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Four faculty members all teaching the courses that they currently teach. No addition to teaching load, no new hires. There will be no additional costs.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, *SEE FACULTY VITA ABOVE.*

9. **DESCRIPTION OF RESOURCES**

Ross Pendergraft Library and Technology Center houses more than 1,225,000 items, including: 175,000 print volumes; 900,000 microforms; 120,000 government documents; 16,000 multimedia items; and 700 periodical subscriptions. Among these holdings are extensive backfiles of journals and newspapers. Photocopiers and microform reader-printers are available at several locations in the library. The library is a member of AMIGOS, a regional broker of international bibliographic data and information services. Over 150 electronic databases covering most subjects are accessible from the library and over the internet through the Tech homepage at http://library.atu.edu. Assistance in the retrieval and use of materials is provided by seven professional librarians, ten paraprofessional staff, and a number of part-time employees. Librarian-mediated instruction and online searches are provided on request. Materials not available in the library may be requested through our interlibrary loan system, normally at no charge. The Library is the publisher of the retrospective Arkansas Gazette Index.

Pendergraft Library is open 97 hours per week except between semesters and during holidays. The state-of-the-art facility includes a variety of computer labs (both open use and instructional), a music/multimedia lab, two distance learning classrooms, a large conference room, five breakout/meeting rooms, ten group study rooms, satellite downlink, cable TV connections, 135 publicly accessible computers, 132 lab computers, about 400 data drops for laptop computers, and access to the Tech wireless network.

No new resources will be needed since all courses are currently taught.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**
Costs will not change since these courses already exist as an Endorsement Program approved by the State of Arkansas to add a Teaching Endorsement Area to a current Arkansas Teaching Certificate.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**
If there will be a reallocation of funds, indicate from which department, program, etc. *None.* Costs will not change since these courses already exist as an Endorsement Program approved by the State of Arkansas to add a Teaching Endorsement Area to a current Arkansas Teaching Certificate.

Provide the projected annual student enrollment: 15

The amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Description	Per Unit	Amount
Tuition	$292.00/hr	$6,132.00
Instructional Support Fee	$12.25/hr	$257.25
Health/Wellness Fee	$8.50/hr	$178.50
Technology Operations Fee	$16.50/hr	$346.50
Library Fee	$1.25/hr	$26.25
Facilities Fee	$18.00/hr	$378.00
Athletics Fee	$20.00/hr	$420.00
Distance Learning Fee	$10.00/hr	$210.00
Total		$7,948.50

Estimate date/time: Tue, 25 May 2021 09:47:22 -0600

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student). Yearly estimate based on average projected enrollment. $146, 691.00 this is an estimate only based on projected tuition and fee income.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Offered thru the Department of Curriculum & Instruction in conjunction with the College of Education and the Graduate College.

13. **SPECIALIZED REQUIREMENTS**
The Program must complete the Council for Exceptional Children SPA. The Program is currently Nationally Recognized by CEC.

Students entering the program must hold a current Arkansas Teaching Certificate.

Students completing the program must currently pass three (3) state required exams before they may receive the endorsement on their teaching certificate.

***Special Education (K–12) Endorsement (added to a current license*)** for candidates starting a program beginning fall 2017. Special Education: Core Knowledge and Applications 5354 Score of 151
And Fundamental Subjects: Content Knowledge(On-screen scientific calculator provided.) 5511 Score of 148 and
For candidates starting a program beginning fall 2017 or later, **this license requires**

8

a reading test. More information about this test is available on the <u>Arkansas Department of Education web page</u>.

14. **BOARD OF TRUSTEES APPROVAL**

    Provide the date that the Board approved (or will consider) the proposed program.

    Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**
    University of Central Arkansas
    Arkansas State University

    NOTE: This Program is currently approved. ATU is seeking permission to grant certificates to students to complete the program.
    This endorsement was approved a number of years ago and the purpose of this proposal is to allow it to be recognized as a certificate by Arkansas Tech University. This is really not a new program that is in need of extending notification. It already exists. It is simply to allow it to be identified as a certificate.
    Approval Letter - Spec Ed K-12 endorsement.pdf

16. **DESEGREGATION**
    State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
    N/A

18. **ACADEMIC PROGRAM REVIEW**
    Provide scheduled program review date (within 10 years of program implementation date). Provide scheduled program review date (within 10 years of program implementation date). The program review does not occur since these are endorsements. They have been approved by DESE and the ADHE to be offered at ATU already. The approval letters denote this. In addition, the MED under which many of these courses reside has been nationally recognized by the Council for Exceptional Children. The K-12 Special Education program under which many of these courses reside is nationally recognized until 8/1/2025 with national recognition with no conditions.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**
    If the proposed program will be offered by distance technology, provide the following information:
    Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.
    Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.
    Link to Support Services: Etech Resources, Links, and Videos | Arkansas Tech University (atu.edu)

    Summarize the policies and procedures to keep the technology infrastructure current.
    EvalofDistanceEducation_STA_2021.pdf (hlcommission.org)

    Summarize the procedures that assure the security of personal information.
    Links to Privacy sources: Privacy and Accessibility Policies | Arkansas Tech University (atu.edu)
    Online Privacy Policy – Info Collected | Arkansas Tech University (atu.edu)

    Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.). *None.*

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal		Date
Curriculum & Instruction		
Title	Signature	Date
Department Head Theresa Cullen	*Theresa Cullen*	6/30/2021
Dean Linda Bean	*Linda Bean*	6.30.2021
Assessment Christine Austin	*Christi Austin*	7.12.21
Registrar Tammy Weaver	*Tammy Weaver*	8/18/21
Graduate Dean (Graduate Proposals Only) Richard Schoephoerster		
Vice President for Academic Affairs Barbara Johnson		
Committee		Approval Date
General Education Committee (Undergraduate Proposals Only)		
Teacher Education Committee (Graduate or Undergraduate Proposals)		
Curriculum Committee (Undergraduate Proposals Only)		
Faculty Senate (Undergraduate Proposals Only)		
Graduate Council (Graduate Proposals Only)		
Program Title: Special Education Resource Instructional Specialist *Graduate Certificate*		

1. **PROPOSED PROGRAM TITLE:** *Graduate Certificate in* Special Education Resource Instructional Specialist ~~Certificate~~

2. **CIP CODE REQUESTED**
   Link for CIP Codes: http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55.

3. **PROPOSED STARTING DATE: Spring 2022**

4. **CONTACT PERSON**
   Name: Dr. Barbara Johnson
   Title: Vice President, Academic Affairs
   Name of Institution: Arkansas Tech University
   E-mail Address: bjohnson@atu.edu
   Phone Number: 479-968-0319

   Name: Jackie Paxton
   Title: Professor of C & I
   E-mail: Address jpaxton@atu.edu
   Phone Number: 479-356-2016

5. **PROGRAM SUMMARY**
   Students who complete the Special Education K-12, Special Education Resource and Special Education, B-K Programs do not receive anything from ATU as a recognition of their completion of these programs. The only thing they receive is an endorsement on their teaching certificate which is provided by the Division of Elementary and Secondary Education. This would allow the students to receive a certificate that they could display in recognition of their achievement. **This Program currently exists as a SPED Resource Endorsement Program in which the students receive an endorsement to their current teaching certificate allowing them to teach Special Education Resource.** There will be no additional costs or changes into what is currently being done in the Endorsement Program. **The only thing that will change is that students will now receive a Certificate from Arkansas Tech University in additional to the Endorsement to the Teaching License.**

   Special Education will still be the only area impacting the program.

6. **NEED FOR THE PROGRAM**

   Special Education is currently a Critical Shortage area in Arkansas and the United States as a whole. This has been true for many years and appears to be a critical

shortage area for the foreseeable future.

Link to DESE Critical shortage Areas:
December 10, 2010 (ark.org)

When students complete either the Special Education K-12 Program, the Special Education Resource Program or the Special Education, B-K Program they receive an endorsement added to their current teaching license. They currently do not receive anything from Arkansas Tech University. This allows the students to receive a certificate from ATU to go along with the Endorsement from the State of Arkansas. The certificate is something they can display at work or at home. It could be a useful tool in recruiting efforts as others see the certificate and know ATU has the program available. At shareholders meetings interest has been expressed in students receiving a certificate or something from ATU that they could display.

The Program Advisory committee will be made up of Program Director, faculty members, Department head, Dean and Shareholders made up of current and former students, and public school personnel including special education teachers, administrators including Special Education Supervisors, Principals and Superintendents.

Enrollment will mirror that of enrollment in the Special Education K-12 Endorsement Program.

Indicate the projected number of program enrollments for Years 1 - 3.
15, 18, 20

Indicate the projected number of program graduates in 3-5 years.
15, 18, 20

7. **CURRICULUM**
   Special Education Resource Endorsement Option (12 hours)-
   SPED 5003 Characteristics Children with Exceptional Learning Needs (Fall)*
   SPED 5023 Planning Instruction/Children with Exceptional Learning Needs, K-6 (Summer)*
   SPED 5053 Planning Instruction Children/ Exceptional Learning Needs, 7-12 (Spring/Summer)*
   SPED 5063 Supervised Practicum, Grades K-12 (Fall, Spring)

   *indicates online

Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

SPED 5063, Supervised Practicum, K-12, is the capstone course for the program. This is the final course taken in the course rotation. It entails 420 hours of actual classroom teaching experience with students identified as receiving special education services. Candidates work in conjunction with an onsite mentor teacher and are supervised by Dr. Jackie Paxton, who has Arkansas public school special education teaching experience and who is certified in the State of Arkansas as SPED B-K, SPED K-12 and as a Special Education Supervisor.

Program admission requirements:
- Applicants must hold or be eligible to hold an Arkansas Teaching Certificate.
- Applicants must pay a $40.00 nonrefundable application fee.
- Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
- Applicants must have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
- Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College. Mail all materials to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801. Electronic official transcripts may be emailed to graduateadmissions@atu.edu.
- Applicants must meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

Describe specified learning outcomes and course examination procedures.
Graduates from the Special Education K-12 Program will be proficient in the following Professional Standards required by the Council for Exceptional Children (CEC) in order for a program to be nationally recognized. The ATU Program is Nationally Recognized by the CEC.

- Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.
- Beginning special education professionals use knowledge of general and specialized

curricula to individualize learning for individuals with exceptionalities.
- Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
- Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Include a copy of the course evaluation to be completed by the student.
SPED 5063 sample evaluation.pdf

Include information received from potential employers about course content. Obtained from course SPED 5063 evaluation.

Provide institutional curriculum committee review/approval date for proposed program.Graduate Endorsement SpEd Resource Approval Letter.pdf

8.FACULTY

Dr. Jackie Paxton is the Program Director for the Master's Degree in Special Education.

Dr. JACKIE L. PAXTON, 1991
Professor of Curriculum & Instruction
A.A., Westark Community College, 1976;
B.S.E., University of Central Arkansas, 1978;
M.S.E., University of Central Arkansas, 1979;
Ed.D., University of Arkansas, 1990.
Curriculum VITAE Paxton.docx

Dr. LYNN WALSH, 2010
Professor of Curriculum & Instruction
B.S.E., Indiana University, 1974;
M.A., University of Houston, 1980;
Ed.D., Baylor University, 2001.

Curriculum Vitae Walsh.pdf
Dr. DEBRA MURPHY, 2014
Associate Professor of Elementary Education

B.S., Texas A&M University - Corpus Christi, 1992;
M.S., Texas A&M University - Kingsville, 2000;
Ph.D., Texas A&I University, 2012.
CURRICULUM VITAE Murphy.docx

Special Education Resource Option (12 hours)- Faculty
SPED 5003 Characteristics Children with Exceptional Learning Needs -Dr. Jackie Paxton
SPED 5023 Planning Instruction/Children with Exceptional Learning Needs, K-6 - Dr. Debra Murphy
SPED 5053 Planning Instruction Children/ Exceptional Learning Needs, 7-12- Dr. Lynn Walsh
SPED 5063 Supervised Practicum, Grades K-12- Dr. Jackie Paxton

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Three faculty members all teaching the courses that they currently teach. No addition to teaching load, no new hires. There will be no additional costs.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, *SEE FACULTY VITA LINKS Above.*

9. **DESCRIPTION OF RESOURCES**
Ross Pendergraft Library and Technology Center houses more than 1,225,000 items, including: 175,000 print volumes; 900,000 microforms; 120,000 government documents; 16,000 multimedia items; and 700 periodical subscriptions. Among these holdings are extensive backfiles of journals and newspapers. Photocopiers and microform reader-printers are available at several locations in the library. The library is a member of AMIGOS, a regional broker of international bibliographic data and information services. Over 150 electronic databases covering most subjects are accessible from the library and over the internet through the Tech homepage at http://library.atu.edu. Assistance in the retrieval and use of materials is provided by seven professional librarians, ten paraprofessional staff, and a number of part-time employees. Librarian-mediated instruction and online searches are provided on request. Materials not available in the library may be requested through our interlibrary loan system, normally at no charge. The Library is the publisher of the retrospective Arkansas Gazette Index.
Pendergraft Library is open 97 hours per week except between semesters and during holidays. The state-of-the-art facility includes a variety of computer labs (both open use and instructional), a music/multimedia lab, two distance learning

classrooms, a large conference room, five breakout/meeting rooms, ten group study rooms, satellite downlink, cable TV connections, 135 publicly accessible computers, 132 lab computers, about 400 data drops for laptop computers, and access to the Tech wireless network.

No new resources will be needed since all courses are currently taught.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**
Costs will not change since these courses already exist as an Endorsement Program approved by the State of Arkansas to add a Teaching Endorsement Area to a current Arkansas Teaching Certificate.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**
If there will be a reallocation of funds, indicate from which department, program, etc. *None.*

Provide the projected annual student enrollment: 15

The amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Description	Per Unit	Amount
Tuition	$292.00/hr	$3,504.00
Instructional Support Fee	$12.25/hr	$147.00
Health/Wellness Fee	$8.50/hr	$102.00
Technology Operations Fee	$16.50/hr	$198.00
Library Fee	$1.25/hr	$15.00
Facilities Fee	$18.00/hr	$216.00
Athletics Fee	$20.00/hr	$240.00
Distance Learning Fee	$10.00/hr	$120.00
Total		$4,542.00

Estimate date/time: Tue, 25 May 2021 09:40:49 -0600

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student). Yearly estimate based on average projected enrollment. $104, 625.00 this is an estimate only based on projected tuition and fee income.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Offered thru the Department of Curriculum & Instruction in conjunction with the College of Education and the Graduate College.

13. **SPECIALIZED REQUIREMENTS**
The Program must complete the Council for Exceptional Children SPA. The Program is currently Nationally Recognized by CEC.

Students entering the program must hold a current Arkansas Teaching Certificate.

Students completing the program must currently pass a state required exam before they may receive the endorsement on their teaching certificate.

Special Education Resource Endorsement (added to a current license) Special Education: Core Knowledge and Applications 5354 Score of 151

14. **BOARD OF TRUSTEES APPROVAL**
Provide the date that the Board approved (or will consider) the proposed program.

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**
University of Central Arkansas
Arkansas State University
This endorsement was approved a number of years ago and the purpose of this proposal is to allow it to be recognized as a certificate by Arkansas Tech University. This is really not a new program that is in need of extending notification. It already exists. It is simply to allow it to be identified as a certificate.

16. **DESEGREGATION**
State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
N/A

18. **ACADEMIC PROGRAM REVIEW**
Provide scheduled program review date (within 10 years of program implementation date).
The program review does not occur since these are endorsements. They have been approved by DESE and the ADHE to be offered at ATU already. The approval letters

denote this. In addition, the MED under which many of these courses reside has been nationally recognized by the Council for Exceptional Children. The K-12 Special Education program under which many of these courses reside is nationally recognized until 8/1/2025 with national recognition with no conditions.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**
If the proposed program will be offered by distance technology, provide the following information:
Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.
Link to Resources: Etech Resources, Links, and Videos | Arkansas Tech University (atu.edu)

Summarize the policies and procedures to keep the technology infrastructure current. Link to C-RAC Guidelines:
EvalofDistanceEducation_STA_2021.pdf (hlcommission.org)

Summarize the procedures that assure the security of personal information.
Links to Privacy polices/procedures: Privacy and Accessibility Policies | Arkansas Tech University (atu.edu)

Online Privacy Policy – Info Collected | Arkansas Tech University (atu.edu)

Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.). *None.*

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Center for Leadership and Learning	5/19/2021

Title	Signature	Date
Department Head Dr. Sarah Gordon	*Sarah R gordon*	5.19.2021
Dean Dr. Linda Bean	*Linda Bean*	5.21.2021
Assessment Dr. Christina Austin	*Chris L Austin*	6.1.2021
Registrar Ms. Tammy Weaver	*Tammy Weaver*	6/8/2021
Graduate Dean (Graduate Proposals Only) Dr. Richard Schoephoerster		
Vice President for Academic Affairs Dr. Barbara J. Johnson		

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

Program Title:
Curriculum Leadership ~~Certificate~~ **Graduate Certificate**

PROPOSAL

NEW CERTIFICATE PROGRAM

1. **PROPOSED PROGRAM TITLE**   *Graduate Certificate in* ∧ Curriculum Leadership ~~Certificate~~

2. **CIP CODE REQUESTED**   13.9999

3. **PROPOSED STARTING DATE**   Spring 2022

4. **CONTACT PERSON**

    Name   Dr. Barbara J. Johnson
    Title   Vice President for Academic Affairs
    Name of Institution Arkansas Tech University
    E-mail Address   bjohnson@atu.edu, academicaffairs@atu.edu
    Phone Number   479-968-0319

    Name   Dr. Ellen E. Treadway
    Title   MTLL Program Director & Associate Professor
    E-mail Address   etreadway@atu.edu
    Phone Number   479-880-4901

5. **PROGRAM SUMMARY**

The proposed new Curriculum Leadership Certificate will recognize graduate students' completion of the courses listed in the Master of Teaching, Learning, and Leadership (MTLL) Curriculum Leadership Non-Degree Program of Study in Appendix A, which are 22 hours of the current 38-hour MTLL Curriculum Leadership Master of Education Degree Program. This non-degree program enables master teachers with three years of effective teaching experience and licensed administrators at all levels to qualify for the Arkansas P-12 Curriculum Program Administrator License. The proposed Curriculum Leadership Certificate will result in the university's ability to count students as program completers, as well as reward candidates with a certificate on completion of this non-degree program for licensure.

As can be seen in Appendix A, MTLL Curriculum Leadership, MTLL-NTL Nontraditional Teacher Licensure, and EDLD Educational Leadership Programs share key courses that count in the Curriculum Leadership Certificate non-degree program of study. These shared courses were developed by Center for Leadership and Learning faculty and are regularly revised to ensure alignment to each program's standards and learning outcomes.

With the addition of the Curriculum Leadership Certificate, ATU's programs in school leadership will continue to be an attractive option for master teachers and building-level administrators (e.g., principals, assistant principals, deans of students) who plan to move into full-time administrative positions at the school and district level to serve as instructional leaders of adult learners (i.e., teachers, administrators, parents and guardians, community members) in areas related to the school curriculum at all levels, instructional practices and materials, data-driven decision making, achievement reporting, novice teacher mentoring, and educator support and evaluation.

Audience for the Curriculum Leadership Certificate

The audience for the proposed new Curriculum Leadership Certificate is master teachers with at least three years of effective teaching experience and building- and district-level administrators who wish to add the Arkansas P-12 Curriculum Program Administrator license to their record. For ATU graduates of MTLL-NTL and EDLD stackable programs, candidates for the Curriculum Leadership Certificate will take fewer than 21 hours listed in Appendix A, as they will have completed many of the required courses through respective their MED degree program. While we expect that most Curriculum Leadership Certificate students to be ATU graduates, we welcome educators from across the state to complete the certificate courses, especially those educators who serve children in River Valley school districts with whom we have established partnerships through our established network of stakeholders.

Earning the Curriculum Leadership Certificate will add value to the graduate school experience for ATU students, encourage our graduates to continue their professional learning at ATU, and enable master teachers and administrators to meet their curriculum leadership career goals in a timely manner through this new stackable Curriculum Leadership Certificate.

Stackable Programs of Study for Licensure

The Curriculum Leadership Certificate consists of 22 hours of graduate courses currently offered through both the MTLL Curriculum Leadership Program, MTLL-NTL Nontraditional Teacher Licensure Program, and the EDLD Educational Leadership Program. Shared courses across programs

(i.e., MTLL-NTL, MTLL, EDLD) are bolded in the course roll-out document in Appendix A. Curriculum Leadership Certificate students will take their courses when they are taught in the MTLL and EDLD course schedule of classes.

The Curriculum Leadership Certificate is aligned with the Arkansas Competencies for P-12 Curriculum Administrators adopted by DESE in 2020. (See Appendix B.) In addition, the certificate is aligned with the 2018 National Educational Leadership Preparation (NELP) Program Recognition Standards for Building-Level Leadership in Appendix C, as the Arkansas P-12 Curriculum Program Administrator License is a building-level license.

Enrollment

Since Fall 2017, enrollment in MTLL programs has remained steady in both degree and non-degree programs of study.

MTLL Program Enrollment

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
MTLL Degree	5	5	4	9	5
MTLL-NTL Degree	35	22	20	22	26
Non-Degree Courses for Licensure/ Curriculum Leadership License	7	2	3	2	2
TOTAL	47	29	25	33	33

Data Source: Headcount by Major (Headcount by Major | Arkansas Tech University (atu.edu)) It should be noted that the non-degree numbers are available for Fall 2021, 2020, and 2019 at the Headcount by Major website above. Data for earlier years are part of the MTLL non-degree program historical enrollment records. Enrollment for 2021-2022 in all MTLL programs continues to increase and is expected to exceed the numbers listed above for the upcoming academic year.

Student Recruitment

Graduates from the MTLL-NTL Nontraditional Teacher Licensure Program and the EDLD Educational Leadership Program will be key groups for recruiting for the Curriculum Leadership Certificate program. MTLL-NTL Program completers often graduate with several years of provisional

teaching experience, which is allowed by the state, as the MTLL-NTL Program is a DESE-approved alternative teacher certification program. On completion of the MTLL-NTL Program, these candidates may choose to continue their graduate studies with the two-semester Curriculum Leadership Certificate courses to gain essential training and to build confidence in leading adult learning in the areas of curriculum, instruction, and assessment at all level levels of education, P-12. The Curriculum Leadership Certificate will also serve as an excellent foundation for MTLL-NTL graduates for the completion of courses for the building-level principal license, the next step for completers to add all available building-level leadership licenses to their record.

No Additional Courses or Resources Needed

Due to the fact the proposed Curriculum Leadership Certificate consists of 22 hours of courses that are offered currently in the MTLL Curriculum Leadership Program (38 total hours), MTLL-NTL Nontraditional Teacher Licensure Program (38 hours), and EDLD Program (34 total hours), no new courses are needed.

6. NEED FOR THE PROGRAM

Increasingly, building-level leaders (e.g., teachers, principals, assistant principals, deans of students) are expected to serve in curriculum leadership roles that include coaching and mentoring novice teacher colleagues and to participate in all areas of the instructional program of the school. District-level leaders are also expected to have completed professional learning that enables them to demonstrate their ability to lead adult learners (i.e., teachers, paraprofessionals, parents and guardians, community members). This work takes place in professional learning communities (PLCs) of educators who are charged with data-driven decision making that impacts the development of curriculum to improve classroom instruction and student learning, particularly in the context of novice teacher mentoring and teacher retention.

Center for Leadership and Learning (CLL) faculty became aware of the need for a Curriculum Leadership Certificate after noting the steady increase in the number of master teachers and school and

district administrators returning or arriving as new students to take courses offered in the MTLL program that would enable them to qualify for the Arkansas P-12 Curriculum Program Administrator License. In addition, CLL faculty became aware that students who completed the non-degree programs (i.e., MTLL, EDLD) were not counted as completers but as program drop-outs, thus impacting enrollment numbers in negative ways. A new Curriculum Leadership Certificate will benefit candidates, program enrollment, and the university by acknowledging and counting candidates who complete certificate non-degree program courses.

Universities across Arkansas that have created a Curriculum Leadership Certificate include the University of Arkansas, Arkansas State University, University of Central Arkansas, and Henderson State University. The proposed new Curriculum Leadership Certificate will enable ATU to compete for graduate students, many of whom will choose ATU for its reputation of excellence in administrator preparation. Moreover, with effective marketing and student recruitment, it is expected that students who earn their initial teaching license at ATU will continue their graduate studies at ATU knowing that many of their courses may count toward the Curriculum Leadership Certificate, which can serve as a pathway to administrative positions at the building and district levels and to advanced educational leadership degree programs, such as the Ed.S. and Ed.D.

Program Stakeholders

MTLL Stakeholders meet annually in the fall as part of our ongoing graduate education program assessment effort. During the annual Fall 2020 College of Education Graduate Programs Stakeholders Meeting, MTLL Program Stakeholders discussed the proposed new Curriculum Leadership Certificate and agreed that a certificate would benefit master teachers and administrators who wish to qualify for the Arkansas P-12 Curriculum Program Administrator License. Stakeholders are comprised of graduates of the MTLL and MTLL-NTL Programs, faculty, school leaders, and district administrators who are invested in advising the MTLL Program with the goal of ensuring continued quality professional learning and innovative preparation of educational leaders.

7.   CURRICULUM

TEACHER LEADERSHIP CERTIFICATE
Total Course Credit Hours: 22
Course Roll Out by Semester, Instructors, and Internship Contact Hours
Courses marked with an asterisk* are approved for delivery via distance learning technology (i.e., Blackboard Learn, Webex).

Fall Semester (10 hours)

MTLL 6202: Professionalization of Teaching for the Master Teacher
(MTLL and MTLL-NTL shared course)
Instructor: Karen Norton, A.B.D., Adjunct Instructor and Arch Ford Education Service Cooperative Retention and Recruitment Specialist

MTLL 6253: Advanced Teaching and Learning for the Master Teacher
(MTLL and MTLL-NTL shared course)
Instructor: Dr. Danielle Stewart, Adjunct Instructor and ESL, Migrant, and Title III District Supervisor

MTLL 6123: Instructional Leadership for the Master Teacher
(MTLL, EDLD, and COUN shared course)
Instructor: Ms. Shawn Hettinga, ED.S., Adjunct Instructor and Dardanelle School District Curriculum and Digital Learning Administrator

EDLD 6552: Internship Practicum*
(MTLL and EDLD shared course)
Instructor: Dr. Steve Bounds, Professor and Ed.S. Program Director
Internship Contact Hours: 75

Spring Semester (12 hours)

MTLL 6242: Cognitive Coaching and Mentoring for the Master Teacher
Instructor: Dr. Ellen Treadway, MTLL Program Director and Associate Professor

MTLL 6143: Organizational Change and the Role of the Master Teacher (shared course with MTLL, EDLD, and COUN stackable programs)
Instructor: Dr. Ellen Treadway, MTLL Program Director and Associate Professor

MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher
Instructor: Dr. Ellen Treadway, MTLL Program Director and Associate Professor

EDLD 6402: Working with the Marginal Performer*
(MTLL and EDLD shared course)
Instructor: Dr. William K. Morelan, Assistant Professor and EDLD Program Director

EDLD 6552: Curriculum Leadership Internship Practicum*
(shared course with MTLL and EDLD stackable programs)
Instructor: Dr. Steve Bounds, Professor and Ed.S. Program Director
Internship Contact Hours: 75

As noted earlier, the proposed Curriculum Leadership Certificate is aligned with the 2019 National Educational Leadership Preparation (NELP) Standards for Building-Level Leadership development and the 2020 Arkansas Standards for P-12 Curriculum Administrators (ASCA). Learning outcomes aligned with essential NELP and ASCA standards and culminating course artifact information are provided for each class in the Curriculum Leadership Certificate Program in the section that follows.

Teacher Leadership Courses, Essential Standards, and Culminating Course Assessments

MTLL 6202: Professionalization of Teaching for the Master Teacher

Students examines the philosophies and historical perspectives of education for the purpose of reflection on individual teaching and leadership practices. Students purposefully explore and define who they in the role of master teacher leader and what core beliefs impact teaching, learning, and leadership in their classroom and school.

NELP: Standard 1: Mission, Vision, and Improvement

ASCA: Standard I: Mission, Vision, and Improvement

Culminating Course Artifact: Students create an effective and viable School Communication Plan that effective addresses the role of the teacher leader in all aspects of the school that impact student social, emotional, and academic growth an achievement.

MTLL 6253: Advanced Teaching and Learning for the Master Teacher

Students explore theories and best practices that can lead to improved student performance and educator professional learning.

NELP: Standard 4: Learning and Instruction

ASCA: Standard 4: Learning and Instruction

Culminating Course Artifact: Students analyze their district's Arkansas Comprehensive School Improvement plan and their master plan and schedule for P-12 curriculum and instruction and write a proposal for data-supported, research-based school improvement efforts.

MTLL 6123: Instructional Leadership for the Master Teacher

Students learn and practice the "hard and soft" skills of curriculum leadership. The teaching and learning process is the focus of student work. Students learn how to observe and to coach for excellence in teaching and learning. The reflective practice model serves as a basis for theory and skill development.

NELP: Standard 2: Ethics and Professional Norms

ASCA: Standard 2: Ethics and Professional Norms

Culminating Course Artifact: Students conduct in-depth analysis of school data related to student academic achievement and present recommendations to colleagues during the annual fall Data Night PLC collaborative learning experience at the Center for Leadership and Learning.

EDLD 6402: Working with the Marginal Performer

Students learn and apply mentoring and teacher evaluations systems and apply principles of effective application to case studies in supervision of with teachers with marginal success.

NELP: Standard 7: Building Professional Capacity

ASCA: Standard 7: Building Professional Capacity

Culminating Course Artifact: Students demonstrate capacity to develop and engage staff in a collaborative professional culture by designing a plan to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school

MTLL 6242: Cognitive Coaching and Mentoring for the Master Teacher

Students develop the necessary skills and dispositions that enable the master teacher leader to be a peer learning coach and mentor for the inductee, peer, and/or marginal teacher.

NELP: Standard 7: Building Professional Capacity

ASCA: Standard 7: Building Professional Capacity

Culminating Course Artifact: Students create a plan for coaching and mentoring two novice teachers in their school and implement the plan using cognitive coaching strategies. Students share videotaped coaching

sessions with peers who act as critical friends to assist them in the reflective process for improvement over time.

MTLL 6143: Organizational Change and the Role of the Master Teacher

Students examine research-based theories of change and case studies of first and second order change. Students gain strategies as leaders of change and study a current change taking place in a school.

NELP: Standard 6: Operations and Management

ASCA: Standard 6: Operations and Management

Culminating Course Artifact: Students evaluate their school's curriculum offerings, instructional processes and resources, educator professional learning offerings, and assessment programs, after which they focus on one specific challenge and create a plan that will result in a second-order change.

MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher

Students explore teaching, learning, and leadership theories and research-based classroom practices to promote improved student learning that can be used to mentor adult learners and to demonstrate best practices as an instructional facilitator and coach.

NELP: Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

ASCA: Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Culminating Course Artifact: Student identify a current or emerging educational trend, create a master plan for their professional development for school faculty, and convene stakeholders to review their plan for curriculum design and professional learning with the goal of implementing the target education trend in a purposeful and effective manner.

EDLD 6552: Teacher Leadership Internship Practicum

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

NELP: Standard 8: Internship

ASCA: Standard 8: Internship

Culminating Artifact: Students complete an internship in which they complete a variety of authentic field experiences in their school and district that enable them to demonstrate mastery of knowledge, skills, and dispositions necessary to serve as a teacher leader in a school.

Internship

The Teacher Leadership Certificate internship is a total of four credit hours completed in the fall and spring semester in a student's school district and supervised by an experienced school leader who holds an Arkansas P-12 Curriculum Program Administrator License and is able and willing to guide and to coach the certificate candidate to meet the internship requirements. Expected contact hours, excluding report writing, are 300. Internship students are supervised by Dr. Steve Bounds, Ed.S. Program Director and Professor, Center for Leadership and Learning.

Admission Requirements

Students must hold a valid and current standard teaching license and may enroll in the Teacher Leadership Certificate program regardless of the number of years of teaching experience. This program is best suited for teachers who have taken no advanced school leadership courses. Students may enroll in the fall or spring and complete the certificate courses in two semesters. Certificate completers will be encouraged to continue in the MTLL Curriculum Leadership Program to qualify for the building-level curriculum leader license.

No prerequisite courses are required for enrollment in the Teacher Leadership Certificate program; however, it is expected that students who complete a degree program at ATU will have taken some, if not all, of the shared courses across MTLL, EDLD, and COUN stackable M.Ed. programs.

In summary, certificate admissions requirements include:

- A valid and current Arkansas standard teaching license and/or building-level administrator license;

- Letter from candidate's supervisor stating that the candidate has been rated "effective" during the past three years;

- Acceptance to the ATU Graduate College; and

- Approval from the MTLL Program Director.

8. FACULTY INFORMATION

Please see CVs for the following faculty in Appendix D.

Curriculum Leadership Certificate Program Director: Dr. Ellen E. Treadway, MTLL Program Director and Associate Professor; Ph.D., Curriculum and Instruction, Indiana University-Bloomington, Curriculum and Instruction and Language Education

Courses teaching: MTLL 6153: Advanced Teaching and Learning, MTLL 6242: Cognitive Coaching and Mentoring for the Master Teacher, MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher

Dr. Steve Bounds, Ed.S. Program Director and Professor; Ed.D., Arkansas State University

Course teaching: EDLD 6552: Curriculum Leadership Certificate Internship Practicum

Ms. Shawn Hettinga, Ed.S., Adjunct Instructor and Dardanelle School District Curriculum and Digital Learning Administrator; Ed.D. student, Arkansas Tech University

Course teaching: MTLL 6123: Instructional Leadership for the Master Teacher

Dr. William Morelan, Ph.D., Andres University, Curriculum and Instruction

Course teaching: EDLD 6402: Working with the Marginal Performer

Ms. Karen Norton, Adjunct Instructor and Arch Ford Education Service Cooperative Retention Specialist; A.B.D. Ed.D., Grand Canyon University, Adult Learning

Course teaching: MTLL 6202: Professionalization of Teaching for the Master Teacher

Dr. Danielle Stewart, Adjunct Instruction and ESL Supervisor, Russellville School District; Ph.D., Tech

Tech University, Curriculum and Instruction

Course teaching: MTLL 6223: Teaching and Learning for the Master Teacher

9. **DESCRIPTION OF RESOURCES**

ATU currently provides all resources, including innovative teaching and learning technologies and library resources, to support this proposed certificate. No new resources are required or requested.

10. **NEW PROGRAM COSTS**

No new costs will be incurred, as courses are currently offered through the MTLL Curriculum Leadership Program, MTLL-NTL Nontraditional Teacher Licensure Program, and EDLD Educational Leadership Program.

11. **SOURCE OF PROGRAM FUNDING**

It is expected that a new Curriculum Leadership Certificate program will encourage teachers to enroll in graduate school for additional training that will enable them to expand their leadership role in their school. We expect an additional five certificate completers each year once the certificate program is put into place. In 2021, cost per graduate course credit hour continues to be highly competitive at $282, plus fees.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The proposed new Curriculum Leadership Program will be housed in the Department of Curriculum and Instruction, College of Education. Dr. Ellen E. Treadway, current MTLL Program Director, will coordinate the new Curriculum Leadership Certificate program, including certificate marketing, student recruitment, student registration, course scheduling, instructor assignments, course curriculum revision, and annual program assessment.

13. **SPECIALIZED REQUIREMENTS**

No specialized requirements are necessary to establish the Curriculum Leadership Certificate.

14. **BOARD OF TRUSTEES APPROVAL**

Please see the attached approval document, as required.

15. **SIMILAR PROGRAMS**

The University of Arkansas (NW region), Arkansas State University (NE region), University of Central Arkansas (Central region), and Henderson State University (SE region) offer a Curriculum Leadership Certificate. This new Curriculum Leadership Certificate for educators will help to meet the need of teachers in River Valley and west Arkansas schools whose wish it is to continue their graduate education at their *alma mater*. There is the potential to impact student learning far beyond the ATU campus in Russellville, as we have MTLL students who drive in excess of two hours to take classes in Russellville.

16. **DESEGREGATION**

Center for Leadership and Learning school leadership programs, including the MTLL degree and non-degree programs of study, consistently attract a diverse group of students who are searching for professional learning that reflects their core beliefs and values related to teaching the whole child, teacher leadership, and effective building-level and district-level leadership. CLL Certificate Leadership Certificate faculty are committed to these goals and to recruiting students of all backgrounds.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING**

The Memorandum of Understanding in Appendix D shall be signed by all parties at the time of enrollment in the new Curriculum Leadership Certificate program. Students will ask their school administration to assist them in the assignment of a curriculum administrator mentor with school leadership experience. The best mentor will be a curriculum administrator who serves in a school or district leadership position in the candidate's district. The Memorandum of Understanding shall be signed as soon as a mentor is confirmed and before the start of the internship.

18.   ACADEMIC PROGRAM REVIEW

The program will be reviewed within the 10-year time limit to guarantee an opportunity to revise the program for resubmission for approval.

All courses are evaluated by students at the end of each semester. These data are used by faculty for program and course revision.

17.   PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

Due to the fact that ATU already offers the Curriculum Leadership Certificate courses, this proposal does not need to go before the ADHE. This proposal is for certificate approval at the university level.

19.   INSTRUCTION BY DISTANCE TECHNOLOGY

The proposed Teacher Leadership Certificate Program includes one course currently approved for delivery via distance technology: EDLD 6552: Teacher Leadership Internship, which is indicated with an asterisk* in the course roll-out in Appendix A. In addition to Blackboard Learn, faculty also meet with students via Webex for online synchronous meetings.

APPENDIX A

Course Roll-Out Document

ATU Center for Leadership and Learning Course Roll Out			
Year 1 Summer I			
MTLL-NTL Nontraditional Teacher Licensure Degree Program for Initial Standard Teacher Licensure MLED & SEC Standards: InTASC, TESS, AR Teacher Leader Model Standards	MTLL Curriculum Leadership Degree Program for P-12 Curriculum Administrator Licensure Standards: NELP, TESS, LEADS, AR Teacher Leader Model Standards	MTLL Non-Degree Program of Study (MTLL NDP) /Proposed Curriculum Leadership Certificate (CLC) Standards: AR Competencies for P-12 Curriculum Administrators, NELP, LEADS,	EDLD Educational Leadership Degree Program for P-12 Principal Licensure Standards: NELP, LEADS
NTL (5)	MTLL (6)		EDLD (6)
MTLL 6003 School Organization and Leadership for Teacher Leaders	**MTLL 6003 School Organization and Leadership for Teacher Leaders**		**EDLD 6013 School Organization and Leadership**
MTLL 6252 Communication, Advocacy & Policy Development	MTLL 6133 Basic Elements of Curriculum		EDLD 6203 Education and Society: Continuities and Discontinuities
Year 1 Summer II			
NTL (3)	MTLL (3)		EDLD (3)
MTLL 6113 Action Research and Data Analysis for School and Classroom Use	**MTLL 6113 Action Research and Data Analysis for School and Classroom Use**		**EDLD 6113 Action Research and Data Analysis**
Year 1 Fall			
NTL (6)	MTLL (7)	MTLL NDP/ CLC (10)	EDLD (5)
MTLL 6202 Professionalization of Teaching for the Master Teacher	**MTLL 6202 Professionalization of Teaching for the Master Teacher**	**MTLL 6202 Professionalization of Teaching for the Master Teacher**	

MTLL 6123 Instructional Leadership for the Master Teacher	**MTLL 6123 Instructional Leadership for the Master Teacher**	**MTLL 6123 Instructional Leadership for the Master Teacher**	**EDLD 6253 Instructional Leadership**
MTLL 6551 Internship Practicum- Literacy Development/Science of Reading Focus	EDLD 6002 Administrative Law	**MTLL 6253: Advanced Teaching and Learning for the Master Teacher**	
		EDLD 6552* Internship Practicum (1 of 2 internship semesters) *(MTLL Non-Degree Program of Study/Curriculum Leadership Certificate*	EDLD 6002 Administrative Law

Year 1 Spring			
NTL (6)	MTLL (5)	MTLL NDP/ CLC (12)	EDLD (5)
MTLL 6223 Teaching and Learning for the Master Teacher	**MTLL 6223 Teaching and Learning for the Master Teacher**	**EDLD 6402: Working with the Marginal Performer***	EDLD 6352 Physical Environment of Schools
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher	**MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher**	**MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher**	EDLD 6153 Communication with School and Community
MTLL 6551 Internship Practicum – Student Focus	*Complete Action Research project*	**MTLL 6143 Organizational Change and the Role of the Master Teacher**	
		MTLL 6253 Advanced Curriculum Theory and Design Practicum	

		EDLD 6552* Internship Practicum (2 of 2 internship semesters) *(MTLL Non-Degree Program of Study/Curriculum Leadership Certificate*	

Year 2 Summer I			
NTL (6)	MTLL (5)		EDLD (5)
MTLL 6262 Action Research Practicum for the Master Teacher			EDLD 6313 Principles of Curriculum for School Leadership
MTLL 6152 Professional Portfolio for the Master Teacher	MTLL 6152 Professional Portfolio for the Curriculum Leader		EDLD 6102 School Finance

Year 2 Fall			
NTL (6 or 7)	MTLL (7)		EDLD (5)
MTLL 6233 **Advanced Teaching and Learning for the MasterTeacher**	**MTLL 6253** **Advanced Curriculum Design Practicum for the Master Teacher**		EDLD 6991 Professional Portfolio
MTLL 6133 Basic Elements of Curriculum (Blended)	**EDLD 6402** **Working with the Marginal Performer**		**EDLD 6402** **Working with the Marginal Performer**
Option(1 of 2) MTLL 6551 Student Teaching Internship Practicum *(If Employed on a Provisional Teaching License)*	**EDLD 6552** **Internship Practicum** *(Curriculum Administrator Internship)*		EDLD 6552 Administrative Internship (Principalship)

Year 2 Spring			
NTL (5 or 6)	MTLL (7)		EDLD (5)
MTLL 6143 **Organizational Change and the Role of the Master Teacher**	**MTLL 6143** **Organizational Change and the Role of the Master Teacher**		**EDLD 6023** **Organizational Change**

MTLL 6271 Resource Acquisition	MTLL 6271 Resource Acquisition		EDLD 6552 Internship (Principalship)
MTLL 6292 Evaluation of Classroom Learning for the Master Teacher			
Option (1) MTLL 6551(2 of 2) Internship Practicum *(Internship, if Employed on a Provisional Teaching License)*	**EDLD 6552 Internship Practicum *(Curriculum Administrator Internship)***		
Option (2) MTLL 6552(2) Internship Practicum *(If Student Teaching, if Not Employed)*			
Professional Portfolio Review	Professional Portfolio Review		Portfolio Review
Degree Hours & Required Exams for Licensure			
NTL (38 total hours)	MTLL (38 total hours)	**MTLL Non-Degree Program/ Curriculum Leadership Certificate (22 total hours)**	EDLD (34 total hours)
Licensure Exam: ETS Professional Learning and Teaching (PLT)	Licensure Exam: ETS School Leadership Licensure Exam (SLLA)	Licensure Exam: ETS School Leadership Licensure Exam (SLLA)	Licensure Exam: ETS School Leadership Licensure Exam (SLLA)

APPENDIX B

Arkansas Competencies for P-12 Curriculum Administrators (2020)

AR Competencies for P-12 Curriculum Administrators

(https://dese.ade.arkansas.gov/Files/20201105152910_Curriculum_Administrator_2020.pdf)

Curriculum Administrators in grades P-12 shall be able to meet the expectations set by the following content-specific competencies. Mastery level competencies reflect the National Educational Leadership Preparation (NELP) standards, which specify what novice curriculum leaders and program graduates should know and be able to do as a result of the completion of a high-quality educational leadership preparation program. The Professional Standards for Educational Leaders (PSEL), which are standards for practicing educational leaders, are covered at an awareness level. Those PSEL elements not covered by the NELP Standards are labeled as awareness level competencies. Curriculum Administrators require a master's degree or higher from an accredited college or university in Educational Leadership, education, or a licensure content area and other requirements as outlined in 6-2.0 of the Arkansas Department of Education Rules Governing Educator Licensure Curriculum Administrators in grades P-12 shall demonstrate knowledge and competencies in the following areas:

| 1.Mission, Vision and Improvement

Leadership Competencies
NELP Standards
PSEL | **Mastery Level:**
1.1 Understand and can demonstrate the ability to collaboratively develop, communicate and implement a comprehensive plan for a school mission and vision designed to reflect a core set of values and priorities that include: data use, technology, equity, diversity, digital citizenship and community
    • Engage faculty to create and share a vision to prepare students for the future via inclusive, student-focused, personalized approaches
    • Support and ensure that a learning-focused culture that is asset-based, trusting, and celebratory is established and sustained
    • Support and ensure that a learning-focused culture of risk-taking and continuous improvement is established and sustained
    • Assist in creating norms that foster student voice, choice, and agency
    • Clearly articulate non-negotiables, particularly regarding equity, high expectations, and building systems and processes from individual student strengths
1.2 Understand and demonstrate the capability to lead improvement processes that include evidenced-based research, and the use of data to design, implement, and evaluate existing improvement processes
Possess and/or develop skills and language of change management (e.g., identify change, build case, plan, determine resources, act, communicate, collect data, revise and repeat, celebrate success)

Awareness Level
1.3 Collaboratively prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the |

	knowledge, skills, and motivation to succeed in improvement
	1.4 Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation
	1.5 Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement
	1.6 Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts
2. Ethics and Professional Norms Leadership Competencies NELP Standards PSEL	**Mastery Level:** 2.1 Understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, life-long learning) that support the educational success and well-being of each student and adult 2.2 Understand and demonstrate capacity to analyze, communicate about, and advocate for ethical and legal decisions 2.3 Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others • Correct intolerant statements directed at individuals or groups and support the learning community to take positive and thoughtful action when such statements or activities occur **Awareness Level:** 2.4 Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and professional practices as a curricular leader 2.5 Place children at the center of education and accept responsibility for each student's academic success and well-being 2.6 Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures

3. Equity, Inclusiveness and Cultural Responsiveness	**Mastery Level:** 3.1 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. • Evaluate district culture • Use research and evidence to design and cultivate a supportive and inclusive district culture • Advocate for a supportive and inclusive district culture 3.2 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. • Evaluate sources of inequality and bias in the allocation of educational opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships • Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values • Advocate for equitable access to educational resources, procedures, and opportunities 3.3 Understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff • Evaluate root causes of inequity and bias • Advocate for culturally responsive instructional and behavior support practices among district staff and across district schools • Cultivate culturally responsive instructional and behavior support practices across the district and its schools • Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status • Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society **Awareness Level:** 3.5 Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student
Leadership Competencies NELP Standards PSEL	

4. Learning and Instruction	Mastery Level:
Leadership Competencies NELP Standards PSEL	4.1 Understand and demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich, evidence-based curricula programs and other supports for academic and non-academic student programs • Demonstrate ability to navigate between district and state assessment, standards, and curriculum and ~~how they~~ coordinate coherence among the practices, resources and services in a student-focused system • Have a solid grasp of UDL and how it applies to a whole range of elements of personalized, student-focused approaches including curriculum design, strategic thinking, and procurement decisions 4.2 Understand and demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems • Promote the participation among students and adults in local, national, and global learning opportunities and problem solving that stimulate innovation, creativity-in leadership, in teaching and in student learning processes and products-service, sustainability, social action, and digital-age collaboration • Model and promote appropriate and effective decision making and capacity when using technology as a tool to support student-focused learning • Establish structures and policies that create a learning environment in which developmentally appropriate learner voice, choice, and growth mindsets are uniquely embedded within the structure and policies 4.3 Understand and demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments in formative and summative formats that support data-informed instructional improvement and student learning and well-being • Whenever possible, ensure standards and assessments connect to real-world experiences and college-career-, and civic life-ready knowledge, skills, and dispositions • Develop structures so that over time, students build a body of evidence that demonstrates their growth and learning progression (e.g., through portfolios, showcases, student- led parent-teacher conferences, or capstone projects) 4.4 Understand and demonstrate the ability to engage faculty in gathering, synthesizing, and using data to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner

	• Demonstrate and effectively communicate a commitment to equity and student-focused, personalized approaches • Continually read and interpret the learning environment in order to identify patterns, need for development, and leverage points for new and innovative actions 4.5 Understand and respond to community interests and needs by building and sustaining productive school relationships with community partners

5. Community and External
 	
Leadership Competencies
NELP Standards
PSEL
	Mastery Level:
	5.1 Understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school
	    • Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning
	    • Cultivate collaboration among staff and families in support of student learning and success
	    • Foster two-way communication with families
	5.2 Understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development
	    • Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
	    • Cultivate regular, two-way communication with community members, partners, and other constituencies
	    • Identify and use diverse community resources to benefit school programs and student learning
	    • Strive to understand, with students and educators input, the pace and nature of change underway in the broader community in terms of how it impacts the approach to education, local economy, make-up of the citizenry, and culture
	5.3 Understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community
	    • Develop a plan for identifying and accessing resources
	    • Gather information about the policy and district context
	    • Develop targeted communication for oral, written, and digital distribution
	    • Advocate for school and community needs
	
	Awareness Level:
	    • Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and

	encouraged to be an active and responsible member of the school community • Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development • Infuse the school's learning environment with the cultures and languages of the school's community • Maintain a presence in the community to understand strengths and needs, develop productive relationships, and engage resources for the school
6. Operations and Management **Leadership Competencies NELP Standards PSEL**	**Mastery Level:** 6.1 Understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, designated school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school • Foster systems that support personalized learning for individual members of the learning community • Use communication approaches that support shared responsibility within the system • Be capable of setting priorities to maintain the day-to-day functions of a learning community which allows the visionary and transformational aspects of leadership for learning to continue • Seek out and employ the latest technology to support collaboration, communication, teaching, and learning in a student-focused, personalized context 6.2 Understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development • Evaluate resource needs • Use data ethically and equitably to develop a multi-year school resourcing plan aligned to the school's goals and priorities • Advocate for resources in support of needs 6.3 Understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being • Reflectively evaluate situations and policies with regard to legal, ethical, and equity issues • Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school • Communicate policies, laws, regulations, and procedures to appropriate school stakeholders • Monitor and ensure adherence to laws, rights, policies, and regulations

	Awareness Level: 6.4 Promote the personal and professional health, well-being, and work-life balance of faculty and staff 6.5 Tend to personal learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance 6.6 Protect teachers' and other staff members' work and learning from disruption using a collective and collaborative approach for this process 6.7 Develop and maintain relationships with feeder and connecting schools for student enrollment changes to ensure clear, effective, and consistent articulation and transition of current curricular and instructional practices 6.8 Develop and maintain productive relationships with the central office and representatives of the board of education as needed 6.9 Assist in the development and administration of systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community 6.10 Assist in managing governance processes and internal and external politics toward achieving the school's mission and vision with families and caregivers

| 7. Building Professional Capacity

Leadership Competencies
NELP Standards
PSEL | **Mastery Level:**
Understand and have the capacity to collaboratively develop the school's professional capacity through participation in recruiting and selecting staff
7.1 Understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school
    • Assist in building the capacity of staff to implement effective strategies to achieve the vision of the school
    • Use a growth mindset for solving problems across the learning community in which mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push the edge of learning
7.2 Understand and have the capacity to collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success
    • Demonstrate ability to reflect on one's place in society as it is shaped by class, race, education markers, and relative privilege, and seek remedies for biases that may interfere with professional practice and the vision of the school
    • Be able to effectively model professional learning using the education community's personalized, learner-centered approaches (e.g., professional development that uses competency- based or flipped classroom techniques, educator- selected micro-credentials, or individual Professional Growth Plans (PGP)
7.4 Understand and have the capacity to evaluate, develop, and implement systems of support, and evaluation designed to promote school improvement and student success
    • Deliver actionable feedback about instruction and other professional practices via coaching approaches that:
        o Are job-embedded and use teacher leaders or partnerships with area education agencies to distribute support and responsibilities
        o Utilize educators' ability to self-assess through reflective activities to support this process |

8. Internship and Clinical Practice Leadership Competencies NELP Standards PSEL	8.1 Participate in a variety of coherent, authentic, field and or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP Building-Level Program Standards one through seven 8.2 Complete a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting 8.3 Work with a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution

APPENDIX C

National Educational Leadership Preparation (NELP)

Program Recognition Standards

Building Level

National Educational Leadership Preparation (NELP) Program Recognition Standards

Building Level

(http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf)

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

APPENDIX D

Faculty Vitas

ELLEN E. TREADWAY, PH.D.
MTLL Program Director & Associate Professor
Arkansas Tech University
College of Education

EDUCATION

Ph.D., Indiana University, Bloomington, August 2000
Curriculum and Instruction, Major: Curriculum Studies, Minor: Language Education

M.A., Indiana University, Bloomington, August 1990
Latin American and Caribbean Studies, Major: International and Comparative Education, Minor: Latin American Literature

M.A.T., University of Memphis, August 1987
Major: Secondary Education, Minor: Spanish

B.A., Rhodes College, Memphis, Tennessee, May 1986
Major: Spanish

FACULTY POSITION AT ARKANSAS TECH UNIVERSITY

Tenured Associate Professor, Program Director, and Graduate and Doctoral Faculty Member
Center for Leadership and Learning (CLL)
College of Education

Director of Master of Education in Teaching, Learning, and Leadership (MTLL) Programs for Nontraditional Initial Teacher Licensure (NTL) and Building-Level Curriculum/Program Administrator (CPA) Licensure

Responsibilities: MTLL Program Director, Student Advisor, and Graduate Course Instructor; Program Development and Class Scheduling; Program Data Collection and Evaluation for HLC, CAEP, SPA; Adjunct Instructor Mentor; Graduate Student Recruitment; Textbook Selection and Ordering; Avatar Student Teaching Simulation Scheduling and Facilitation; Graduate Assistant Coordination and Advising

Areas of Specialization: Alternative Teacher Education; Curriculum and Instruction; Classroom Assessment; Second Language Learning; Instructional Leadership; Program Development and Evaluation

PROFESSIONAL EXPERIENCE

Arkansas Tech University, College of Education, Center for Leadership and Learning, 2012-Present

Assistant Professor and Program Director, Teaching, Learning and Leadership
Master of Education Programs in Nontraditional Teacher Licensure, Curriculum Leadership, and

Instructional Facilitator. Appointed to the Graduate Faculty, August 2012. Appointed to Doctoral Faculty, April 2018.

Arkansas Public School Resource Center, Little Rock, AR, 2010-2012
Teaching and Learning Specialist. Professional Development Provider to Arkansas Rural School Districts and Open-Enrollment Public Charter Schools Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Grant Coordinator. Funded by the Walton Family Foundation

Arkansas Department of Elementary and Secondary Education, Office of Curriculum, Assessment, and Research, 2005-2010
Deputy Associate Director, 2006-2010
Content Specialist Staff Supervisor, 2006-2010
Title III Assessment Specialist, 2005-2010
Foreign Language Specialist, 2005-2010
ELL and ELPA SCASS Representative, 2006-2010

University of Texas at El Paso, Department of Teacher Education, 2001-2005
Assistant Professor of Teacher Education, 2001-2005
Assistant Chair, Department of Teacher Education, 2002-2003
Appointed to Graduate Faculty, August 2001
Appointed to Women's Studies Faculty, January 2002

Autonomous University of Ciudad Juárez, Mexico, English Language Instructor, 1998-2002

New Mexico State University, Department of Curriculum and Instruction, 2000-2001
Visiting Assistant Professor of Reading and Bilingual Education

La Unión Elementary, Gadsden Independent School District, Sunland Park, NM, 1998-1999
 Third Grade Dual Language Immersion Bilingual Education Teacher

Las Cruces Public Schools, Las Cruces, New Mexico, 1996-1998
        Newcomer Center Director and Teacher, 1997-1998
        Basic English Language Instructor for Newcomer Center Parents, 1997-1998
        Title III Curriculum Writer, Sierra Middle School, 1996-1997
        Title III Language Development Specialist, Spring1996

Hatch Independent School District, Hatch, NM, Fall 1995
Interim Bilingual Education Coordinator, Middle School English as a Second Language Teacher

Indiana University, Bloomington, School of Education, 1992-1995
Associate Instructor and Program Coordinator, Cultural Immersion Latino Student Teaching Project and Overseas Student Teaching Project

University-Purdue University at Indianapolis, Spring 1995
Associate Instructor of Multicultural Education

Research Associate, Book Clubs and Literacy Development Study, 1990-1993

Project Directors: Dr. Dorothy Strickland, Rutgers University, and Dr. Sean Walmsley, SUNY-Albany

University of Georgia, Department of Language Education, Athens, GA, 1990-1991
Graduate Research Assistant, Whole Language Research Project, Funded by the Coca-Cola Foundation of Atlanta
Indiana University, Bloomington, Department of Spanish and Portuguese, 1998-1990
Associate Instructor of Spanish

Germantown High School, Germantown, TN, 1986-1988
Spanish Teacher and Spanish and International Clubs Sponsor

GRADUATE COURSES TAUGHT AT ARKANSAS TECH UNIVERSITY

All courses are aligned with current Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the Arkansas Teaching Excellent and Support System (TESS), Arkansas Leader Excellent and Development System (LEADS), Professional Standards for Educational Leaders (PSEL).

Course Abbreviation Key: MTLL: Curriculum Leadership and Nontraditional Teacher Licensure Courses; COUN: Counseling Leadership Courses; and EDLD: Educational Leadership (Building Principal) Courses

COUN 6012	Assessment and Appraisal (online)
COUN 6011	Instructional Leadership/Counseling (online)
EDLD 6002	Administrative Law (online)
EDLD 6313	Principles of Curriculum for School Leadership (online)
EDLD 6552	Curriculum Administrative Internship (online)
EDLD 6892	Independent Study (online)
EDLD 8063	Dissertation I-Proposal Writing (online)
EDLD 8083	Dissertation II (online)
EDLD 8093	Dissertation III (online)
EDLD 8103	Dissertation IV (online)
MTLL 6113	Action Research and Data Analysis for School and Classroom Use
MTLL 6123	Instructional Leadership for the Master Teacher
MTLL 6133	Basic Elements of Curriculum for the Master Teacher
MTLL 6143	Organizational Change and the Role of the Master Teacher
MTLL 6152	Professional Portfolio for the Master Teacher
MTLL 6223	Teaching and Learning for the Master Teacher
MTLL 6252	Communication Advocacy & Policy Development for the Master Teacher
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher (blended)
MTLL 6262	Action Research Practicum for the Master Teacher
MTLL 6271	Resource Acquisition and the Role of the Master Teacher
MTLL 6292	Evaluation of Classroom Learning for the Master Teacher
MTLL 6551	Disciplinary Literacy Internship Practicum (blended)
MTLL 6551	Provisional Student Teaching Internship Practicum (blended)
MTLL 6552	Student Teaching Internship Practicum (blended)

UNDERGRADUATE COURSE TAUGHT AT ARKANSAS TECH UNIVERSITY

TECH 1001   Introduction to the University (online), 2012-2017

CONTINUING EDUCATION

ATU CETL Events
Attended faculty development events at the beginning and end of each academic year.
Tues. Mar. 9 - Blackboard Instructor Webinar Series: Collaborate Ultra - Beyond the Basics, 1:00-1:45 pm
Thurs. Mar. 11 - Kaltura Academic Media & Pedagogy: Creating Interactive Video Opportunities That Provide Active Learning, 1:00 pm

Arkansas Leadership Academy

Executive Leadership Collaborative, Winthrop Rockefeller Institute, Petit Jean Mountain, Arkansas, October 21-23 2019, and April 13-15, 2020

Facilitation of Adult Learning, Winthrop Rockefeller Institute, Petit Jean Mountain, Arkansas, November 19, 2019

Online Course Development

Graduate course developed in 2015 and revised in 2019: EDLD 6313: Principles of Curriculum for School Leadership. Completed ATU College of eTech Certification Course, fall 2014

Conference Participation

Arkansas Professors of Educational Administrator Annual Conference, Harding University, 2013-2020

Solution Tree Professional Learning Community Training for Institutions of Higher Education, University of Arkansas at Little Rock, November 2018

Arkansas Association for the Assessment of Collegiate Learning Annual Meeting and Institute, Harding University, 2015-2017
Volunteer and Session Facilitator, Arkansas ASCD Annual Conference, June 2016, Hot Springs, AR, 2013-2018 (Arkansas ASCD is headquartered in the Center for Leadership and Learning.)
Arkansas Literacy Design Collaborative/Mathematics Design Collaborative Conference, Little Rock, 2016

Faculty Professional Development Activities

Teaching Innovation Conference, Arkansas Tech University, 2017-2019

Collaborative Institutional Training Initiative (CITI), 2018

ETS School Leadership Licensure Assessment (SLLA) State Review Committee Meeting, Little Rock, April 2017

TeachLive Education Avatars Simulation Training, ATU Center for Leadership and Learning, May 2016

Diversity, Equity, and Inclusion Webinar, Arkansas Tech University, March 2016

ETS PRAXIS Review Meeting, ATU College of Education, March 2016

Arkansas Mathematics Standards Update with Thomas Coy, ATU Corley Hall, March 2016

PROFESSIONAL LICENSES AND CERTIFICATES

Teaching Licenses and Endorsements

2005 Arkansas Department of Elementary and Secondary Education, StandardTeaching License, K-12 English as a Second Language and 7-12 Spanish

New Mexico Department of Education, Level Two Teaching License, 7-12 Endorsements in Bilingual Education, English as a Second Language, and Modern and Classical Languages

Tennessee Department of Education, Secondary Teaching LicenseEndorsement in Spanish

Teacher Evaluation and Support

2015	Arkansas Teacher Excellence and Support System (TESS) Administrator Certification
2015	BloomBoard Technology for Arkansas TESS and Arkansas Leader Excellence and Development System (LEADS)
2014	Arkansas Association for the Assessment of Collegiate Learning, Fall Workshop, Understanding and Using Assessment Data with Dr. Linda Suskie, Harding University
2013	Arkansas Leader Excellence and Development System (LEADS) Training, Arkansas Department of Elementary and Secondary Education, Office of Educator Effectiveness
2012	Arkansas Teacher Excellent Support System (TESS) Training, Arkansas Department of Elementary and Secondary Education, Office of Educator Effectiveness
2002	Texas Beginning Educator Support System (TxBESS) Trainer of Trainers, Texas State Board for Educator Certification

Online Course Development

2014 & 2019	Arkansas Tech University eTech Online Certification Program. Graduate course developed: EDLD 6313: Principles for Curriculum for School Leadership
2001-2005	University of Texas Online Consortium, Annual Blackboard Course Development and Delivery Training, Austin, Texas Graduate and undergraduate courses developed: Language Development in Young Children, Development of Mathematics and Science Foundations, Cognitive Development in Young Children

Early Childhood Education Health and Safety Consultant Certificates

2005	Texas Child Care Health and Safety Consultant Certification Infant/Toddler Environment Rating Scale (ITERS) and Early Childcare Environment Rating Scale (ECERS) Texas Child Care Health and Safety Resource Center, El Paso, Texas

SCHOLARSHIP

Research Fellowship

Association of Teacher Educators Clinical Practice Fellow Symposium, 2018 & 2019

Fellows met annually at the beginning of the Association of Teacher Educators annual conference for research planning and collaboration on research related to clinical practice with partner schools and teacher education.

Trombly, C., Dixon, P., and Treadway, E. (2017). "It's like learning math": Establishing a professional learning community for school counselors. *ASCA School Counselor, 54:*6, 50-55.

Treadway, E. (2000). *A Qualitative Study of Dual Language Immersion Education in Southern New Mexico.* Unpublished Doctoral Dissertation. Ann Arbor, MI: University of Michigan.

Seitz, B., Labao, L., & Treadway, E. (1991). No going back: Women's response to political change in Nicaragua. In R. Howes, & M. Stevenson (Eds.), *Women and the Use of Military Force* (pp. 167-184). Boulder, CO: Lynne Reinner Publishers.

Seitz, B., & Treadway, E. (1991). The Reimposition of gender patterns: The case of Nicaraguan women. *InterCom, 3*(1), 2-4.

Treadway, E. (1987). *Using the Keyword Learning Method with Secondary Spanish Students.* Unpublished Master's Thesis. Memphis, TN: University of Memphis.

Ed.D. Dissertation Committee Chair, ATU Center for Leadership and Learning

Faught, P. L. (2019). *A study of Marshallese student attendance in a Northwest Arkansas secondary school.*

Brasel, C. (2019). *Arkansas principal preparedness to identify and assist students with mental health needs.*

Ed.D. Dissertation Committee Member

Hooks, H. (2021). *Student perceptions toward intentional empathy curriculum in the high school English classroom.* Chair: Dr. Sarah Gordon.

Nail, C. (2021). *The Effects of "Capturing Kids' Hearts" and Teacher Job Satisfaction in an Arkansas Elementary School Setting.* Chair: Dr. Sarah Gordon.

Hixson, R. M. (2019). A*ligning criteria: School board hiring practices and the educational leadership standards.* Chair: Dr. Sarah Gordon.

Davis, T. A. (2018). *School culture and student achievement: An examination of two high-achieving, high-poverty Arkansas schools.* Chair: Dr. Christopher Trombly.

Hughey, P. A. (2017). *Investigating teachers' self-efficacy in low performing districts serving low SES students before and after state takeover.* Chair: Dr. John Freeman

HLC, CAEP, and SPA MTLL Program Data Collection

Assessment Coordinator for Master of Education, Teaching, Learning, and Curriculum Leadership and Master of Education, Nontraditional Teacher Licensure Programs, 2012-Present.

Annual Graduate Program Assessment Reports, 2012-Present

Graduate Program Assessment Continuous Improvement Learning Reports-Academic Year/Cycle Master of Education, Teaching, Learning, and Leadership (MTLL) Non-Traditional Licensure (NTL)Master of Education Teaching, Learning, and Leadership (MTLL) Curriculum Leader

Technical Reports

2006   Executive Summary Report on Curriculum and Assessment Survey Results from Helena/West Helena Public School Educators.
Prepared for the Arkansas Department of Elementary and Secondary Education. Data Collection Instrument: Surveys of Enacted Curriculum, Council of Chief StateSchool Officers

Arkansas Tech University College of eTech Course Development

EDLD 6313: Principles of Curriculum for School Leaders, created in 2014, revised in 2019

Program Redesign and Alignment to Educational Leadership Preparation (NELP) Building-Level Program Recognition Standards

Master of Education in Teaching, Learning, and Leadership-Educational Leadership Program. Redesigned in 2019 for submission for approval to the Arkansas Department of Elementary and Secondary Education in February 2020.

Master of Education in Teaching, Learning, and Leadership-Curriculum Leadership Program. Redesigned in 2019 for submission for approval to the Arkansas Department of Elementary and Secondary Education in February 2021.

Program Redesign and Alignment to Arkansas Teacher Leader Model Standards

Instructional Facilitator Endorsement Program, Master of Education Teaching, Learning, and Leadership Non-degree Program of Study. Redesign in progress for submission to the Arkansas Department of Elementary and Secondary Education

Grants Awarded

2020 College of Education Professional Development Grant, $500.00

2019 College of Education Professional Development Grant, $500.00

2018 Arkansas Tech University Faculty Development Grant, $2,200
     College of Education Professional Development Grant, $2,500

2016 Arkansas Tech University Professional Development Grant to attend the
     Learning, Teaching, and Leading Together Conference, Georgia World Congress Center,
     $750.00

2016 Arkansas Tech University Faculty Development Grant, $500.00

2015 Arkansas Tech University Faculty Development Grant, $500.00

2014 Arkansas Tech University Center for Leadership and Learning Faculty Development Grant,
      $666.66

2013 Arkansas Tech University Center for Leadership and Learning Faculty Development Grant,
      $666.66

2012 Arkansas Tech University Center for Leadership and Learning Faculty Development Grant, $800

2004 University of Texas at El Paso College of Education Research Initiative to conduct research on new
      and beginning teacher mentoring initiatives in the El Paso Independent School District, $5,300

2003   University of Texas at El University Research Initiative Grant to Conduct a Program Evaluation of the Job-Embedded Program for Paraprofessionals, $3,000

2003   Partnership in Teacher Education Course Development Grant, $5,300
Graduate Course developed: Online Seminar in Children's Thinking for the Alternative Teacher Certification Program

2003   University of Texas Online Consortium Course Development Grant, $10,000
Graduate course developed: Mathematics and Science Methods for Teaching Young Children for the online M.Ed. and teacher certification program in early childhood education

2002   University of Texas Online Consortium Course Development Grant, $12,000
Undergraduate course developed: Language Development in Young Children

2002   National Endowment for the Humanities Grant, $500
Graduate course developed: Gender and Education for the Women's Studies Program at the University of Texas at El Paso, $500

2002   Center for Innovative Learning Technology Seed Grant to Develop On-line Resource Center for Engaged Learning, $5,000

2001 Fermilab Leadership Institute Integrating Internet, Instruction, and Curriculum Online Partnership Program funded by the U.S. Department of Energy, Illinois State Department of Education, North Central Regional Technology in Education Consortium, and National Science Foundation, $2,000

Community-based learning program developed: Web-based Keystone Heritage Wetlands Course for Pre-Service Teachers and Middle School Students

1990 Indiana Humanities Council Curriculum Development Funding to Foster Sister City Partnerships between Indiana and Posoltega, Nicaragua, elementary schools, $1,500

Peer-Reviewed Conference Presentations

Treadway, E., & Smith, V. C. (2020, February). *Pathway to teacher leadership for alternative teacher licensure candidates.* Paper presented at the Association of Teacher Educators Annual Conference, Atlantic City, NJ.

Treadway, E., & Smith, V. C. (2019, October). *Assessing dispositions of alternative teacher licensure candidates.* Paper presented at the Arkansas Association of Teacher Educators Annual Conference, Russellville, AR.

Treadway, E., & Smith, V. C. (2018, February). *Stakeholder influence on alternative licensure teacher candidates.* Paper presented at the Association of Teacher Educators Annual Conference, Las Vegas, NV.

Dixon, P., & Treadway, E. (2018, June). *Mindfulness and meditation: Educators caring for the whole self.* Paper presented at the Arkansas Association for Supervision and Curriculum Development, Hot Springs, AR.

Smith, V. C., & Treadway, E. (2017, October). *Middle level teacher candidates: Forming a learning community.* Paper presented at the Southern Region Association of Teacher Educators Annual Conference, Rogers, AR.

Dixon, P., & Treadway, E. (2017, November). *Mindfulness and meditation: Educators caring for the whole self.* Paper presented at the Arkansas School Counselors Annual Conference, Hot Springs, AR.

Gunter, M. B., Shopfner, R., & Treadway, E. (2017, April). *P-20 partnerships providing nontraditional teacher-leader candidates field experiences/internships at the Master's level,* Paper presented at the National Field Experience Conference, Ruston, LA.

Trombly, C. E., Dixon, P., & Treadway. E. (2016, April). *Authentic PLCs for school counselors: Learning, teaching, and leading together.* Paper presentation at the Annual ASCD Conference, Atlanta, GA

Treadway, E. E. (2016, April). *I can be the master of my own fate: Empowering teachers through grant writing.* Paper presented at the Arkansas Association of Colleges of Teacher Education Annual Conference, Russellville, AR

Trombly, C. E., & Treadway, E. (2016, April). *Preparing Arkansas students to take their place in the world through culturally-responsive teaching and learning.* Paper presented at the Arkansas Association of Colleges of Teacher Education Annual Conference, Russellville, AR,

Gillespie, A., & Treadway, E. (2015, November). *Expeditionary learning: Engaging students, transforming learning.* Paper presented at the Arkansas Curriculum Conference, Little Rock, AR.

Treadway, E., & Campbell, S. (2005, June). *Bridging the educational and technical divide.* Paper presented at the Online Learning Conference, Austin, Texas, June 2005

Treadway, E., & Kosheleva, O. (2005, March). *Electronic portfolio assessment in teacher education.* Paper presented at the Sun International Conference on Teaching and Learning, University of Texas at El Paso, El Paso, TX.

Hurley, S., & Treadway, E. (2005, February). *From para to teacher: A study of the job-embedded teacher preparation program for paraprofessionals at the University of Texas at El Paso.* Paper presented at the Association of Teacher Educators Annual Conference, Chicago, IL.

Tinajero, J., Hurley, S., & Treadway, E. (2004, October). *Job-embedded teacher training: An innovative approach to the recruitment and certification of paraprofessionals in El Paso County.* Paper presented at the National Network for Educational Renewal Conference, St. Louis, MO.

Blake, S. & Treadway, E. (2004, October). *Local math and science resources for teaching math and science in Spanish*. Paper presented at the Texas Bilingual Education Association Annual Conference, El Paso, TX.

Treadway, E. (2004, October). *Learning reflection through electronic portfolios*. Paper presented at the New Mexico Association of Community Colleges and Western States Consortium for Faculty Development, Las Cruces, NM.

Black, S. & Treadway. E. (2004, March). *Using local environmental resources to teach primary science*. Paper presentation at the Bilingual Education Enhancement in Math and Science Conference, El Paso, TX.

Awalt, C., & Treadway, E. (2004, February). *Electronic portfolios for teacher reflection and professional development*. Paper presented at the Association of Teacher Educators Annual Conference, Dallas, TX.

Treadway, E. (2003, November). *Research report on dual language education*, Paper presented at the National Association for Bilingual Education Annual Conference, Chicago, IL.

Co-facilitator, Dual Language Pre-Institute, November 2013, National Association for Bilingual Education with Dr. Elena Izquierdo and Dr. Antonio González, Chicago, IL.

Treadway, E. (2003, August). *TxBESS: Texas Beginning Educator Support System*. Paper presented at the Association of Teacher Educators Annual Conference, Santa Fe, NM.

Ainsa, T., & Treadway, E. (2003, May). *Early childhood teacher educators online*. Paper presented at the Information Technology and Distance Learning Conference, Midland, TX.

Treadway, E. (2002, November). *National Board for Professional Teaching Standards preparation and certification experiences and recommendations of El Paso master teachers*. Paper presented at the National Association for the Education of Young Children, New York, NY.

Blake, S., & Treadway, E. (2002, October). *Engaged learning math and science workshop*. Paper presented at the Texas Association for the Education of Young Children Annual Conference, El Paso, TX.

Treadway, E., (2002, October). *Leer Más: Lectura en español y estratégias con recursos, materiales, apoyo y sugerencias: An extension of the Texas Teacher Reading Academy for the bilingual classroom*. Paper presented at the Texas Association for the Education of Young Children Annual Conference, El Paso, TX.

Treadway, E., (2002, July). *Leer Más: Lectura en español y estratégias con recursos, materiales, apoyo y sugerencias: An extension of the Texas Teacher Reading Academy for the bilingual classroom*. Paper presented at the Texas Head Start Association Annual Conference, El Paso, TX.

Treadway, E., & Mena, S. (2002, April). *Electronic portfolios for two-way dual language programs*. Paper presented at the Bilingual Education Enhancement in Math and Science Annual Conference, El Paso, TX.

Munter, J., & Treadway, E. (2002, January). *Service learning in higher education: From theory to practice*. Paper presented at the Sun International Conference on Teaching and Learning, El Paso, TX.

Treadway, E. (2001, February). *Dual language immersion education in Southern New Mexico: Advocacy for all students*. Paper presented at the Association of Teacher Educators Annual Conference, New Orleans, LA,

Treadway, E. (1998, April). *Implementing dual language immersion education programs: Lessons from the field*. Paper presented at the New Mexico Association for Bilingual Education Annual Conference, Albuquerque, NM.

Treadway, E. (1998, March). *Programmatic considerations in two-way bilingual immersion education*. Paper presented at the National Migrant Education Association Annual Conference, Louisville, KY.

Treadway, E. (1997, April). *Educating newcomer students and parents: Networking for common goals*. Paper presented at the National Migrant Education Association Annual Conference, Albuquerque, NM.

Hemmerling, H., Manzola, M., & Treadway, E. (1994, April). *Homely questions, homely truths*. Paper presented at the Ft. Lewis College Multicultural Education Annual Conference, Durango, CO.

Stacki, S., Sturbaum, M., Weist, L., & Treadway, E. (1993, October). *Weaving unity and diversity into multicultural classrooms: A model for global/multicultural*. Paper presented at the Journal of Curriculum Theory Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Non-Peer-Reviewed Presentations

Dixon, P., & Treadway, E. E. (2019, June). *Educator health and mindfulness*. Paper presented at the 2019 Arkansas Department of Elementary and Secondary Education Summit, Hot Springs, AR.

Dixon, P., & Treadway, E. (2016, June). *Self-care for educators: You are worth it!* Paper presented at the Arkansas ASCD Annual Conference, Hot Springs, AR.

Nichols, C., & Treadway E. (2016, June). *Second language learners and the pedagogy of hope*. Paper presented at the Arkansas ASCD Annual Conference, Hot Springs, AR.

Trombly, C. T., & Treadway, E. (2015, March). *Benefits of early exposure to BloomBoard Arkansas for nontraditional licensure students*. Presentation at the Arkansas Association of Professors of Educational Administration Annual Conference, Searcy, AR.

Treadway, E. (2014, June). *"I'd like to join your posse, but first I'm going to sing you a little song: Participating in a professional community*. Paper presented at the AASCD New Leaders Session, Arkansas Association for Supervision and Curriculum Development Annual Conference, Hot Springs, AR.

Professional Development Presentations

Dixon, P., & Treadway, E. E. (2019, July). *Educator health and wellness*. Clarksville School District Curriculum Conference, Clarksville, AR.

Treadway, E. E. (2018, June). *ESL Academy: Culturally-responsive teaching and learning.* Dawson Education Cooperative, Arkadelphia, AR

Trombly, C. E., Dixon, P., & Treadway, E. E. (2014-2016, September). *CLL internship orientation.* Presentation at the Annual CLL Internship Orientation Breakfast Meeting, Arkansas Tech University, Russellville, AR.

Treadway, E. E. (2016, June). *UbD for Russellville School District counseling leaders*. Workshop facilitated at the Center for Leadership and Learning, Russellville, AR.

Treadway, E. E. (2016, May). *Standards-driven, backward planning for school leaders*. Workshop facilitated at the LEAD21 Walton Scholars Seminar, Russellville, AR.

Treadway, E. (2016, May). *Standards-driven, backward planning for school leaders*. Workshop facilitated at the LEAD21 Walton Scholars Seminar, Little Rock, AR.

Treadway, E., (2015, March*). Applying the principles of backward planning to K-12 counselling curriculum development*. Workshop for the Russellville School District Counselors, Center for Leadership and Learning, Russellville, AR.

Treadway, E. (2015, May). *Standards-driven, backward planning for school leaders*. Workshop for the ATU LEAD 21 Walton Scholars, Lake Dardanelle State Park Visitors Center, Russellville, AR.

Trombly, C. E., & Treadway, E. (2015, May). *Preparing for greatness: Making your mark by leveraging your gifts*. Presentation at the Teach for America (AR) End-of-Year Celebration and Student Leadership Conference, Philander Smith College, Little Rock, AR.

Treadway, E. & Gillespie, A. (2014, July). *Content literacy in the social sciences, K-12*. Workshop facilitated at the Clarksville School District Curriculum Conference, Clarksville, AR.

Treadway, E. (2014, July). *Content literacy in the arts, K-12*. Workshop facilitated at the Clarksville Curriculum Conference, Clarksville, AR.

Treadway, E. & Johnson, A. (2014, July). *Content literacy in the sciences, K-12*. Workshop facilitated at the Clarksville School District Curriculum Conference, Clarksville, AR.

Treadway, E. (2014, July). *Equal access for EL students, K-6*. Workshop facilitated at the Clarksville Curriculum Conference, Clarksville, AR.

Shopfner, B., & Treadway, E. (2013, January). *Understanding by Design team training*. Workshop for Arkansas Department of Elementary and Secondary Education content specialists and team leaders, Arkansas Department of Elementary and Secondary Education, Little Rock, AR.

Shopfner, B., & Treadway, E. (2013, January). *Understanding by Design team training.* Workshop for Arkansas Department of Elementary and Secondary Education content specialists and team leaders, Crystal Bridges Museum, Rogers, AR.

SERVICE

Service to the ATU Center for Leadership and Learning

Program Director and Student Advisor, MTLL-NTL Nontraditional Teacher Licensure Program, 2017-Present

Facilitator, MTLL Shareholders Committee, Annual Graduate College/College of Education Shareholders Meeting, 2015-Present

MTLL Program Data Collection and Program Assessment Coordinator for Graduate College, CAEP, and SPA Reports, 2014-Present

Chair, CLL Department Promotion and Tenure Committee, 2019-2021

Chair, MTLL Curriculum Leadership Professional Portfolio Review Committee, 2015-Present

Chair, MTLL NTL Nontraditional Teacher Licensure Professional Portfolio Reviews, 2013-Present

Member, Educational Leadership Faculty Selection Committee, October 2018-March 2019

Member, Educational Specialist Curriculum Committee, 2016-2018

Member, LEAD 21 Cohorts 4 and 5 Student Interview Committee, 2015-2017

Member, Educational Leadership Faculty Selection Committee, February 2016

Service to the ATU College of Education

Member, College of Education Faculty and Staff Professional Development and Grant Committee, 2017-Present

Member, College of Education Administrative Assistants' Educators of Promise Scholarship Committee, 2018-2019

Member, Technology Committee, 2017-2019

Member, Committee on Excellence in Education, 2016-2019

Member, College of Education Associate Dean Selection Committee, November 2018-March 2019

College of Education Representative at the Arkansas Department of Elementary and Secondary Education Annual Alternative Teacher Licensure Program Fair, Little Rock, Arkansas, September 2018 and 2019

Member, College of Education Teacher Education Council, 2016-2018

Chair, Faculty Development Grant Committee, 2016-2017; Member, 2016-Present
Member, Vision and Mission Committee, Fall 2016

Member, Elementary Education Faculty Search Committee, Fall 2015

Service to Arkansas Tech University

Chair, Professional Development Grant Committee, 2020-Present

Member, University Professional Development and Research Grant Committee, 2019-Present

Member, Advising Handbook Revision Committee, 2021-Present

Academic Coach, 2020-Present (New program for first-time college students initiated in 2020)

Member, Faculty Welfare Committee, 2015-2016, 2016-2017, and 2017-2018

Secretary, Faculty Welfare Committee, 2015-2016 and 2016-2017

Member, Center for Excellence in Teaching and Learning Advisory Board, 2016-2017

Member, Committee on Adjunct Support, 2016-2017

Member, Graduate Appeals Committee, 2014-2015

Member, Library, Instructional Materials, and Equipment Committee, 2013-2014

Service to the Profession

Peer Reviewer, 2020 EDLD Program Redesign Proposals, Arkansas Department of Elementary and Secondary Education, 2020-Present

Member, Arkansas Department of Elementary and Secondary Education 2020 Educator Preparation Program Redesign Committee, 2017-2020

Advisory Committee Member, Novice Teacher Mentoring Program, Arch Ford Educational Service Cooperative, Plummerville, AR, 2019-Present

Board Member, Arkansas Professors of Educational Administration, 2017-2021

Spring Conference Organizer, Arkansas Professors of Educational Leadership 2020, Growing Future Leadership

Annual Conference Planning Committee Member, Arkansas Professor of Educational Leadership, 2018-2020

Member, Arkansas Department of Elementary and Secondary Education Professional Licensure Standards Board, Ethics Subcommittee, and Educator Preparation Program Quality Report (EPPQR) Committee, 2017-2021 (Elected in May 2017 by the board of the Arkansas Professors of Educational Administration organization to serve for a three-year term)

Conference Proposal Reviewer, American Association of College of Teacher Education, 2016-Present

Conference Proposal Reviewer, Association of Teacher Educators Annual and Summer Conferences, 2015-2020

Volunteer, Southern Region Association of Teacher Educators Annual Conference, fall 2017

Member, Arkansas Department of Elementary and Secondary Education, Beginning Administrators Advisory Committee, 2015-2017

Judge, CODIE Educational Technology Competition, 2013-2016

SAGE Publishing Manuscript Reviewer, Qualitative Dissertation Methodology: A Guide for Design and Procedures, published in August 2017

Member, Van Buren School District Counseling Advisory Council, 2015-2016

Arkansas Department of Elementary and Secondary Education Representative, English Language Learner (ELL) State Collaborative on Assessment and Student Standards Annual Meetings, Council of Chief State School Officers, 2005-2010

Arkansas Department of Elementary and Secondary Education Representative, English Language Development Assessment (ELDA) State Collaborative on Assessment and Student Standards Annual Meeting, Council of Chief State School Officers, 2005-2010

Arkansas Department of Elementary and Secondary Education Representative, Council of Chief State School Officers Annual Conference on Large-Scale Assessment, 2005-2010

Arkansas Department of Elementary and Secondary Education Representative, 2016 Title III Summit, Federal Program Technical Assistance Meeting, Washington, DC

Arkansas Department of Elementary and Secondary Education Representative, 2016 Title III Regional Biennial Meeting of Title III State Education Directors, Washington, DC

Evaluator, Innovation Incubator Competition, hosted by the Education Division of the Software and Information Industry Association, 2013

Evaluator, Foreign Language Assistance Grant Program, U.S. Department of Education, 2009

Children's Poetry Judge with UTEP Pre-service Teachers, El Paso Public Library, 2003-2005

Member, El Paso del Norte YWCA Child Care Advisory Board, El Paso, Texas, 2005

Member, Mexico in the 21st Century Program, Indiana Humanities Council, Monroe County Consolidated Schools, Bloomington, Indiana, 1990

Service to the Community

Arkansas Tech University-Wesley Foundation Age to Age Volunteer, 2017-Present

Fort Smith Chapter of the Daughters of the American Revolution, 2019-Present

Sustaining Member, Junior League of Fort Smith, Little Rock, and El Paso, Texas, 2000-Present

Member, Alma Community Women's League, 2012-2016

INTERNATIONAL STUDY AND SERVICE

Delegation Member, National Council of State Supervisors of Foreign Languages to the People's Republic of China sponsored by the National Chinese Institute on Teaching Chinese as a Foreign Language, 2006

Delegation Member, Center for International Policy Delegation to Venezuela, 2006

Team Member, Sister Cities International Nicaragua Elections Observation Team, 1990

Co-coordinator and Member, Indiana, Bloomington, Indiana-Posoltega, Nicaragua, Sister Cities Overland Delegation Co-coordinator, 1989

Junior Year Abroad, Marquette University in Madrid, Complutense University, 1984-1985
Study Abroad, Rhodes College International Studies Internship, Lima, Peru, 1983

Exchange Student, American Field Service, Arica, Chile, 1981

ACTIVE MEMBERSHIPS

ASCD International
Arkansas ASCD
Association of Teacher Educators
Arkansas Association of Colleges of Teacher Education
Arkansas Association of Curriculum and Instructional Administrators
Arkansas Association of Professors of Educational Administration
Arkansas Association of Teacher Educators

Dr. Steve M. Bounds

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Education

Arkansas State University: Ed.D., Educational Leadership; Ed.S., Educational
    Administration; SCCT (Specialist in Community College Teaching), Biology; M.S.,
    Biology.
Oklahoma Christian University: B.A., Bible, Greek, Science, Education.
Crowley's Ridge College: A.A., Liberal Arts.
Additional studies: University of Central Oklahoma, Harding University, Southeast
    Missouri State University, Abilene Christian University, Gateway Seminary, Nations
    University

Professional College Teaching Experience

Full-Time

Arkansas Tech University, Russellville AR. Professor.
  2018-current: Doctoral faculty. Ed.S. Program Director. Coordinate licensure program.

Arkansas State University, Jonesboro AR. Professor.
  2017-2018: Taught in the doctoral program
  2014-2017: Interim Chair, Dept. of Educational Leadership, Curriculum, & Special
  Education. Director, Center for Excellence in Education. Oversaw all department
  operations for the MSE, EdS, and EdD degrees.
  2013-2014: Graduate Programs Coordinator. Coordinated all graduate programs in the
  College of Education.
  2007-2013: Assistant Professor. Taught school finance, school business management,
  supervised internship, introduction to statistics & research, advanced statistics, advanced
  educational research, school personnel administration, management of operational
  systems, school & community relations, school district administration, theories of
  instruction, curriculum management and philosophies of education classes. Directed
  dissertations.

Henderson State University, Arkadelphia, AR. Assistant Professor.
  2006-2007: Taught school finance, school business management, supervision of
  instruction, and school district administration classes.

Crowley's Ridge College, Paragould AR. Science Department.
  1977-1980: Taught general biology, general chemistry, zoology, botany, field studies,
  Bible, Greek, photography, and sociology classes.

<u>Adjunct</u>

Southeast Missouri State University, Cape Girardeau MO. Adjunct Professor. Taught school finance, school district administration, and administration of the curriculum classes. (5 years)

Southeast Missouri State University, Cape Girardeau MO. Adjunct Professor. Taught general biology classes. (2 years)

Southwest Baptist University, Bolivar MO. Adjunct Professor. Taught school finance classes. (2 years)

Three Rivers College, Poplar Bluff MO. Adjunct. Taught data processing, introductory biology, and microbiology classes. (8 years)

Tarkio College, Tarkio MO. Adjunct. Taught management operation systems class. (1 semester)

Northeast Arkansas Community College, Blytheville AR. Adjunct. Taught BASIC Programming class. (1 semester)

East Arkansas Community College, Forrest City AR. Adjunct. Taught general biology and computer programming classes. (2 years)

K-12 Administrative Experience

Superintendent of Schools.
  Maynard Schools, Maynard AR, spring 2007 (interim);
  Newburg School District, Newburg MO, 2005-2006;
  Doniphan R-I Schools, Doniphan MO, 2001-2005;
  Campbell R-II Schools, Campbell MO, 1989-1997.

Associate Superintendent for Finance.
  Poplar Bluff R-I Schools, Poplar Bluff MO, 1997-2001

High School Principal.
  Campbell R-II Schools, Campbell MO, 1985-1989

Publications

Bounds, S. (2020). State of the states: Arkansas 2019. *Journal of Education Finance*, 45(3): 264-265.

Bounds, S. & Yu, Q. (2019, in press). Superintendent personality types. *Journal of Education and Human Development*.

Brady, K. P. & Bounds, S. (2019). Arkansas. In D. Thompson, R. Wood, S.

Neuenswander, J. Heim & R. Watson (Eds.), *Funding Public Schools in the United States and Indian Country* (pp. 39-55). Charlotte NC: Information Age Publishing.

Bounds, S. (2018). State of the states: Arkansas 2017. *Journal of Education Finance.*

Nichols, J., Bounds, S. & Henley, J. (2018). From face-to-face to hybrid: Candidates' perspectives of joining a doctoral program offered in a digital format. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 219-225). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved from https://www.learntechlib.org/primary/p/182527/.

Bounds, S. (2018). Teaching educational statistics online: What students want. *Proceedings of the Center for Scholastic Inquiry 2018*, 455.

King, J. & Bounds, S. (2017). Ebbing the flow. *Proceedings of Global Conference on Education and Research 2017* (pp 67-80).

Bounds, S. (2016). Lessons learned: Implementing a large-scale online degree program. In *Proceedings of EdMedia 2016--World Conference on Educational Media and Technology* (pp. 196-202). Vancouver, BC, Canada: Association for the Advancement of Computing in Education (AACE). Retrieved from https://www.learntechlib.org/primary/p/172951/.

Bounds, S. (2015). Novice versus experienced online graduate student expectations: A comparative analysis. In S. Carliner, C. Fulford & N. Ostashewski (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2015* (pp. 835-840). Association for the Advancement of Computing in Education (AACE).

Bounds, S. (2014). State of the states: Arkansas 2014. *Journal of Education Finance.* 40(3):41-42.

Bounds, S. (2013). Blackboard or Epic? Student ratings of an online statistics class using different learning management systems. In J Herrington, et al. (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013* (pp. 1842-1847). Chesapeake, VA: AACE.

Bounds, S. (2012). Modalities of online instruction and student perceptions. *Proceedings of AmHighEd 7th International Conference on Business and Education, 4*, 56-62.

Bounds, S., Holifield, M., & Nichols, J. (2012). Implementing a large scale distance education program: The good, the bad, and the ugly. *Proceedings of the National Council of Professors of Educational Administration.* Kansas City, MO.

Bounds, S. & Holifield, M. (2011). Perceptions regarding the purpose of schooling. *Proceedings of AmHighEd 6th International Conference on Business and Education, 4*, 56-62.

Bounds, S. & Holifield, M. (2011). Components of an effective online class. *Proceedings of the International Association for Development of the Information Society Conference.*

Bounds, S. (2010). E-pedagogy: What students want. *Proceedings of Global Learn Asia Pacific 2010* (pp. 4162-4167). AACE.

McBride, J., Bounds, S., Holifield, M., Nichols, J., Milligan, J., Henley, J. & Nichols, C. (2009). Trials, tribulations, and triumphs-The "3 Ts" of course development and delivery of an on-line program in a partnership between a public state university a public state university and the private sector. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009* (pp. 1367-1372). Chesapeake, VA: AACE.

Bounds. (1993). A review of leadership styles. *Proceedings of Arkansas Association of School Leaders*, 1:4-5.

McDaniel, V.R, Bounds, S.M., Frazier, R. & Sutton, K.B. (1978). Geographic Distribution: Carphophis amoenus helenae. *Herpetological Review.* 9:142.

Bounds, S. and Hutchinson, E. (1978). Sighting of albino red-tailed hawk in Randolph County, Arkansas. *American Ornithology* 245(3):117.

Bounds, S. (1977). Addendum to: Fishes of the Fourche River in northcentral Arkansas. *Proceedings of Arkansas Academy of Science*, 31:112.

Bounds, S., Beadles, J.K. and Johnson, M. (1977). Fishes of Randolph County, Arkansas. *Proceedings of Arkansas Academy of Science*, 31:21-25.

Bounds, S. and Beadles, J.K. (1976). Fishes of the Fourche River in northcentral Arkansas. *Proceedings of Arkansas Academy of Science*, 30:22-26.

Presentations

Arkansas Association of Teacher Education, Oct 2019, Russellville AR, *Mistakes That Should Be Taught*

American Education Research Association Conference. April 13-17, 2018. New York, NY. *School Superintendent Attitudes toward Hiring Building Principals with Online Degrees.*

Center for Scholastic Inquiry Conference. April 11-12, 2018. Savannah, GA. *Teaching Educational Statistics Totally Online: What Students Want.*

National Education Finance Conference, April 4-6, 2018, Tulsa, OK. *State of the States –*

Arkansas 2017.

National Education Finance Conference, April 4-6, 2018, Tulsa, OK. *Generating Revenue with Online Programs: Reality or Fake News?*

19th International Conference on Autism, Intellectual Disability & Developmental Disabilities. January 17-19, 2018. Council for Exceptional Children, Division on Autism & Developmental Disabilities. Clearwater Beach, FL. *Ebbing the Flow.*

Southeastern Regional Association of Teacher Educators Conference, Oct. 5-7, 2017, Rogers, AR, *Nature or Nurture – Are Teachers Naturally Born or Academically Made?*

National Council of Professors of Educational Administration/International Professors of Educational Leadership Conference. July 31-August 4, 2017, San Juan, PR, *Leadership Style or Personality Type.*

National Education Finance Conference, February 2017, Cincinnati, OH, *State of the States – Arkansas 2016*

EdMedia Conference, June 2016, Vancouver BC, Canada, *Lessons Learned: Implementing a Large-Scale Online Degree Program*

National Education Finance Council, February 2016, Jacksonville FL, *Sustainability of a Large-Scale Online Educational Leadership Program*

National Education Finance Conference, February 2016, Jacksonville, FL, *State of the States – Arkansas 2015*

National Education Finance Conference, February 2016, Jacksonville, FL, *Teaching Education Finance Courses in Distance Programs*

National Council of Professors of Educational Administration, August 2015, Washington DC, *Employability of Principals with Online Degrees*

EdMedia Conference, June 2015, Montreal, Canada, *Novice vs Experience Online Graduate Student Expectations: A Comparative Analysis*

National Education Finance Council, February 2015, St. Louis MO, *War Stories or BS (Blowing Smoke)*

Association of School Business Officials, Sept 2014, Kissimmee FL, *Criminal Activity: An Analysis of Crimes Committed by a Principal*

Arkansas Association of Teacher Education, Oct 2014, Russellville AR, *Mistakes That Should Be Taught*

National Education Finance Conference, April 2014, Louisville KY, *State of the States – Arkansas 2013*

National Education Finance Conference, April 2014, Louisville KY, *Teaching School Business Management with YouTube*

EdMedia Conference, June 2013, Victoria BC, *Student Ratings of an Online Statistics Class*

National Education Finance Conference, May 2013, Indianapolis IN, *Back to Basics: Using Excel for School Budgeting*

Global Teaching Conference, Mar 2013, Jonesboro AR, *Effective Design of an Online Statistics Course*

Heartland eLearn Conference, Feb 2013, Oklahoma City OK, *Student Ratings of a Class Using Two Learning Management Systems.*

American Institute of Higher Education, 2012 Oct, Niagra Falls NY, *Modalities of Online Instruction and Student Perceptions*

Natl. Council of Professors of Educational Administration, 2012 Aug, Kansas City MO, *Implementing a Large Scale Distance Education program: The Good, the Bad, and the Ugly*

Administrative Issues Conference, 2011 Oct, Weatherford OK, *Graduate student perceptions of an effective online class*

Natl. Council of Professors of Educational Administration, 2011 Aug, Portland OR, *Mentoring in the Development of Aspiring Principals and Program Directors*

American Institute of Higher Education, 2011 Apr, Charleston SC, *Perceptions Regarding the Purpose of Schooling*

American Educational Research Association, 2011 Apr, New Orleans LA, *Cross-cultural analysis of principal preferred influence tactics and targeted goals*

Association of School Business Officials International, 2010 Sep, Lake Buena Vista, FL, *The Role of School Facilities in the Delivery of Instruction: A Physical Capital Perspective*

Natl. Council of Professors of Educational Administration, 2010 Aug, Washington DC, *What Graduate Students Want in an Online Class*

Natl. Council of Professors of Educational Administration, 2010 Aug, Washington DC, *Perceptions of Principal Preparation Candidates Regarding the Purpose of*

Schooling

Association for the Advancement of Computing in Education, 2010 May, Pygnang, Malaysia, *E-pedagogy: What Students Want*

World Conference on E-Learning, 2009 Oct, Vancouver BC, *Trials, tribulations, and triumphs-The "3 Ts" of course development and delivery of an on-line program in a partnership between a public state university and the private sector*

Mid-South Educational Research Association, 2008 Nov, Knoxville TN, A *Reexamination of the Relationship between Socioeconomic Status and Recent Student Achievement*

Natl. Council of Professors of Educational Administration, 2008 Aug, San Diego CA, *Confessions of a Novice Online Instructor*

Missouri Association of School Business Officials, 2003 Jun, Poplar Bluff MO, *Developing a Budget in Difficult Times*

Missouri Association of School Business Officials, 2003 Apr, Osage Beach MO, *Projecting Local Revenue*

Missouri Association of School Business Officials, 2002 Jan, Poplar Bluff MO, *The ASBR*

Missouri Association of School Business Officials, 2001 Jun, Poplar Bluff MO, *Projecting Local Revenue*

Missouri Association of School Business Officials, 2001 Apr, Osage Beach MO, *F.I.R.E. in Missouri Schools*

Missouri Association of School Business Officials, 2001 Apr, Osage Beach MO, *Foundation Formula Basics*

Professional Service Activities

University Service

Library Committee, 2011-2014
Graduate Council, 2013-present
Education & Technology Committee, 2014-2017 (chair)
Chairs Council, 2014-2017

College Service

Budget Committee, 2018-2019
Teacher Education Committee, 2019-current
Advanced Programs Assessment Committee, 2012-2015

College Curriculum Committee, 2013-2014
Promotion, Retention & Tenure Committee, 2013-2014
Merit Committee, 2013-2014
NCATE Assessment Committee, 2012-2013 (chair)
Grievance Committee, 2012-2013
College Technology Committee, 2010-2011
COPE, 2007-2012, (chair, 2011; vice-chair 2012)
Advanced Programs Committee, 2007-2009, (chair)
Initial Programs Committee, 2011-2012 (vice-chair)
Advanced Programs Conceptual Frameworks Committee (2010-2011)
NCATE Steering Committee (2010-2011)
NCATE Budget Committee (2009-2010)
NCATE Standard 6 Writing Committee (2008-2009)

Department Service

Program director (Ed.S.), 2019-current
SPA Review Coordinator, 2018-2019
Department chair, 2014-2017
Director of Center for Excellence in Education, 2014-2017
Graduate Programs Coordinator, 2013-2014
Assessment Committee, 2008-2014 (chair)
Curriculum Committee, 2007-2014

Organizational Memberships
National Education Finance Academy (NEFA)
Arkansas Association of Educational Administrators (AAEA)
Arkansas Rural Educators Association (AREA)
Arkansas Council of Professors of Educational Administration (ArPEA)
Arkansas School Boards Association (ASBA)
Association of School Business Officials (ASBO)
Maynard School Board (president)
Mid-South Distance Learning Association (MSDLA)
Mid-South Educational Research Association (MSERA)
National Council of Professors of Educational Administration (NCPEA)
Texas Distance Learning Association (TxDLA)
American Educational Research Association (AERA)

Conferences/Workshops Attended (without presentation)

Arkansas Public School Resource Center workshop, 2019 Nov, statewide video conference

Arkansas Dept. of Education LEADS training, 2019 Oct., Russellville AR

Arkansas Professors of Educational Administration (ArPEA) Conference, 2019 April, Searcy AR

ASBA Winter Conference, 2017 Dec., Little Rock

Arkansas Public School Resource Center workshop, 2017 Nov, Walnut Ridge AR

Arkansas Public School Resource Center workshop, 2017 Oct, Walnut Ridge AR

ASBA Winter Conference, 2016 Dec., Little Rock

ASBA Regional Conference, 2016 Oct., Jonesboro

Arkansas School Boards Association workshop, 2016 Nov., Walnut Ridge AR

Arkansas Public School Resource Center workshop, 2016 Nov, Walnut Ridge AR

Council for the Accreditation of Educator Preparation, 2015 July, Chicago IL

Southeastern Association of School Business Officials, 2015 Apr., Myrtle Beach SC

Arkansas Professors of Educational Administration (ArPEA) Conference, 2015 April, Searcy AR

Arkansas Association of Educational Administrators (AAEA)- Arkansas School Boards Association (ASBA) Joint Education Conf., 2015 May, Little Rock

ASBA Winter Conference, 2015 Dec., Little Rock

Arkansas University Deans meetings, 2015 Feb & May., Little Rock AR

ASBA Regional Conference, 2015 Oct., Jonesboro

Arkansas School Boards Association workshop, 2015 Nov., Walnut Ridge AR

Arkansas School Boards Association workshop, 2015 Oct., Walnut Ridge AR

AAEA-ASBA Joint Education Conf., 2014 May, Little Rock

Arkansas Dept. of Education LEADS training, 2014 Sept., Little Rock

AAEA Fall Conf., 2014 Oct., Little Rock

ASBA Regional Conference, 2014 Oct., Jonesboro

Arkansas School Boards Association workshop, 2014 Nov., Walnut Ridge AR

Arkansas School Boards Association workshop, 2014 Dec., Walnut Ridge AR

Arkansas Public School Resource Center workshop, 2014 Nov, Walnut Ridge AR

AAEA-ASBA Joint Education Conference, 2014 May, Little Rock AR

Arkansas School Boards Association Winter Conference, 2013 Dec, Little Rock
    AR
Arkansas Public School Resource Center Workshop, 2013 Nov, Walnut Ridge
    AR
Arkansas Rural Education Association Fall Conference, 2013 Nov, Hot Springs
    AR
Arkansas Public School Resource Center Workshop, 2013 Oct, Walnut Ridge
    AR
Arkansas School Boards Association Training Forum , 2013 Oct, Little Rock AR
Northeast Arkansas Principals Association, 2013 Oct, Jonesboro AR

AAEA-ASBA Joint Education Conference, 2013 May, Little Rock AR
Southern Regional Education Board Leadership Forum, 2013 May, Atlanta GA
National Education Finance Conference, 2013 May, Indianapolis IN
Global Teaching Conference, 2013 Apr, Jonesboro AR

Arkansas School Boards Association Winter Conference, 2012 Dec, Little Rock
    AR
Arkansas Public School Resource Center Workshop, 2012 Nov, Walnut Ridge
    AR

Arkansas Public School Resource Center Workshop, 2012 Oct, Walnut Ridge
    AR

Arkansas School Boards Association Regional Conference, 2012 Oct, Hoxie AR
NCATE Conference, 2012 Sep, Arlington VA

Texas Distance Learning Association Conference, 2012 Mar, Dallas TX
Arkansas School Boards Association Winter Conference, 2011 Dec, Little Rock
    AR
Arkansas Public School Resource Center Workshop, 2011 Dec, Walnut Ridge
    AR

Mid-South Distance Learning Association Conference, 2011 Oct, Little Rock AR
Arkansas School Boards Association Regional Conference, 2011 Oct, Jonesboro
    AR
Arkansas Public School Resource Center Workshop, 2011 Sep, Walnut Ridge, AR

ELCC Workshop, 2011 Sep, Searcy AR

Arkansas School Boards Association Winter Conference, 2010 Dec, Little Rock AR

Arkansas School Boards Association Regional Conference, 2010 Oct, Jonesboro AR

NCATE Conference, 2010 Sep, Washington DC

Arkansas Public School Resource Center Workshop, 2010 Sep, Pocahontas AR

Arkansas Council of Professors of Educational Administration Conference, 2010 May, Little Rock AR

Arkansas School Boards Association Spring Conference, 2010 May, Little Rock AR

Arkansas Council of Professors of Educational Administration Conference, 2009 Apr, Jonesboro AR

Arkansas Council of Professors of Educational Administration Conference, 2008 Apr, Russelville AR

Texas Distance Learning Association Conference, 2008 Mar, Galveston TX

Association of School Business Officials, 2005 Oct., Baltimore MD

American Association of School Administrators, 2004 Feb, San Antonio TX

Association of School Business Officials, 2002 Oct, Phoenix AZ

Association of School Business Officials, 2001 Oct, Minneapolis MN

Other Professional Service

Board of Advisors, National Education Finance Academy

Board member, ArPEA

Manuscript Reviewer – Administrative Issues Journal; Teachers College Press; Mid-South Educational Research Association; Heartland Distance Learning Association; Global Learning in Education & Research

Educational Testing Service (ETS) Scorer: SSA and SLLA exams

NCATE Review teams

Book chapter reviews:

Urdan, T.C. (2010). *Statistics in Plain English*. 4th ed. Routledge: New York. 224 pp.

Mertler, C.A. & Charles, C.M. (2011). *Introduction to Educational Research*. 7th ed. Allyn & Bacon: Boston. 432 pp.

Schneider, G. (2015). *Introductory Statistics*. Sage Publications. 5 chapters

Grants

2008 -- ORTT Grant ($1200) to conduct research and present at Mid-South Educational Research Association regarding student achievement and socioeconomic status

2013 – Academic Partnerships Grant ($5000) to conduct research and present regarding factors contributing to students dropping out of online programs.

2017 – ORTT Grant ($500) for travel expense to present at the Global Conference on Education & Research.

Dissertation Committees

Myers, Remington. (2020). *A study of two truancy interventions in two Arkansas high schools*. (Chair)

Watkins, Stephen. (2020). *Alternative Learning Environments as a tool for student success for struggling learners in northwest Arkansas school districts*. (Member)

Gladden, Curtis. (2020). *The relationship of Marshallese student participation in extracurricular activities and academic achievement in an Arkansas school district*. (Chair)

Nail, Chris. (2019). *Do graduate level content degrees matter? An analysis of the effect of content area master's degrees on student achievement*. (Chair)

Morris, Nathan. (2019). *Improving college matriculation in high poverty Arkansas high schools through early advising and college matching*. (Chair)

Mallett, Kyle. (2019). *Homeschooling in rural northwest: An investigation of parent choices*. (Chair)

Yu, QianQian (2019). *Examining culture in International Business curricula: Teaching East Asian culture within universities in the United States*. (Chair)

Jackson, Gabriel. (2019). *The impact of teacher mentoring on novice educator retention in high poverty schools*. (Member)

Manley, Amy. (2019). *Implementation of standards-based grading at the middle school level*. (Member)

Johnson, Kimberley. (2018). *Factors related to persistence, retention, and graduation of African American males in Louisiana universities.* (Chair)

Humphrey, Brandi. (2018). *A mixed-methods study conducted in conjunction with the Beck Pride Center at Arkansas State University: The impact of PTSD and TBI on the student-veteran's learning environment and performance.* (Chair)

Kuizin, Laura. (2018). *Analysis of factors that influence pre-med undergraduate selection of osteopathic or allopathic medical school.* (Chair)

Dockery, Julie (2018). *An analysis of African American and White college students' interactions with instructors at the first and second year level.* (Chair)

Spack, Martha. (2018). *Understanding the impact of student engagement on the graduation rates of higher education institutions.* (Member)

Dixon, Derrick. (2018). *Sexual misconduct and interpersonal violence education: An analysis of the athletic department's influence on the proactive approaches utilized to address Title IX issues among college student athletes.* (Member)

Sanders, Heath. (2017). *Student loan debt: An interpretative phenomenological study of the impact of indebtedness on lived experience of educators.* (Chair)

Greer, Paula. (2017). *Perceptions of special education teachers' professional learning experiences in Arkansas.* (Chair)

Greer, Rickey. (2017). *Diversity from within: An analysis of Arkansas magnet schools' enrollment and achievement data in grades 1-6, 2006-2014.* (Chair)

Allison, Heather. (2017). *Factors that influence teachers to remain in Priority Schools in Arkansas.* (Chair)

Williams, Regina. (2017). *The prevalence of insomnia in school administrators.* (Chair)

Reed, Dawn. (2016). *Perceptions of the national association of chiefs of police regarding preferred educational curricula for law enforcement training in higher education.* (Chair)

Durley, Donald. (2016). *Perceptions of Tennessee teachers regarding RTI implementation.* (Chair)

Walter, Joey. (2015). *Developing an Arkansas Adult Teacher Education evaluation instrument.* (Chair)

Jones, Don. (2017). *Shared governance and organizational commitment reported by*

enrollment managers in the Council of Christian Colleges and Universities. (Member)

Sanchez, Matthew. (2017). *The effects of institutional characteristics at four-year public colleges on financial aid operational activities.* (Member)

McFall, Kimberly. (2016). *Trends in homeschool education: How the face of homeschooling is changing.* (Member)

Bell, Cheryl. (2016). *An Investigation of Perceptions on the Value of State Mandated Preparation for Principal Practice in Evaluating Teachers.* (Member)

Bista, Krishna (2013). *Asian international students' college experiences at universities in the United States: Relationship between perceived quality of personal contact and self-reported gains in learning.* (Member)

Holifield-Scott, April. (2011). *Reported usage and perceived value of advanced placement English language and composition curricular requirements by high school and college assessors of the essay portion of the English Language and Composition Advanced Placement Exam.* (Member)

Wood, Michael. (2010). *Factors students use in choosing to attend Church of Christ institutions of higher education when students have no affiliation with the church.* (Member).

Miles, Michael. (2010). *Development of an accreditation assessment survey using the Higher Learning Commission's five criteria for accreditation of higher education institutions.* (Member).

<div align="center">

Dr. William K. Morelan

Assistant Professor & EDLD Program Director

Center for Leadership and Learning

Arkansas Tech University

</div>

OVERVIEW

- educational administrator with broad experience in a variety of settings
- classroom teacher with a learner-focused instructional philosophy
- workshop presenter at national conventions (multiple topics)
- vice-president for curriculum development (educational publishing)
- senior editor for numerous academic curricula

EDUCATION

- Ph.D. in Leadership (Curriculum & Instruction), Andrews University, Berrien Springs, MI
- Masters in Teaching, Andrews University, Berrien Springs, MI
- B.S. Communication (English, Speech), Southwestern Adventist University, Keene, TX

WORK HISTORY

- **EDLD Program Director**, Arkansas Tech University, Russellville, AR   2019 - present
- **Curriculum Administrator**, Jasper School District, Jasper, AR   2014 - 2019
- **Adjunct Professor**, Arkansas Tech University, Russellville, AR   2016 - 2019
- **English Teacher**, Oark High School, Jasper School District, Jasper, AR   2012 - 2014
- **Educational Consultant/Author**, Self-Employed, Siloam Springs, AR   2010 - 2012
- **V.P. Curriculum Development**, Concerned Group Inc, Siloam Springs, AR   1994 - 2010
- **Chair, English Department**, Gravette High School, Gravette, AR   1991 - 1994
- **Curriculum Developer**, Concerned Group Inc, Siloam Springs, AR   1988 - 1991
- **Principal**, Weimar Academy, Weimar, CA   1985 - 1988
- **Principal**, Ozark Elementary, Gentry, AR   1982 - 1985

PUBLICATIONS

- *Married for Life - Stories of Couples Married 50 Years or More* (Hallmark, 2004)
- *Air Is Not Oxygen - Essential Science You Should Have Learned!* (Amazon, 2014)
- Creator of the **Science Readers** series (Kendall Hunt, (2010) *Electricity*
    - student text/teacher guides; physical science*Light* - student
    text/teacher guides; physical science *Heat* - student text/teacher
    guides; physical science
    Magnetism - student text/teacher guides; physical science *Newton's Laws* -
    student text/teacher guides; physical science *Objects & Materials* - student
    text/teacher guides; physical science*Basic Needs* - student text/teacher
    guides; life science
    Life Cycles - student text/teacher guides; life science

Environments - student text/teacher guides; life science *Environmental Changes* - student text/teacher guides; life science *Structure & Function* - student text/teacher guides; life science *Why Are You Unique?* - student text/teacher guides; life science *Earth Materials* - student text/teacher guides; earth science *Changes in the Earth* - student text/teacher guides; earth science *Fossils* - student text/teacher guides; earth science

The Sun - student text/teacher guides; earth science

Weather & Seasons - student text/teacher guides; earth science

Objects in the Sky - student text/teacher guides; earth science

- Publications Chair/Editor, **ARA Reader** (Arkansas Reading Association)

    The Reader, Volume 37, Issue 1 (2012)

    Feature: The Status of Common Core in Arkansas - Tracy Tucker

    The Reader, Volume 38, Issue 1 (2013)

    Feature: From Common Core to Curriculum, Five Big Ideas - Jay McTighe

    The Reader, Volume 39, Issue 1 (2014)

    Misconceptions about Close Reading and the Common Core - Tim Shanahan

- Senior Editor, elementary curriculum series (Concerned Group, Inc.)

    A Reason for Handwriting - K-6th student worktexts/teacher guides (1994, 2003)

    A Reason for Spelling - K-6th student worktexts/teacher guides (2001)

    A Reason for Science - 3rd-8th student worktexts/teacher guides (2006)

    A Reason For Reading - ninety-five K-3rd leveled readers/teacher guides (2006)

- Senior Editor, non-fiction books (Concerned Group, Inc.) *How to Live to a Healthy Hundred* - Russ Potter (1996) *It's Who You Know* - Morris Venden (1996)

    The Last Trolley Out - Morris Venden (2009)

    How to Make Christianity Real - Morris Venden (1998)

- Journals / Newspapers

    Just in Time for Winter: New AMI Plans - Harrison Daily Times, Newton County Times (2017)

    The Failing Schools Myth - Arkansas Times, Harrison Daily Times, Newton County Times, Madison County Record, Johnson County Record (2016)

    Flexible Scheduling: What Does It Mean? - Harrison Daily Times, Newton County Times (2016)

    The Fun Factor: How Active Enjoyment Impacts Learning - The Journal of Adventist Education (2002)

PRESENTATIONS

- "Depth of Knowledge - Key Analogies for Understanding," ArATE Conference (Arkansas Association of Teacher Educators), Russellville, AR - Oct 2019
- "Jeopardy or Shark Tank? An Introduction to DOK," Education Innovation Summit (Office of Innovation for Education), Hot Springs, AR - Sep 2019

- LEADS 2.0 Training (for over 90 AR administrators, three sessions), Center for Leadershipand Learning, Russellville, AR - July/August 2019
- "Jeopardy or Shark Tank? An Introduction to DOK," Arkansas ASCD Conference,Little Rock, AR - June 2018
- "Ensuring Accurate Data," Arkansas Department of Education, DTC Training,Little Rock, AR - August 2017
- "Depth of Knowledge" (workshop), Jasper School District, Jasper, AR - August 2018
- "Dyslexia Teams" (workshop), Jasper School District, Jasper, AR - August 2015
- "Response to Intervention" (workshop), Jasper School District, Jasper, AR - August 2015
- "Differentiated Instruction" (workshop), Jasper School District, Jasper, AR - August 2014
- "Differentiated Instruction" (workshop), Claremont Elem., Claremore, OK - October 2013
- Keynote address, Diocese of Seattle (educational conference), Seattle, WA - August, 2007

CURRICULUM DOCUMENTS

- Alternate Methods of Instruction plan (used as an exemplar on ADE's website)
  http://www.arkansased.gov/divisions/learning-services/alternative-methods-of-instruction
- ESOL Policies & Procedures manual (regional exemplar for districts in the O.U.R. Coop)
  https://www.jasper.k12.ar.us/plugins/show_image.php?id=1382
- Homework Policy (regional exemplar for districts in the O.U.R. Coop)
  https://blogs.atu.edu/morelan/homework/
- Kindergarten Exit Assessment program (district-level, policies and procedures)
  https://blogs.atu.edu/morelan/kindergarten/

RELATED ACTIVITIES

- Academic Blog: https://blogs.atu.edu/morelan/
- Member ATU Online Learning Advisory Board, 2019-2020
- Featured Teacher on *Exploring Arkansas*, Episode 1102 (AETN), February 2015
- Lifetime Arkansas Educator's LicenseCurriculum
  Prog Administration
  P-12 Building Level AdministrationEnglish
  Language Arts
  Journalism
  Oral Communications
- Finalist for the Arkansas Teacher of the Year, 2014

- Professional Organizations
  Association for Supervision and Curriculum Development (ASCD)
  Arkansas Association for Supervision and Curriculum Development (AASCD)Arkansas
  Association of Educational Administrators (AAEA)
  Phi Delta Kappa International

Danielle Stewart, Ph.D.
danielle.stewart@rsdk12.net

Work Experience

RUSSELLVILLE SCHOOL DISTRICT

District ESL/Title III/Migrant Supervisor, Central Office, 2014-Present

English as a Second Language, Migrant, and Title III District Supervisor, Kindergarten-12th Grade, Central Office Staff

Key Contributions:
Arkansas ESL Coordinator of the Year, 2017
ARKTESOL Board Member, State Regional Representative
ARKTESOL Communications Coordinator
AAEA Beginning Administrator Presenter at
AASCD Conference Title III Directors
National Member
Arch Ford Educational Cooperative ESL Consortium Leader/FacilitatorArkansas
Association of Education Administrators Member
Arkansas Department of Education ACSIP/ESL Advisory Steering Committee MemberArkansas
Department of Education ESSA Advisory Steering Committee Member
State Bilingual Literacy Seal Committee Member
ATU College of Arts and Humanities Advisory Board MemberDistrict
Minority Recruitment Board Member
District Foreign Language Implementation Committee MemberDistrict
Level Test Coordinator for ELPA 21
Founder of the RSD ESL Newcomer Language Academy Program and summer program:Passport Immersion.
Recipient of the New Immigrant Grant (3 years)

Spanish, ESL, and Journalism Teacher (8-9), 2006 to 2014
Hired as a full-time teacher to teach Spanish I, ESL, and Print Journalism at RJHS.
Key Contributions:
Earned the award of "Principal's Choice Teacher" during my first year at RJHS.ESL Presenter, Professional Development Speaker and Presenter.
Students placed first and second at State Competition in Spanish all 5 years.Teacher of the Month (2012, 2014, 2015)

National Board Certified Teacher in World Languages.
Served as committee chair for English Language Development Testing and Language Proficiency Committees.
Member of ARKTESOL (attended TESOL Conference 9 years).

Member of Arkansas Foreign Language Teacher Association, Students placed 1ˢᵗ for 12years.

Translator and facilitator of ELL Failure Conferences.

Facilitator in providing teachers with appropriate documentation and ESL-friendlystrategies.

ARKANSAS TECH UNIVERSITY: Adjunct Undergraduate and Graduate Faculty

<u>**Instructor of English and CLL, 2011-Present**</u>
OLA SCHOOL DISTRICT

<u>**Spanish, Speech, Theater, and English Teacher (9-12), 2004-2006**</u>
Teacher of Spanish I, II, Pre-AP III, and Advance Placement IV.
Taught the Phonetic Alphabet, Speech, and directed plays. Taught 10ᵗʰ grade English.ESL
Parent Liaison and translator for the high school.

DANVILLE SCHOOL DISTRICT

<u>**Spanish and English Teacher (8-12), 2003-2004**</u> Hired as a
full-time teacher in the above curriculum.Served as ESL
Liaison and translator for the district.

ARKANSAS TECH UNIVERSITY

<u>**Spanish Continuing Education Teacher, 2003-2006**</u>
Hired to teach adult education classes to people in the medical and business professions whowanted to
learn Spanish.

Education & Credentials

TEXAS TECH UNIVERSITY- LUBBOCK, TX: *PhD in Curriculum and Instruction:English as a Second Language and Bilingual Education, May 2020*
Graduate May 2021.
Dissertation: "Educator Growth in Immigrant Education through Reality Pedagogy'sCogenerative Dialogue in an Ever-Changing World"
Member of the PhD Honor Society: Phi Kappa Phi.
4.0 Student.

AMERICAN COUNCIL ON EDUCATION
National Board Certified Teacher in World Languages, Spanish, 2014
Twelve Graduate Credit Courses via NBCT.
ARKANSAS TECH UNIVERSITY – RUSSELLVILLE, AR
MLA in Liberal Arts: Communications and English, 2009
Most of the hours are in English and Journalism/Communications.

Served as President of Sigma Tau Delta: English Honor Society.

Published in *Nebo* (Literary Journal). Graduated
Graduate School with a 4.0 GPA.

Published an MLA project on Foreign Language Learning. *Available in ATU Library.*

ARKANSAS TECH UNIVERSITY — RUSSELLVILLE, AR

BA in Spanish, 2003
Arkansas Teacher Certification (Grades K-12), 2003 (renewed in 2010)Member
of Zeta Tau Alpha, "Model New Member."
Vice-President of Spanish Club.
Vice-President of Young Democrats of ATU.
Lab instructor and Professor Aide in the Foreign Language Department:
4.0 Student in all four ESL Classes (4 semesters worth), AR Teaching License (ESLEndorsement)

DOVER HIGH SCHOOL: VALEDICTORIAN, 2000

Arkansas Teacher Certifications

004, 003	*Spanish*	PK-12
166	*English*	7-12
208, 207	*Drama/Speech*	PK-12
308, 307	*ESL*	PK-12
4040	*Journalism*	7-12

National Board Certification: Spanish Language

SHAWN HETTINGA, EDS
smartin1@atu.edu
shawnhettinga@dardanellelizards.com

OBJECTIVE
To apply earned education and earned job experience for an institution promoting standards-based instruction and facilitating learning and success for all students.

EDUCATION / LICENSURE
Doctoral Student of Educational Leadership - Cohort 6
Arkansas Tech University May 2022
Educational Specialist – Educational Leadership
Arkansas Tech University June 2019
• District Administration License PK - 12

Master of Education – Leadership and Administration
Arkansas Tech University May 2018
• Building Administration License PK - 12

Master of Education – Leadership and Counseling
Arkansas Tech University December 2014
• School Counseling License PK – 12

Master of Teaching
University of Central Arkansas May 2009
• English Language Arts 7 - 12

Bachelor of Arts – General Studies with English Emphasis
Arkansas Tech University May 2007

EDUCATOR EXPERIENCE
District Curriculum & Digital Technology Administrator
Dardanelle School District (K-12) July 2019- Current

Visiting Lecturer of School Counseling and Teacher Leadership
Arkansas Tech University – Center for Leadership and Learning August 2018 – Current

School Counselor (K-3 Grades)
Dardanelle Primary School August 2014 -May 2019

School Counselor (6-12 Grades)
Danville High School August 2012 –May 2014 English Language Literature (5-8 Grades)
Danville Middle School June 2012 – May 2012 Upward Bound Literacy and Composition Instructor

Arkansas Tech University June 2012 – May 2012 English Language Literature (9-10 Grades)

Marshall High School June 2007 – June 2008

PROFESSIONAL MEMBERSHIPS
Arkansas Association for Supervision and Curriculum Development (AASCD); Arkansas School Counselor Association (ArSCA); National Education Association (NEA); Arkansas ACT State Organization; Arkansas Association of Educational Administrators (AAEA)

PROGRAM SKILLS
Blackboard, Onetech, Banner, Eschool, Cognos, Canvas, Triand, Moodle, Microsoft Office, Prezi, Google Classroom, Google Docs, Google Forms, Google Slides, Google Sheets, Indistar, Planbook, Bloomboard, ADE Data Center, AELS, PBIS, Functional Behavior Assessments (FBA), DragonFly, Hawthorne Screeners, DIBELS, My School Info, StudentGPS, Arkansas Digital Sandbox, iTunesU, ACT Aspire Portal

LEADERSHIP TRAINING AND OFFERINGS
504 Program Administrator
AASCD Member and Conference Presenter
ArSCA Conference Presenter
ACSIP Indistar Program Manager
ACT College Prep Summer Literacy Instructor ACT Site Testing Coordinator
ACT Student Services Committee
ACT Study Prep Course Program Administrator ADE Benchmark Content Advisory Committee
ADE Research & Technology Ambassador
ATU CAEP Accreditation Review
ATU Shareholder – Leadership and Learning
ATU Graduate Student Gala Award Recipient
ATU Counseling Portfolio Defense Chair
ATU School Counseling Q & A Panel
ATU Teacher Education Council
Tutoring Program Building Administrator
State Standards Assessment ELA Committee Arkansas State ACT Organizational Committee
AR Blood Institute Site Coordinator
CPR / First Aid Recertification Spring 2017 Credit Recovery Program Administrator
District Leadership Committee
Gifted and Talented Testing Committee
Gatekeeper of Arkansas Trainer
Handbook Committee
Hawthorne Data Scoring and Reports
Behavior Intervention Plan Administrator
Health and Wellness Administrator
Mental Health Care Parent Liaison

Parental Involvement Administrator
Personnel Policies Committee
Professional Development Administrator
Response to Intervention Co-Administrator
Saturday School Program Administrator
School-Based Therapy Contact
Search and Interview Committee for New Hires Senior High Beta Sponsor
Student Intervention Plan (SIP) Administrator
Standards Review Planning Committee
Toys for Tots Program Manager – Yell County
Teen Leadership Coalition Sponsor
Yell County Backpack Program Manager
Building and District Testing Coordinator
ELPA21 Testing Administrator

KAREN NORTON, ABD
karen.norton@archford.org

Skills

Persuasion techniques
- Relationship building
- Documentation skills
- Data analysis
- Recruitment
- Training and development
- Skilled problem solver
- Positive and friendly
- Strong interpersonal skills
- Detail-oriented
- Team building expertise
- Active listening skills

Professional Summary

High-energy leader offering 24 years of superior performance in teaching and learning. Adept at designing professional development that supports new teachers while modeling best practices. Ready to apply expertise and experience to training pre-service teachers at Arkansas Tech University.

Work History

Recruitment and Retention Specialist, 07/2019 to Present
Arch Ford Educational Service Cooperative, Plummerville, AR
- Negotiating contracts and delivery plans with educational consultants.
- Continuously delivering top-quality training documentation, manuals, and tools addressing needs of teachers in their first three years.
- Effectively implementing best training practices and adult learning principles in planning and creation of instructional materials.
- Designing, implementing, and managing successful training programs to meet school needs.
- Providing subject matter expertise materials, lesson plans and classroom management.
- Teaming with subject matter experts in evaluation and revision of training tools to continually improve learning platforms.
- Collaborating with the Department of Elementary and Secondary Education to provide relevant training to novice teachers.
- Submitting and monitoring novice teacher state grant.
- Collaborating with role-alike specialists

Elementary Principal, 07/2016 to 06/2019
Jacksonville North Pulaski School District, Jacksonville, AR
- Administered all facets of personnel policies and procedures, including conception, modification, and approval of professional staff additions.

- Modeled expected and appropriate leadership to promote teaching staff and administrative personnel and positive interaction with students and families.
- Built productive relationships with parents of students facing difficult situations at school or at home.
- Prepared school budget and submitted to school board with recommendations for hiring, capital expenditures and cost-saving initiatives.
- Collaborated with district office to develop functional budgets within allocated funds.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.
- Trained teachers on effective teaching techniques, classroom management strategies, and behavior modification.
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.
- Developed subject and grade leaders to advance oversight and improve instruction.
- Performed classroom evaluations to assess teacher strategies and effectiveness.

Elementary Principal, 07/2013 to 06/2016
Carlisle School District, Carlisle, AR
- Interviewed, hired, supervised, and assisted all school employees and offered feedback through positive methods.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.
- Recommended and administered appropriate solutions, sanctions, and discipline for non-compliance to rules and standards for student performance and behavior.
- Collaborated with teachers and administrators to discuss academic needs of students, including interventions, enrichment, and curriculum.
- Met with parents to resolve conflicting educational priorities and issues.
- Documented student attendance and progress against goals.
- Established and maintained rapport with other staff, students, and parents to facilitate communication and academic progress.
- Upheld commitment to educational excellence and fostered atmosphere of mutual respect and trust.

Instructional Facilitator/Elementary Assistant Principal, 07/2009 to 06/2013
Monticello School District, Monticello, AR
- Collaborated with principal to identify areas in need of improvement and implement solutions.

- Collected data on program effectiveness through surveying, data analysis and other methods and implemented solutions for improvement.
- Monitored field trips and special events to maintain safety and increase attendee retention.
- Planned and facilitated math and science workshops in accordance with district curricula, employing varied methods to meet the needs of the diverse staff.
- Researched and incorporated current trends and data into standards-based curriculum for math and science.
- Effectively implemented best training practices and adult learning principles in planning and creation of instructional materials.
- Encouraged good habits and modeled practical problem-solving for staff and clients.
- Managed, advised and trained new support staff in science and math initiatives and processes.
- Managed schoolwide discipline program.
- Maintained opened communication with parents and other stakeholders.
- Conducted teacher evaluations utilizing the Frameworks for Teaching.
- Disaggregated various types of data and conducted action research.

K-12 District Math Specialist, 07/2008 to 06/2009
Cabot School District, Cabot, AR
- Encouraged good habits and modeled practical problem-solving for teachers.
- Developed math curriculum.
- Managed a team of math coaches.
- Conducted classroom walkthroughs.
- Supported Cognitively Guided Instruction (GCI) training for all K-3 teachers.

Math/Science Instructional Facilitator, 08/2004 to 06/2008
Warren School District, Warren, AR
- Modeled best practices in science and math instruction.
- Developed science and math curriculum.
- Hosted family math and science nights.
- Managed math/science budget.
- Conducted classroom walk throughs.
- Provided professional development in math and science.

Elementary Teacher, 08/1995 to 07/2006
Warren School District, Warren, AR

EDUCATION

Working Toward An EdD, Ed Leadership With Emphasis in Adult Learning, 2022
Grand Canyon University - Phoenix, AZ

Certification, District Level Administration, 2014

Texas A&M University - Texarkana - Texarkana, TX
Master of Arts, Educational Leadership, 2012

University of Arkansas At Monticello - Monticello, AR
Bachelor of Arts, Early Childhood Education
University of Arkansas At Monticello - Monticello, AR

ACCOMPLISHMENTS
- Awarded Warren School District Teacher of the Year, May 2002.
- Awarded Arkansas Teacher of the Year, December 2002.
- Achieved National Board Certification, November 2002.
- Awarded Presidential Award of Excellence in Science, November 2001.
- State and National Conference speaker.
- International Reading Association Research Grant Awardee.

AFFILIATIONS
- Arkansas State Teacher Association, current member
- Association of Arkansas Educational Administrators, current member

APPENDIX D

Curriculum Leadership Certificate

Internship Memorandum of Understanding

**Teacher Leadership Certificate Clinical Experience Agreement between
ARKANSAS TECH UNIVERSITY, RUSSELLVILLE, ARKANSAS**
and_____School District

It is hereby agreed between the_____**School District** and Arkansas Tech University that these two institutions will collaborate in a program of curriculum leadership preparation and professional education involving school-based and district-office based field experiences and the internship experience for ATU students referred to as **Curriculum Leadership Certificate** candidates.

This agreement is of a continuing nature, subject to termination by either party upon proper notification. The nature of the agreement is such that notice of termination shall be considered appropriate, if it is in writing and effective at the beginning of the semester subsequent to the notice.

This agreement shall be reviewed each year, prior to August 1, to determine those modifications in general policies and understandings, and the responsibilities of the agencies involved, which are necessary for the operation of the next academic year.

GENERAL POLICIES AND UNDERSTANDINGS

1. The purpose and intent of this agreement is concerned primarily with the advancement of the profession of curriculum leadership.
2. The University has no pre-determined intent to modify the public school organization concerned, its administration, staff, curriculum, or procedures for operation, as these are determined by district personnel and boards of education.
3. The school district accepts the curriculum leadership program of the University and undertakes to cooperate fully in its development and application.
4. The selection of curriculum administrators to supervise curriculum leadership candidates in the field shall be the joint responsibility of the administrative officers of both institutions.
5. Assignment of candidates shall be the joint responsibility of the University and the designated school/district personnel.
6. Candidates assigned to schools for internship or other pre-internship experiences will be expected to conform to all regulations of the University that apply to student activities on the ATU campus and to adhere to all standards of professional conduct which the school and the district Board of Education may have determined for its own staff.
7. Any questions involving conflict of interests are to be resolved by the administrative officers of the two institutions in harmony with the policies stated above.
8. The internship program shall be evaluated each year under the direction of the MTLL Program Director and MTLL faculty with assistance from field-site personnel for the purpose of improving the teacher preparation programs.

RESPONSIBILITIES OF THE UNIVERSITY

1. To collaborate with the administrative staff of the school in the selection of mentor teachers to supervise candidates. To remove or reassign any candidate whose work or actions are objectively determined by the mentor curriculum administrator to jeopardize student learning in the classroom and/or school.
2. To define in detail the experiences that may be provided to candidate.

3. To provide professional materials and assistance to mentor curriculum administrators appropriate to the task of fulfilling their responsibilities for guiding the growth and evaluation of candidates.

4. To provide every possible assistance to the school system in its general in-service training program.

5. To observe the calendar and teaching method of the host school during the internship experience.

6. To have ATU faculty on site or recall the candidate within 24 hours in case of problems.

RESPONSIBILITIES OF THE PUBLIC SCHOOLS

To serve as a cooperative mentor curriculum administrator, educators meet the following minimum mentorship qualifications:

a. Are fully licensed in the appropriate content field and administrative license with no negative Professional LicensureStandards Board findings against them;

b. Have a minimum of three consecutive years of teaching experience with at least one semester in the current position;

c. Are qualified mentors with, at minimum, proficient ratings on evaluations and having completed TESS and LEADS training;

d. Be willing to mentor the candidate in internship for a duration of at least 15 weeks each semester; and

e. Be willing to seek approval of the district curriculum administrator, building principal, the mentor curriculum administrator, and the MTLL Program Director in making changes in the original placement of the certificate candidate.

_____

Signature of District Representative   Title   Date

_____

MTLL Program Director Signature   Date

Revised 04/16/2021

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Educational Leadership (EDLD)	05/05/21

Title	Signature	Date
Department Head Sarah Gordon	*Sarah R gordon*	5.17.2021
Dean Linda Bean	*Linda Bean*	5.17.2021
Assessment Christine Austin	*Christi Austin*	7.12.21
Registrar	*Tammy Weann*	8/18/21
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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Graduate Certificate

Program Title:	
P-12 Building Level Administrator ~~Certificate~~.	

1

Proposal for New Program

1) Proposed Title: Building Level Administrator ~~Certificate~~

Graduate Certificate in (inserted above, with caret ^)

2) Requested CIP code: 13.0408 / 13.0409

3) Proposed Starting Date: Spring 2022

4) Contact Person:

William Morelan, Ph.D.

EDLD Program Director

Arkansas Tech University

wmorelan@atu.edu

(479) 356-2561

5) Program Summary:

The *Building Level Administrator Certificate* will recognize a graduate student's successful completion of the Masters in Educational Leadership (EDLD) non-degree "license endorsement" option. Currently, students with an existing Masters in a related field (Counseling, TESOL, etc.) are eligible to pursue this 25-credit-hour endorsement option with approval from the Program Director. This helps them meet all the requirements for an Arkansas Building Level Administrator license without the need to complete the full 34-credit-hour program required for a Masters in Educational Leadership.

6) Need for the Program:

At the present time, when students complete the required coursework for the license endorsement option, there is no recognition of this achievement. In addition, under the current system, they are counted as dropouts … which negatively impacts the program's graduation rates. The proposed *Building Level Administrator Certificate* is designed to help address this issue.

Over the past five years, enrollment in both the EDLD degree program and EDLD "license endorsement" option has been steady, and all graduates and completers in both areas have successfully passed theSLLA 6990 required for licensure eligibility. It is anticipated that enrollment could increase slightly with the addition of this certificate since it will help us promote the EDLD program and compete with other universities that offer similar certificate options.

In addition, earning this certificate will add value to the graduate school experience for these

EDLD students, helping them not only meet their career goals, but also encouraging them to continue their professional learning at ATU (since courses required for the "license endorsement" are stackable with the Ed.S. and subsequent Ed.D. degrees).

7) Curriculum: Adding the Building Level Administrator Certificate does not change the existing curriculum in any way. It is simply a method to formally recognize completion of the endorsement option. (A comparison of ATU's full approved "full degree" and "license only" tracks is shown below.)

Master of Education
EDUCATIONAL LEADERSHIP

Full Degree

Program of Study for:
Student Name – Spring Entry

Entering Date:	Program Advisor: Morelan		Entering GPA:	Cumulative GPA:	
Course Number	Course Title		Semester	Instructor(s)	Grade
EDLD 6023	Organizational Change		Spring 1	Morelan	
EDLD 6352	Physical Environment of Schools		Spring 1	Bounds	
EDLD 6013	School Organization and Leadership		Summer 1 (S1)	Morelan	
EDLD 6102	School Finance		Summer 1 (S1)	Bounds	
EDLD 6402	Working with Marginal Performer		Fall 1	Morelan	
EDLD 6253	Instructional Leadership		Fall 1	Morelan	
EDLD 6153	Communication with School and Community		Spring 2	Morelan	
EDLD 6552	Administrative Internship (part 1)		Spring 2	TBT	
EDLD 6203	Education and Society		Summer 2 (S1)	Trombly	
EDLD 6313	Principles of Curriculum Development		Summer 2 (S1)	Morelan	
EDLD 6113	Action Research and Data Analysis		Summer 2 (S2)	Morelan	
EDLD 6002	Administrative Law		Fall 2	Freeman	
EDLD 6552	Administrative Internship (part 2)		Fall 2	TBT	
EDLD 6991	Professional Portfolio		Fall 2	Bounds	
	Portfolio Review		Fall 2		
	Projected Graduation Date:		December		

Notes: Thirty-four (34) credit hours. Internships will be taken during the last two semesters of the program.
Instructors subject to change depending upon faculty course loads.

Master of Education
EDUCATIONAL LEADERSHIP

License Only

Program of Study for:
Student Name – Spring Entry (L0)

Graduate Certificate Curriculum

Entering Date:	Program Advisor: Morelan		Entering GPA:	Cumulative GPA:	
Course Number	Course Title		Semester	Instructor(s)	Grade
EDLD 6023	Organizational Change		Spring 1	Morelan	
EDLD 6153	Communication with School and Community		Spring 1	Morelan	
EDLD 6102	School Finance		Summer 1 (S1)	Bounds	
EDLD 6203	Education and Society		Summer 1 (S1)	Trombly	
EDLD 6402	Working with Marginal Performer		Fall 1	Morelan	
EDLD 6253	Instructional Leadership		Fall 1	Morelan	
EDLD 6552	Administrative Internship (part 1)		Spring 2	TBT	
EDLD 6313	Principles of Curriculum Development		Summer 2 (S1)	Morelan	
EDLD 6002	Administrative Law		Fall 2	Freeman	
EDLD 6552	Administrative Internship (part 2)		Fall 2	TBT	
	Projected Graduation Date:		December		

Notes: Twenty-five (25) credit hours. Internships will be taken during the last two semesters of the program. Electives may be added if needed to meet minimum hour requirements for financial aid. A portfolio review is not required for this program since it is non-degree seeking.

8) Faculty: Faculty will continue to be the current instructors approved by the VPAA and Graduate Collegeto teach at the Masters level: Bill Morelan, Ph.D. (EDLD program director); John Freeman, Ph.D. (Ed.D. program director); Steve Bounds, Ph.D. (Ed.S. program director); Christopher Trombly, Ed.D. (CLL adjunct instructor, former ATU/CLL professor); Mona Chadwick-Scott, Ph.D. (CLL adjunct instructor, former ATU CLL professor).

9,10,11) Resources/Costs/Funding: Since the proposed certificate is simply an addition to an already existing program, no additional resources be needed and no new costs will be incurred for its implementation.

12) Organizational Chart: The proposed program will be fully housed in the Educational Leadership programwithin the College of Education and the agreed upon department created by merging of C & I and CLL. William Morelan, Ph.D. (EDLD Program Director) will coordinate all aspects of the proposed certificate.

13) Specialized Requirements: No specialized requirements are required to add a *Building Level* Administrator *Certificate* to the existing EDLD program.

14) Board of Trustee Approval: See pages 6-7.

15) Similar Programs: Currently, the University of Arkansas, Arkansas State, and Henderson State University offer similar certificates.

16) Desegregation: ATU's Educational Leadership program consistently attracts minority students who areseeking to advance into building-level and district-level leadership positions. While numbers vary from semester to semester, the program currently has several African American, Asian and Pacific Islander, and Hispanic students who are successfully pursuing an EDLD degree.

17) MOUs: The addition of a *Building Level Administrator Certificate* does not require Institutional Agreements or MOUs with any outside entity.

18) Program Review: After initial approval, the program will be reviewed annually for the first two yearsto verify that it is performing as expected, and to allow opportunity for revisions to increase effectivenessif needed. The program will be reviewed during the ninth

4

year to prepare for resubmission approval.

19) Additional Information: The EDLD Program Director will willing provide any additional informationon this program proposal that might be requested by ADHE staff.

20) Distance Technology: All instruction in ATU's EDLD program is via distance technology. The program underwent an extended program renewal process and received full approval from both ADE and the ADHEin late 2020. The proposal for a *Building Level Administrator Certificate* is simply an extension of this process.

A H E C B Approved Degree Programs
Academic Year 2021

Status	Level	Award	CIP 2020	Degree Code	Credit Hours	Distance 50% +	Program Name	Approval Date
A	05	BS	31.0301	2970	121-123		Recreation & Park Administration	1/1/1985
A	05	BS	40.0101	3010	120		Physical Science	1/1/1985
A	05	BS	40.0501	2350	120		Chemistry	1/1/1985
A	05	BS	40.0601	2660	120		Geology	1/1/1985
A	05	BS	40.0801	3040	120		Physics	7/29/2011
A	05	BS	40.0806	3060	120		Nuclear Physics	7/29/2011
A	05	BS	43.0302	2490	120	100%	Emergency Administration & Management	5/1/1997
A	05	BS	51.0706	2700	120		Health Information Management	1/1/1985
A	05	BS	51.0905	2930	120		Nuclear Medicine Technology	7/26/2019
A	05	BS	51.1005	2890	120		Medical Laboratory Science	1/1/1985
A	05	BS	52.0901	2760	120		Hospitality Administration	1/1/1985
A	05	BSBA	52.0201	2320	120	100%	Management & Marketing	1/1/1985
A	05	BSBA	52.0201	3530	120		Management	4/20/2018
A	05	BSBA	52.0301	2200	120		Accounting	1/1/1985
A	05	BSBA	52.0601	2460	120		Economics & Finance	1/1/1985
A	05	BSBA	52.0801	2580	120		Finance	4/19/2019
A	05	BSBA	52.1399	2321	120		Business Data Analytics	4/27/2012
A	05	BSBA	52.1401	3590	120		Marketing	4/20/2018
A	05	BSC mp E	14.0901	3650	120		Computer Engineering	1/26/2018
A	05	BSEE	14.1001	4140	120		Electrical Engineering	4/1/1998
A	05	BSME	14.1901	4230	120		Mechanical Engineering	4/1/1998
A	05	BSN	51.3801	4240	120		Nursing	1/1/1985
A	06	GC	13.0501	5770	12	100%	Online Teaching	1/27/2017
A	06	GC	13.1102	5751	15	100%	Advising Certificate	1/27/2017
A	07	MA	09.0702	5395	30		Multi-Media Journalism	4/1/2000
A	07	MA	13.1401	1401	33	100%	Teaching English to Speakers of Other Languages	2/6/2004
A	07	MA	23.0101	5310	30		English	4/1/2000
A	07	MA	54.0101	5360	30		History	2/1/2000
A	07	MAT	13.0101	6740	36		Teaching	4/30/2010
A	07	MBA	52.0201	5581	30	100%	Business Administration	1/27/2017
A	07	MEd	13.0401	5665	34	100%	Educational Leadership	5/1/1997
A	07	MEd	13.0501	5675	36		Instructional Technology	1/1/1985
A	07	MEd	13.1001	5870	36	100%	Special Education K-12	1/29/2016
A	07	MEd	13.1101	6680	45	90%	School Counseling & Leadership	4/21/2017
A	07	MEd	13.1315	5825	36	100%	K-12 Literacy	1/26/2018
A	07	MEd	13.9999	3975	39		Teaching, Learning, & Leadership	2/1/2001
A	07	MLA	24.0101	5960	30		Liberal Arts	4/1/1990
A	07	MS	03.0601	6225	30		Fisheries & Wildlife Science	2/1/2000
A	07	MS	11.0103	6285	36		Information Technology	2/1/2000
A	07	MS	13.1102	5615	36	100%	Student Affairs Administration	4/19/2002
A	07	MS	31.0599	6306	33		Strength & Conditioning Studies	1/31/2014

August 10, 2020   Status: A=Active   N=Active Future   I=Inactive

Please refer to the AHECB website https://www.adhe.edu/students-parents/colleges-universites/degree-information/ for the most up-to-date program listings.

7

Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

May 19, 2020

Dr. Linda Bean
Dean, College of Education
Arkansas Tech University
CRA-214
Russellville, AR 72801

Dear Dr. Bean

The Division of Elementary and Secondary Education (DESE) has completed its review of the proposal submitted by Arkansas Tech University's redesign of the Masters of Education in educational leadership program. I am pleased to inform you that DESE has approved this program of study, which can be implemented beginning immediately. Candidates may be recommended for Principal P-12 licensure upon completion of the prescribed program of study and the required licensure assessments.

Thank you for providing professional education programs in your area of the state to serve the schools and students of Arkansas. Best wishes for the continued success of Arkansas Tech University's educational leadership program.

Sincerely,

Nita R. Bohannon, Ed.D.
Education Preparation Program Advisor
Arkansas Department of Education
Division of Elementary and Secondary Education
Educator Effectiveness and Licensure

CC: Ms. Joan Luneau, Education Preparation Program Coordinator
    Ms. Karli Saracini, Assistant Commissioner, Educator Effectiveness and Licensure
    Ms. Melissa Jacks, Educator Licensure Program Manager
    Dr. Bill Morelan, ATU Educational Leadership Program Director

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM
(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Department of Curriculum and Instruction, College of Education	5/17/2021

Title	Signature	Date
Department Head Sarah R. Gordon	*Sarah R gordon*	5.17.21
Dean Linda Bean	*Linda Bean*	5.21.2021
Assessment Dr. Christine Austin	*Chis L Austin*	6.1.2021
Registrar	*Tammy Weaver*	6/8/2021
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title: Teacher Leadership ~~Certificate~~ Graduate Certificate

PROPOSAL
NEW CERTIFICATE PROGRAM

1. **PROPOSED PROGRAM TITLE**   Graduate Certificate in Teacher Leadership ~~Certificate~~

2. **CIP CODE REQUESTED**   13.9999

3. **PROPOSED STARTING DATE**   Spring 2022

4. **CONTACT PERSON**

Name	Dr. Barbara Johnson
Title	Vice President for Academic Affairs
Name of Institution	Arkansas Tech University
E-mail Address	bjohnson@atu.edu, academicaffairs@atu.edu
Phone Number	479-968-0319

Name	Dr. Ellen E. Treadway
Title	MTLL Program Director & Associate Professor
E-mail Address	etreadway@atu.edu
Phone Number	479-880-4901

5. **PROGRAM SUMMARY**

The proposed new Teacher Leadership Certificate will recognize graduate students' completion of the Arkansas Department of Elementary and Secondary Education (DESE)-approved Instructional Facilitator Endorsement (IFE) courses currently offered through the Master of Education Teaching, Learning, and Leadership (MTLL) Curriculum Leadership Program and the MED MTLL-NTL Nontraditional Teacher Licensure Program in the Center for Leadership and Learning. The audience for the new Teacher Leadership Certificate is teachers who have completed an undergraduate or graduate program for initial teacher licensure and are enrolled in additional training to lead with adults (e.g., teacher colleagues, parents and guardians, community stakeholders) in school activities that impact student achievement in positive ways. Completers will be able to coach novice teachers, lead Professional Learning Communities (PLCs), coordinate Arkansas Comprehensive School Improvement Program (ACSIP) committees, and initiate other special school projects while continuing to teach children in the classroom, among other activities performed by instructional leaders in a school.

On completion of the 18-hour Instructional Facilitator Endorsement courses, approved by DESE to be taught as part of the MTLL Program, candidates will receive the Teacher Leadership Certificate. IFE courses focus on preparing educators to lead teaching and learning initiatives and to mentor teachers at the school level. At this time, candidates who complete the IFE courses are not counted as completers. With the addition to the Teacher Leadership Certificate, candidates who complete IFE courses will be counted as program completers by the university and the state. In addition, ATU will be able to compete with school leadership programs that already offer this certificate, including University of Arkansas, University of Central Arkansas, Henderson State University, and Arkansas State University.

Earning the Teacher Leadership Certificate will add value to the graduate school experience for ATU students, encourage our graduates to continue their professional learning at ATU, and enable licensed teachers to meet their teacher leadership career goals in a timely manner through this proposed Teacher Leadership Certificate.

Stackable Programs of Study for Educator Licensure

The Teacher Leadership Certificate consists of 18 hours of graduate courses currently offered through both the MTLL Curriculum Leadership Program and the MTLL-NTL Nontraditional Teacher Licensure Program. Shared courses across programs (i.e., MTLL-NTL, MTLL, EDLD) are bolded in course roll-out document in Appendix A. Teacher Leadership Certificate students will take their courses when they are taught in the MTLL course schedule of classes.

The Teacher Leadership Certificate is aligned with the Arkansas Teacher Leader Model Standards adopted by DESE in 2019. (See Appendix B for the Arkansas Teacher Leader Model Standards.) In addition, the certificate is aligned with the 2015 National Educational Leadership Preparation (NELP)

Program Recognition Standards for Building-Level Leadership. (See Appendix C for the NELP standards for building-level leadership.)

Benefits for Graduate Students

The proposed Teacher Leadership Certificate Program will add a new stackable certificate program to the current stackable school leadership programs at the Master's level in which shared courses, developed by Center for Leadership and Learning faculty, enable candidates to complete programs in a timely manner for both the Master of Education degree and for licensure. Graduate students who earn this certificate will be encouraged to complete the remainder of the MTLL Program courses, if they do not hold a Master's degree. To earn the Master of Education degree and to qualify for the principal's license or the curriculum program administrator license, students will only need an additional year of classwork beyond the Teacher Leadership Certificate courses to qualify for a building-level leadership license for the principalship or the curriculum leadership license.

Enrollment

Since Fall 2017, enrollment in MTLL programs has remained steady in both degree and non-degree programs of study.

MTLL Program Enrollment

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
MTLL Degree	5	5	4	9	5
MTLL-NTL Degree	35	22	20	22	26
Non-Degree Courses for Licensure	3	2	3	2	2
TOTAL	43	29	25	33	33

Data Source: Headcount by Major (Headcount by Major | Arkansas Tech University (atu.edu))

It should be noted that the non-degree numbers are available for Fall 2021, 2020, and 2019 at the Headcount by Major website above. Data for earlier years are part of the IFE program historical enrollment records.

Student Recruitment

Graduates from the MTLL-NTL Nontraditional Teacher Licensure Program will be a key group for recruiting for the Teacher Leadership Certificate program. MTLL-NTL Program completers often graduate with several years of provisional teaching experience, which is allowed by the state, as the MTLL-NTL Program is a DESE-approved alternative teacher certification program. On completion of the MTLL-NTL Program, candidates may choose to continue their graduate studies with the two-semester Teacher Leadership Certificate courses to gain invaluable training and confidence in leading adult learning. The Teacher Leadership Certificate will also serve as an excellent foundation for the completion of courses for the building-level curriculum program administrator and school principal license on completion of the certificate's IFE courses.

No Additional Courses or Resources Needed

Due to the fact the proposed Teacher Leadership Certificate program consists of IFE courses that are currently offered in the MTLL Curriculum Leadership Program and in the MTLL-NTL Nontraditional Teacher Licensure Program, no new courses are needed.

6. NEED FOR THE PROGRAM

Increasingly, building-level leaders (e.g., teachers, principals, assistant principals, deans of students) are looking to classroom teachers to serve in leadership roles that include coaching and mentoring novice teacher colleagues and to participate in all areas of the instructional program of the school. Teacher leaders are expected to have completed professional learning that enables them to demonstrate their ability to lead adult learners (i.e., teachers, paraprofessionals, parents and guardians, community members). This work takes place in PLCs, which are charged with data-driven decision

making that impacts the development of curriculum to improve classroom instruction and student achievement, particularly in the context of novice teacher mentoring and teacher retention.

The Center for Leadership and Learning faculty became aware of the need for a Teacher Leadership Certificate after noting the steady increase in the number of teachers returning or arriving as new students to take Instructional Leadership Endorsement courses offered in the MTLL program. In addition, CLL faculty became aware that students who completed IFE courses were not counted as completers but as program drop-outs, thus impacting enrollment numbers in negative ways. The result of offering a Teacher Leadership Certificate will benefit candidates, program enrollment, and the university by acknowledging and counting candidates who complete this certificate.

Universities across Arkansas that have created a Teacher Leadership Certificate include the University of Arkansas, Arkansas State University, University of Central Arkansas, and Henderson State University. The proposed Teacher Leadership Certificate will enable ATU to compete for graduate students, many of whom will choose ATU for its reputation of excellence. Moreover, with effective marketing and student recruitment, it is expected that students who earn their initial license at ATU will continue their graduate studies at ATU knowing that many of their courses may count toward the Teacher Leadership Certificate, as in the case of MTLL-NTL graduates, which can serve as a pathway to continued leadership studies and to administrative positions at the building level.

Program Stakeholders

MTLL Stakeholders meet annually in the fall as part of our ongoing program assessment effort. During the annual Fall 2020 College of Education Graduate Programs Stakeholders Meeting, MTLL Program Stakeholders discussed the proposed Teacher Leadership Certificate and agreed that a certificate would benefit licensed teachers who wish to serve as school-based instructional leaders while continuing to teach students in classroom as part of their assignment. Stakeholders were comprised of

graduates of the MTLL-NTL Program and the MTLL Program, faculty, school leaders, and district administrators who are invested in advising the MTLL Program with the goal of ensuring continued quality professional learning across all MTLL Programs.

7.   **CURRICULUM**

TEACHER LEADERSHIP CERTIFICATE
Total Course Credit Hours: 18
Course Roll Out by Semester, Instructors, and Internship Contact Hours
The course marked with an asterisk* is offered via distance learning technology.

Fall Semester (8 hours)

MTLL 6202: Professionalization of Teaching for the Master Teacher
Instructor: Karen Norton, A.B.D., Adjunct Instructor and Arch Ford Education Service Cooperative Retention and Recruitment Specialist

MTLL 6223: Teaching and Learning for the Master Teacher
Instructor: Dr. Danielle Stewart, Adjunct Instructor and ESL, Migrant, and Title III District Supervisor

MTLL 6123: Instructional Leadership for the Master Teacher
(shared course with MTLL, EDLD, and COUN programs)
Instructor: Ms. Shawn Hettinga, ED.S., Adjunct Instructor and Dardanelle School District Curriculum and Digital Learning Administrator

Spring Semester (10 hours)

MTLL 6242: Cognitive Coaching and Mentoring for the Master Teacher
Instructor: Dr. Ellen Treadway, MTLL Program Director and Associate Professor

MTLL 6143: Organizational Change and the Role of the Master Teacher (shared course with MTLL, EDLD, and COUN stackable programs)
Instructor: Dr. Ellen Treadway, MTLL Program Director and Associate Professor

MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher
Instructor: Dr. Ellen Treadway, MTLL Program Director and Associate Professor

EDLD 6552: Curriculum Leadership Internship Practicum*
(shared course with MTLL and EDLD stackable programs)
Instructor: Dr. Steve Bounds, Professor and Ed.S. Program Director
Internship Contact Hours: 75

As noted earlier, the proposed Teacher Leadership Certificate is aligned with the 2015 National Educational Leadership Preparation (NELP) Standards for Building-Level Leadership development and the 2019 Arkansas Teacher Leader Model Standards (TLMS). Learning outcomes aligned with essential NELP and LTMS standards and a description of culminating course artifacts are provided for each class in the Teacher Leadership Certificate Program in the section that follows.

Teacher Leadership Courses, Essential Standards, and Culminating Course Assessments

MTLL 6202: Professionalization of Teaching for the Master Teacher

Students examine the philosophies and historical perspectives of education for the purpose of reflection on individual teaching and leadership practices. Students purposefully explore and define who they in the role of master teacher leader and what core beliefs impact teaching, learning, and leadership in their classroom and school.

NELP: Standard 1: Mission, Vision, and Improvement

TLMS: Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Culminating Course Artifact: Students create an effective and viable School Communication Plan that addresses the role of the teacher leader in all aspects of the school to impact student social, emotional, and academic growth and achievement.

MTLL 6223: Teaching and Learning for the Master Teacher

Students explore theories and best practices that can lead to improved student performance and educator professional learning.

NELP: Standard 4: Learning and Instruction

TLMS: Domain II: Assessing and Using Research to Improve Practice and Student Learning

Culminating Course Artifact: Students create a research-based proposal for the development of knowledge,

skills, and commitments necessary to evaluate, develop, and implement comprehensive, coherent systems of teaching, learning, and professional development that promotes current and future success and well-being of each student and adult learner in their school.

MTLL 6123: Instructional Leadership for the Master Teacher

Students learn and practice the "hard and soft" skills of instructional leadership. The teaching and learning process is the focus of student work. Students learn how to observe and to coach for excellence in teaching and learning. The reflective practice model serves as a basis for theory and skill development.

NELP: Standard 2: Ethics and Professional Norms

TLMS: Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Culminating Course Artifact: Students conduct in-depth analysis of school data related to student academic achievement and present recommendations to colleagues during the annual fall Data Night PLC collaborative learning experience at the Center for Leadership and Learning.

MTLL 6242: Cognitive Coaching and Mentoring for the Master Teacher

Students develop the necessary skills and dispositions that enable the master teacher leader to be a peer learning coach and mentor for the inductee, peer, and marginal teacher.

NELP: Standard 7: Building Professional Capacity

TLMS: Domain III: Promoting Professional Learning for Continuous Improvement

Culminating Course Artifact: Students create a plan for coaching and mentoring two novice teachers in their school and implement the plan using cognitive coaching strategies. Students share videotaped coaching sessions with peers who act as critical friends to assist them in the reflective process for improvement over time.

MTLL 6143: Organizational Change and the Role of the Master Teacher

Students examine research-based theories of change and case studies of first and second order change.

Students gain strategies as leaders of change and study a current change taking place in a school.

NELP: Standard 6: Operations and Management

TLMS: Domain IV: Facilitating Improvements in Instruction and Student Learning

Culminating Course Artifact: Students evaluate their school's curriculum offerings, instructional processes and resources, educator professional learning offerings, and assessment programs, after which they focus on one specific challenge and create a plan that will result in a second-order change.

MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher

Students explore teaching, learning, and leadership theories and research-based classroom practices to promote improved student learning that can be used to mentor adult learners and to demonstrate best practices as an instructional facilitator and coach.

NELP: Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

TLMS: Domain IV: Facilitating Improvements in Instruction and Student Learning

Culminating Course Artifact: Students identify a current or emerging educational trend, create a master plan for their professional development for school faculty, and convene stakeholders to review their plan for curriculum design and professional learning with the goal of implementing the target education trend in a purposeful and effective manner.

EDLD 6552: Teacher Leadership Internship Practicum

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

NELP: Standard 8: Internship

TLMS: Domain VI: Improving Outreach and Collaboration with Families and   Community; Domain VII: Advocating for Student Learning and the Profession

Culminating Artifact: Students complete an internship in which they complete a variety of authentic field

experiences in their school and district that enable them to demonstrate mastery of knowledge, skills, and dispositions necessary to serve as a teacher leader in a school.

Internship

The Teacher Leadership Certificate internship is a total of two credit hours completed in the spring semester in a student's school and supervised by an experienced school leader who is able and willing to guide and to coach the certificate candidate to meet the internship requirements. Expected contact hours, excluding report writing, are 150. Internship students are supervised by Dr. Steve Bounds, Ed.S. Program Director and Professor, Center for Leadership and Learning.

Admission Requirements

Students must hold a valid and current standard teaching license may enroll in the Teacher Leadership Certificate program regardless of the number of years of teaching experience. This program is best suited for teachers who have taken no advanced school leadership courses. Students may enroll in the fall or spring and complete the certificate courses in two semesters. Certificate completers will be encouraged to continue in the MED MTLL Curriculum Leadership Program to qualify for the building-level curriculum leader license.

No prerequisite courses are required for enrollment in the Teacher Leadership Certificate program; however, it is expected that students who complete a degree program at ATU will have taken some, if not all, of the shared courses across MTLL, EDLD, and COUN stackable programs.

In summary, certificate admissions requirements include:

- A valid and current Arkansas standard teaching license;
- Acceptance to the ATU Graduate College; and
- Approval from the MTLL Program Director.

8. FACULTY INFORMATION

Please see vitas for the following faculty in Appendix D.

Teacher Leadership Certificate Program Director: Dr. Ellen E. Treadway, MTLL Program Director and Associate Professor; Ph.D., Curriculum and Instruction, Indiana University-Bloomington, Curriculum and Instruction and Language Education

Courses teaching: MTLL 6123: Advanced Teaching and Learning, MTLL 6242: Cognitive Coaching and Mentoring for the Master Teacher, MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher

Dr. Steve Bounds, Ed.S. Program Director and Professor; Ed.D., Arkansas State University

Course teaching: EDLD 6552: Teacher Leadership Internship Practicum

Ms. Shawn Hettinga, Ed.S., Adjunct Instructor and Dardanelle School District Curriculum and Digital Learning Administrator; Ed.D. student, Arkansas Tech University

Course teaching: MTLL 6123: Instructional Leadership for the Master Teacher

Ms. Karen Norton, Adjunct Instructor and Arch Ford Education Service Cooperative Retention Specialist; A.B.D. Ed.D., Grand Canyon University, Adult Learning

Course teaching: MTLL 6202: Professionalization of Teaching for the Master Teacher

Dr. Danielle Stewart, Adjunct Instruction and ESL Supervisor, Russellville School District; Ph.D., Tech Tech University, Curriculum and Instruction

Course teaching: MTLL 6223: Teaching and Learning for the Master Teacher

9. DESCRIPTION OF RESOURCES

ATU currently provides all resources, including innovative teaching and learning technologies and library resources, to support this proposed certificate. No new resources are required or requested.

10.   NEW PROGRAM COSTS – Expenditures for the first 3 years

No new costs will be incurred, as courses are currently offered through the MTLL

Curriculum Leadership Program and the MTLL-NTL Nontraditional Teacher Licensure Program.

11. SOURCE OF PROGRAM FUNDING

It is expected that a new Teacher Leadership Certificate program will encourage teachers to enroll

in graduate school for additional training that will enable them to expand their leadership role in their

school. We expect an additional five certificate completers each year once the Teacher Leadership

Certificate program is put into place. In 2021, cost per graduate course credit hour continues to be

highly competitive at $282, plus fees.

12.   ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

The proposed new Teacher Leadership Program will be housed in the Department of

Curriculum and Instruction, College of Education. Dr. Ellen E. Treadway, current MTLL Program

Director, will coordinate the new Teacher Leadership Certificate program, including certificate

marketing, student recruitment, student registration, course scheduling, instructor assignments, course

curriculum revision, and annual program assessment.

13.   SPECIALIZED REQUIREMENTS

No specialized requirements are necessary to establish a Teacher Leadership Certificate.

14.   BOARD OF TRUSTEES APPROVAL

Please see the attached approval document.

15.   SIMILAR PROGRAMS

The University of Arkansas (NW region), Arkansas State University (NE region), University of

Central Arkansas (Central region), and Henderson State University (SE region) offer a Teacher

Leadership Certificate. This new Teacher Leadership Certificate will help ATU meet the

needs of teachers in River Valley and west Arkansas schools whose wish it is to continue their graduate education at their *alma mater*. There is the potential to impact student learning far beyond the ATU campus in Russellville, as we have MTLL students who drive in excess of two hours to take classes in Russellville.

16.   DESEGREGATION

Center for Leadership and Learning school leadership programs, including the MTLL degree and non-degree programs of study, consistently attract a diverse group of students who are searching for professional learning that reflects their core beliefs and values related to teaching the whole child, teacher leadership, and effective building-level and district-level leadership. Teacher Leadership Certificate faculty are committed to these goals and to recruiting students of all backgrounds.

17.   INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding in Appendix D shall be signed by all parties at the time of enrollment in the new Teacher Leadership Certificate program. Students will ask their school administration to assist them in the assignment of a school-based mentor with school leadership experience. The best mentor will be a master teacher who serves in an instructional facilitator position in the candidate's school. The Memorandum of Understanding shall be signed as soon as a mentor is confirmed and before the start of the internship in the second semester of the certificate program.

18.   ACADEMIC PROGRAM REVIEW

The program will be reviewed within the 10-year time limit to guarantee an opportunity to revise the program for resubmission for approval.

All courses are evaluated by students at the end of each semester. These data are used by faculty for program and course revision.

17.   **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

Due to the fact that ATU already offers the Teacher Leadership Certificate courses through the IFE Program, this proposal does not need to go before the ADHE. This proposal is for certificate approval at the university level.

19.   **INSTRUCTION BY DISTANCE TECHNOLOGY**

The proposed Teacher Leadership Certificate includes one course currently approved for delivery via distance technology: EDLD 6552: Internship. It is indicated with an asterisk* in the course roll-out in Appendix A. In addition to Blackboard Learn, faculty also meet with students via Webex for online synchronous meetings.

APPENDIX A

Course Roll-Out Document

ATU Center for Leadership and Learning Course Roll Out			
Year 1 Summer I			
MTLL-NTL Nontraditional Teacher Licensure Degree Program for Initial Standard Teacher Licensure MLED & SEC Standards: InTASC, TESS, AR Teacher Leader Model Standards	MTLL Curriculum Leadership Degree Program for P-12 Curriculum Administrator Licensure Standards: NELP, TESS, LEADS, AR Teacher Leader Model Standards	P-12 Instructional Facilitator Endorsement (IFE) Program/Proposed Teacher Leadership Certificate (TLC) Standards: NELP, TESS, LEADS, AR Teacher Leader Model Standards	EDLD Educational Leadership Degree Program for P-12 Principal Licensure Standards: NELP, LEADS
NTL (5)	MTLL (6)		EDLD (6)
MTLL 6003 School Organization and Leadership for Teacher Leaders	**MTLL 6003 School Organization and Leadership for Teacher Leaders**		**EDLD 6013 School Organization and Leadership**
MTLL 6252 Communication, Advocacy & Policy Development	MTLL 6133 Basic Elements of Curriculum		EDLD 6203 Education and Society: Continuities and Discontinuities

Year 1 Summer II			
NTL (3)	MTLL (3)		EDLD (3)
MTLL 6113 Action Research and Data Analysis for School and Classroom Use	**MTLL 6113 Action Research and Data Analysis for School and Classroom Use**		**EDLD 6113 Action Research and Data Analysis**

Year 1 Fall			
NTL (6)	MTLL (7)	IFE/TLC (8)	EDLD (5)
MTLL 6202 Professionalization of Teaching for the Master Teacher	**MTLL 6202 Professionalization of Teaching for the Master Teacher**	**MTLL 6202 Professionalization of Teaching for the Master Teacher**	

MTLL 6123 Instructional Leadership for the Master Teacher	MTLL 6123 Instructional Leadership for the Master Teacher	MTLL 6123 Instructional Leadership for the Master Teacher	EDLD 6253 Instructional Leadership
MTLL 6551 Internship Practicum- Literacy Development/Science of Reading Focus	EDLD 6002 Administrative Law	MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher	EDLD 6002 Administrative Law

Year 1 Spring			
NTL (6)	MTLL (5)	IFE/TLC (10)	EDLD (5)
MTLL 6223 Teaching and Learning for the Master Teacher (Student Learning)	MTLL 6223 Teaching and Learning for the Master Teacher (Adult Learning)	MTLL 6223 Teaching and Learning for the Master Teacher (Adult Learning)	EDLD 6352 Physical Environment of Schools
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher	MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher	MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher	EDLD 6153 Communication with School and Community
MTLL 6551 Internship Practicum – Student Focus	*Complete Action Research project*	MTLL 6143 Organizational Change and the Role of the Master Teacher	
		EDLD 6552* Internship Practicum *(Instructional Facilitator Endorsement/ Teacher Leadership Certificate*	

Year 2 Summer I			
NTL (6)	MTLL (5)		EDLD (5)
MTLL 6262 Action Research Practicum for the Master Teacher	MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher		EDLD 6313 Principles of Curriculum for School Leadership

MTLL 6152 Professional Portfolio for the Master Teacher	MTLL 6152 Professional Portfolio for the Curriculum Leader		EDLD 6102 School Finance

Year 2 Fall			
NTL (6 or 7)	MTLL (7)		EDLD (5)
MTLL 6233 Advanced Teaching and Learning for the Master Teacher			EDLD 6991 Professional Portfolio
MTLL 6133 Basic Elements of Curriculum (Blended)	EDLD 6402 Working with the Marginal Performer		EDLD 6402 Working with the Marginal Performer
Option(1) MTLL 6551 **student teaching** Internship Practicum *(Internship if Employed)*	EDLD 6552 Internship Practicum *(Curriculum Administrator Internship)*		EDLD 6552 Administrative Internship

Year 2 Spring			
NTL (5 or 6)	MTLL (7)		EDLD (5)
MTLL 6143 **Organizational Change and the Role of the Master Teacher**	**MTLL 6143** **Organizational Change and the Role of the Master Teacher**		**EDLD 6023** **Organizational Change**
MTLL 6271 Resource Acquisition	MTLL 6271 Resource Acquisition		EDLD 6552 Internship
MTLL 6292 Evaluation of Classroom Learning for the Master Teacher			
Option (1) MTLL 6551(2) Internship Practicum *(Internship, if Employed with Provisional Teaching License)*	EDLD 6552 Internship Practicum *(Curriculum Administrator Internship)*		
Option (2) MTLL 6552(2) Internship Practicum *(If Student Teaching, if Not*			

Employed)			
Professional Portfolio Review	***Professional Portfolio Review***		***Portfolio Review***
GRADUATION	GRADUATION		GRADUATION

Degree Hours & Required Exams for Licensure			
NTL	MTLL	**IFE/TLC**	EDLD
38 Hours Exams: ETS Praxis Content Prior to Internship, ETS PLT during final semester	38 Hours Curriculum Administrator Exam: ETS School Leadership Licensure Assessment	**18 Hours** **IFE Exam: ETS Instructional Facilitator**	34 Hours Principal License Exam: ETS School Leadership Licensure Assessment

APPENDIX B

Arkansas Teacher Leader Model Standards (TLMS)

Arkansas Teacher Leader Model Standards (TLMS)
(adapted from Teacher Leader Model Standards,
Teacher Leadership Exploratory Consortium 2019)

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;

d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

Domain II: Assessing and Using Research to Improve Practice and Student Learning

a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;

b. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning

Domain III: Promoting Professional Learning for Continuous Improvement

a. Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;

b. Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

c. Facilitates professional learning among colleagues;

d. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;

e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

f. Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

g. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and

h. Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain IV: Facilitating Improvements in Instruction and Student Learning

a. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;

b. Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;

c. Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;

d. Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;

e. Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

a. Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

b. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and

c. Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain VI: Improving Outreach and Collaboration with Families and Community

a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

b. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

c. Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;

d. Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and

e. Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Domain VII: Advocating for Student Learning and the Profession

a. Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

b. Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

c. Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;

d. Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and

e. Represents and advocates for the profession in contexts outside of the classroom.

APPENDIX C

National Educational Leadership Preparation (NELP)

Program Recognition Standards

Building Level

National Educational Leadership Preparation (NELP)

Program Recognition Standards

Building Level

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

Source: http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf

APPENDIX D

Faculty Vitas

ELLEN EAST TREADWAY, PH.D.
MTLL Program Director & Associate Professor
Arkansas Tech University
College of Education

EDUCATION

Ph.D., Indiana University, Bloomington, August 2000
Curriculum and Instruction, Major: Curriculum Studies, Minor: Language Education

M.A., Indiana University, Bloomington, August 1990
Latin American and Caribbean Studies, Major: International and Comparative Education, Minor: Latin American Literature

M.A.T., University of Memphis, August 1987
Major: Secondary Education, Minor: Spanish

B.A., Rhodes College, Memphis, Tennessee, May 1986
Major: Spanish

FACULTY POSITION AT ARKANSAS TECH UNIVERSITY

Tenured Associate Professor, Program Director, and Graduate and Doctoral Faculty Member
Center for Leadership and Learning (CLL)
College of Education

Director of Master of Education in Teaching, Learning, and Leadership (MTLL) Programs for Nontraditional Initial Teacher Licensure (NTL) and Building-Level Curriculum/Program Administrator (CPA) Licensure

Responsibilities: MTLL Program Director, Student Advisor, and Graduate Course Instructor; Program Development and Class Scheduling; Program Data Collection and Evaluation for HLC, CAEP, SPA; Adjunct Instructor Mentor; Graduate Student Recruitment; Textbook Selection and Ordering; Avatar Student Teaching Simulation Scheduling and Facilitation; Graduate Assistant Coordination and Advising

Areas of Specialization: Alternative Teacher Education; Curriculum and Instruction; Classroom Assessment; Second Language Learning; Instructional Leadership; Program Development and Evaluation

PROFESSIONAL EXPERIENCE

Arkansas Tech University, College of Education, Center for Leadership and Learning, 2012-Present

Assistant Professor and Program Director, Teaching, Learning and Leadership
Master of Education Programs in Nontraditional Teacher Licensure, Curriculum Leadership, and

Instructional Facilitator. Appointed to the Graduate Faculty, August 2012. Appointed to Doctoral Faculty, April 2018.

Arkansas Public School Resource Center, Little Rock, AR, 2010-2012
Teaching and Learning Specialist. Professional Development Provider to Arkansas Rural School Districts and Open-Enrollment Public Charter Schools Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Grant Coordinator. Funded by the Walton Family Foundation

Arkansas Department of Elementary and Secondary Education, Office of Curriculum, Assessment, and Research, 2005-2010
Deputy Associate Director, 2006-2010
Content Specialist Staff Supervisor, 2006-2010
Title III Assessment Specialist, 2005-2010
Foreign Language Specialist, 2005-2010
ELL and ELPA SCASS Representative, 2006-2010

University of Texas at El Paso, Department of Teacher Education, 2001-2005
Assistant Professor of Teacher Education, 2001-2005
Assistant Chair, Department of Teacher Education, 2002-2003
Appointed to Graduate Faculty, August 2001
Appointed to Women's Studies Faculty, January 2002

Autonomous University of Ciudad Juárez, Mexico, English Language Instructor, 1998-2002

New Mexico State University, Department of Curriculum and Instruction, 2000-2001
Visiting Assistant Professor of Reading and Bilingual Education

La Unión Elementary, Gadsden Independent School District, Sunland Park, NM, 1998-1999
 Third Grade Dual Language Immersion Bilingual Education Teacher

Las Cruces Public Schools, Las Cruces, New Mexico, 1996-1998
        Newcomer Center Director and Teacher, 1997-1998
        Basic English Language Instructor for Newcomer Center Parents, 1997-1998
        Title III Curriculum Writer, Sierra Middle School, 1996-1997
        Title III Language Development Specialist, Spring1996

Hatch Independent School District, Hatch, NM, Fall 1995
Interim Bilingual Education Coordinator, Middle School English as a Second Language Teacher

Indiana University, Bloomington, School of Education, 1992-1995
Associate Instructor and Program Coordinator, Cultural Immersion Latino Student Teaching Project and Overseas Student Teaching Project

University-Purdue University at Indianapolis, Spring 1995
Associate Instructor of Multicultural Education

Research Associate, Book Clubs and Literacy Development Study, 1990-1993

Project Directors: Dr. Dorothy Strickland, Rutgers University, and Dr. Sean Walmsley, SUNY-Albany

University of Georgia, Department of Language Education, Athens, GA, 1990-1991
Graduate Research Assistant, Whole Language Research Project, Funded by the Coca-Cola Foundation of Atlanta
Indiana University, Bloomington, Department of Spanish and Portuguese, 1998-1990
Associate Instructor of Spanish

Germantown High School, Germantown, TN, 1986-1988
Spanish Teacher and Spanish and International Clubs Sponsor

GRADUATE COURSES TAUGHT AT ARKANSAS TECH UNIVERSITY

All courses are aligned with current Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the Arkansas Teaching Excellent and Support System (TESS), Arkansas Leader Excellent and Development System (LEADS), Professional Standards for Educational Leaders (PSEL).

Course Abbreviation Key: MTLL: Curriculum Leadership and Nontraditional Teacher Licensure Courses; COUN: Counseling Leadership Courses; and EDLD: Educational Leadership (Building Principal) Courses

COUN 6012	Assessment and Appraisal (online)
COUN 6011	Instructional Leadership/Counseling (online)
EDLD 6002	Administrative Law (online)
EDLD 6313	Principles of Curriculum for School Leadership (online)
EDLD 6552	Curriculum Administrative Internship (online)
EDLD 6892	Independent Study (online)
EDLD 8063	Dissertation I-Proposal Writing (online)
EDLD 8083	Dissertation II (online)
EDLD 8093	Dissertation III (online)
EDLD 8103	Dissertation IV (online)
MTLL 6113	Action Research and Data Analysis for School and Classroom Use
MTLL 6123	Instructional Leadership for the Master Teacher
MTLL 6133	Basic Elements of Curriculum for the Master Teacher
MTLL 6143	Organizational Change and the Role of the Master Teacher
MTLL 6152	Professional Portfolio for the Master Teacher
MTLL 6223	Teaching and Learning for the Master Teacher
MTLL 6252	Communication Advocacy & Policy Development for the Master Teacher
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher (blended)
MTLL 6262	Action Research Practicum for the Master Teacher
MTLL 6271	Resource Acquisition and the Role of the Master Teacher
MTLL 6292	Evaluation of Classroom Learning for the Master Teacher
MTLL 6551	Disciplinary Literacy Internship Practicum (blended)
MTLL 6551	Provisional Student Teaching Internship Practicum (blended)
MTLL 6552	Student Teaching Internship Practicum (blended)

UNDERGRADUATE COURSE TAUGHT AT ARKANSAS TECH UNIVERSITY

TECH 1001   Introduction to the University (online), 2012-2017

CONTINUING EDUCATION

ATU CETL Events
Attended faculty development events at the beginning and end of each academic year.
Tues. Mar. 9 - Blackboard Instructor Webinar Series: Collaborate Ultra - Beyond the Basics, 1:00-1:45 pm
Thurs. Mar. 11 - Kaltura Academic Media & Pedagogy: Creating Interactive Video Opportunities That Provide Active Learning, 1:00 pm

Arkansas Leadership Academy

Executive Leadership Collaborative, Winthrop Rockefeller Institute, Petit Jean Mountain, Arkansas, October 21-23 2019, and April 13-15, 2020

Facilitation of Adult Learning, Winthrop Rockefeller Institute, Petit Jean Mountain, Arkansas, November 19, 2019

Online Course Development

Graduate course developed in 2015 and revised in 2019: EDLD 6313: Principles of Curriculum for School Leadership. Completed ATU College of eTech Certification Course, fall 2014

Conference Participation

Arkansas Professors of Educational Administrator Annual Conference, Harding University, 2013-2020

Solution Tree Professional Learning Community Training for Institutions of Higher Education, University of Arkansas at Little Rock, November 2018

Arkansas Association for the Assessment of Collegiate Learning Annual Meeting and Institute, Harding University, 2015-2017
Volunteer and Session Facilitator, Arkansas ASCD Annual Conference, June 2016, Hot Springs, AR, 2013-2018 (Arkansas ASCD is headquartered in the Center for Leadership and Learning.)
Arkansas Literacy Design Collaborative/Mathematics Design Collaborative Conference, Little Rock, 2016

Faculty Professional Development Activities

Teaching Innovation Conference, Arkansas Tech University, 2017-2019

Collaborative Institutional Training Initiative (CITI), 2018

ETS School Leadership Licensure Assessment (SLLA) State Review Committee Meeting, Little Rock, April 2017

TeachLive Education Avatars Simulation Training, ATU Center for Leadership and Learning, May 2016

Diversity, Equity, and Inclusion Webinar, Arkansas Tech University, March 2016

ETS PRAXIS Review Meeting, ATU College of Education, March 2016

Arkansas Mathematics Standards Update with Thomas Coy, ATU Corley Hall, March 2016

PROFESSIONAL LICENSES AND CERTIFICATES

Teaching Licenses and Endorsements

2005 Teaching	Arkansas Department of Elementary and Secondary Education, Standard License, K-12 English as a Second Language and 7-12 Spanish
1995	New Mexico Department of Education, Level Two Teaching License, 7-12 Endorsements in Bilingual Education, English as a Second Language, and Modern and Classical Languages
1986	Tennessee Department of Education, Secondary Teaching License Endorsement in Spanish

Teacher Evaluation and Support

2015	Arkansas Teacher Excellence and Support System (TESS) Administrator Certification
2015	BloomBoard Technology for Arkansas TESS and Arkansas Leader Excellence and Development System (LEADS)
2014	Arkansas Association for the Assessment of Collegiate Learning, Fall Workshop, Understanding and Using Assessment Data with Dr. Linda Suskie, Harding University
2013	Arkansas Leader Excellence and Development System (LEADS) Training, Arkansas Department of Elementary and Secondary Education, Office of Educator Effectiveness
2012	Arkansas Teacher Excellent Support System (TESS) Training, Arkansas Department of Elementary and Secondary Education, Office of Educator Effectiveness
2002	Texas Beginning Educator Support System (TxBESS) Trainer of Trainers, Texas State Board for Educator Certification

Online Course Development

2014 & 2019   Arkansas Tech University eTech Online Certification Program.
Graduate course developed: EDLD 6313: Principles for Curriculum for School Leadership

2001-2005   University of Texas Online Consortium, Annual Blackboard Course Development and Delivery Training, Austin, Texas
Graduate and undergraduate courses developed: Language Development in Young Children, Development of Mathematics and Science Foundations, Cognitive Development in Young Children

Early Childhood Education Health and Safety Consultant Certificates

2005   Texas Child Care Health and Safety Consultant Certification
Infant/Toddler Environment Rating Scale (ITERS) and Early Childcare Environment Rating Scale (ECERS)
Texas Child Care Health and Safety Resource Center, El Paso, Texas

SCHOLARSHIP

Research Fellowship

Association of Teacher Educators Clinical Practice Fellow Symposium, 2018 & 2019

Fellows met annually at the beginning of the Association of Teacher Educators annual conference for research planning and collaboration on research related to clinical practice with partner schools and teacher education.

Trombly, C., Dixon, P., and Treadway, E. (2017). "It's like learning math": Establishing a professional learning community for school counselors. *ASCA School Counselor, 54:6*, 50-55.

Treadway, E. (2000). *A Qualitative Study of Dual Language Immersion Education in Southern New Mexico*. Unpublished Doctoral Dissertation. Ann Arbor, MI: University of Michigan.

Seitz, B., Labao, L., & Treadway, E. (1991). No going back: Women's response to political change in Nicaragua. In R. Howes, & M. Stevenson (Eds.), *Women and the Use of Military Force* (pp. 167-184). Boulder, CO: Lynne Reinner Publishers.

Seitz, B., & Treadway, E. (1991). The Reimposition of gender patterns: The case of Nicaraguan women. *InterCom, 3*(1), 2-4.

Treadway, E. (1987). *Using the Keyword Learning Method with Secondary Spanish Students*. Unpublished Master's Thesis. Memphis, TN: University of Memphis.

Ed.D. Dissertation Committee Chair, ATU Center for Leadership and Learning

Faught, P. L. (2019). *A study of Marshallese student attendance in a Northwest Arkansas secondary school.*

Brasel, C. (2019). *Arkansas principal preparedness to identify and assist students with mental health needs.*

Ed.D. Dissertation Committee Member

Hooks, H. (2021). *Student perceptions toward intentional empathy curriculum in the high school English classroom.* Chair: Dr. Sarah Gordon.

Nail, C. (2021). *The Effects of "Capturing Kids' Hearts" and Teacher Job Satisfaction in an Arkansas Elementary School Setting.* Chair: Dr. Sarah Gordon.

Hixson, R. M. (2019). A*ligning criteria: School board hiring practices and the educational leadership standards.* Chair: Dr. Sarah Gordon.

Davis, T. A. (2018). *School culture and student achievement: An examination of two high-achieving, high-poverty Arkansas schools.* Chair: Dr. Christopher Trombly.

Hughey, P. A. (2017). *Investigating teachers' self-efficacy in low performing districts serving low SES students before and after state takeover.* Chair: Dr. John Freeman

HLC, CAEP, and SPA MTLL Program Data Collection

Assessment Coordinator for Master of Education, Teaching, Learning, and Curriculum Leadership and Master of Education, Nontraditional Teacher Licensure Programs, 2012-Present.

Annual Graduate Program Assessment Reports, 2012-Present

Graduate Program Assessment Continuous Improvement Learning Reports-Academic Year/Cycle
Master of Education, Teaching, Learning, and Leadership (MTLL) Non-Traditional Licensure (NTL)
Master of Education Teaching, Learning, and Leadership (MTLL) Curriculum Leader

Technical Reports

2006   Executive Summary Report on Curriculum and Assessment Survey Results from Helena/West Helena Public School Educators.
Prepared for the Arkansas Department of Elementary and Secondary Education.
Data Collection Instrument: Surveys of Enacted Curriculum, Council of Chief State School Officers

Arkansas Tech University College of eTech Course Development

EDLD 6313: Principles of Curriculum for School Leaders, created in 2014, revised in 2019

Program Redesign and Alignment to Educational Leadership Preparation (NELP) Building-Level Program Recognition Standards

Master of Education in Teaching, Learning, and Leadership-Educational Leadership Program. Redesigned in 2019 for submission for approval to the Arkansas Department of Elementary and Secondary Education in February 2020.

Master of Education in Teaching, Learning, and Leadership-Curriculum Leadership Program. Redesigned in 2019 for submission for approval to the Arkansas Department of Elementary and Secondary Education in February 2021.

Program Redesign and Alignment to Arkansas Teacher Leader Model Standards

Instructional Facilitator Endorsement Program, Master of Education Teaching, Learning, and Leadership Non-degree Program of Study. Redesign in progress for submission to the Arkansas Department of Elementary and Secondary Education

Grants Awarded

2020 College of Education Professional Development Grant, $500.00

2019 College of Education Professional Development Grant, $500.00

2018 Arkansas Tech University Faculty Development Grant, $2,200
   College of Education Professional Development Grant, $2,500

2016 Arkansas Tech University Professional Development Grant to attend the
   Learning, Teaching, and Leading Together Conference, Georgia World Congress Center,
   $750.00

2016 Arkansas Tech University Faculty Development Grant, $500.00

2015 Arkansas Tech University Faculty Development Grant, $500.00

2014 Arkansas Tech University Center for Leadership and Learning Faculty Development Grant,
   $666.66

2013 Arkansas Tech University Center for Leadership and Learning Faculty Development Grant,
   $666.66

2012 Arkansas Tech University Center for Leadership and Learning Faculty Development Grant, $800

2004 University of Texas at El Paso College of Education Research Initiative to conduct research on
   new and beginning teacher mentoring initiatives in the El Paso Independent School District,

$5,300

2003 University of Texas at El University Research Initiative Grant to Conduct a Program Evaluation of the Job-Embedded Program for Paraprofessionals, $3,000

2003 Partnership in Teacher Education Course Development Grant, $5,300
Graduate Course developed: Online Seminar in Children's Thinking for the Alternative Teacher Certification Program

2003 University of Texas Online Consortium Course Development Grant, $10,000
Graduate course developed: Mathematics and Science Methods for Teaching Young Children for the online M.Ed. and teacher certification program in early childhood education

2002 University of Texas Online Consortium Course Development Grant, $12,000
Undergraduate course developed: Language Development in Young Children

2002 National Endowment for the Humanities Grant, $500
Graduate course developed: Gender and Education for the Women's Studies Program at the University of Texas at El Paso, $500

2002 Center for Innovative Learning Technology Seed Grant to Develop On-line Resource Center for Engaged Learning, $5,000

2001 Fermilab Leadership Institute Integrating Internet, Instruction, and Curriculum Online Partnership Program funded by the U.S. Department of Energy, Illinois State Department of Education, North Central Regional Technology in Education Consortium, and National Science Foundation, $2,000

Community-based learning program developed: Web-based Keystone Heritage Wetlands Course for Pre-Service Teachers and Middle School Students

1990 Indiana Humanities Council Curriculum Development Funding to Foster Sister City Partnerships between Indiana and Posoltega, Nicaragua, elementary schools, $1,500

Peer-Reviewed Conference Presentations

Treadway, E., & Smith, V. C. (2020, February). *Pathway to teacher leadership for alternative teacher licensure candidates*. Paper presented at the Association of Teacher Educators Annual Conference, Atlantic City, NJ.

Treadway, E., & Smith, V. C. (2019, October). *Assessing dispositions of alternative teacher licensure candidates*. Paper presented at the Arkansas Association of Teacher Educators Annual Conference, Russellville, AR.

Treadway, E., & Smith, V. C. (2018, February). *Stakeholder influence on alternative licensure teacher candidates*. Paper presented at the Association of Teacher Educators Annual Conference, Las Vegas, NV.

Dixon, P., & Treadway, E. (2018, June). *Mindfulness and meditation: Educators caring for the whole self.* Paper presented at the Arkansas Association for Supervision and Curriculum Development, Hot Springs, AR.

Smith, V. C., & Treadway, E. (2017, October). *Middle level teacher candidates: Forming a learning community.* Paper presented at the Southern Region Association of Teacher Educators Annual Conference, Rogers, AR.

Dixon, P., & Treadway, E. (2017, November). *Mindfulness and meditation: Educators caring for the whole self.* Paper presented at the Arkansas School Counselors Annual Conference, Hot Springs, AR.

Gunter, M. B., Shopfner, R., & Treadway, E. (2017, April). *P-20 partnerships providing nontraditional teacher-leader candidates field experiences/internships at the Master's level,* Paper presented at the National Field Experience Conference, Ruston, LA.

Trombly, C. E., Dixon, P., & Treadway. E. (2016, April). *Authentic PLCs for school counselors: Learning, teaching, and leading together.* Paper presentation at the Annual ASCD Conference, Atlanta, GA

Treadway, E. E. (2016, April). *I can be the master of my own fate: Empowering teachers through grant writing.* Paper presented at the Arkansas Association of Colleges of Teacher Education Annual Conference, Russellville, AR

Trombly, C. E., & Treadway, E. (2016, April). *Preparing Arkansas students to take their place in the world through culturally-responsive teaching and learning.* Paper presented at the Arkansas Association of Colleges of Teacher Education Annual Conference, Russellville, AR,

Gillespie, A., & Treadway, E. (2015, November). *Expeditionary learning: Engaging students, transforming learning.* Paper presented at the Arkansas Curriculum Conference, Little Rock, AR.

Treadway, E., & Campbell, S. (2005, June). *Bridging the educational and technical divide.* Paper presented at the Online Learning Conference, Austin, Texas, June 2005

Treadway, E., & Kosheleva, O. (2005, March). *Electronic portfolio assessment in teacher education.* Paper presented at the Sun International Conference on Teaching and Learning, University of Texas at El Paso, El Paso, TX.

Hurley, S., & Treadway, E. (2005, February). *From para to teacher: A study of the job-embedded teacher preparation program for paraprofessionals at the University of Texas at El Paso.* Paper presented at the Association of Teacher Educators Annual Conference, Chicago, IL.

Tinajero, J., Hurley, S., & Treadway, E. (2004, October). *Job-embedded teacher training: An innovative approach to the recruitment and certification of paraprofessionals in El Paso County.* Paper presented at the National Network for Educational Renewal Conference, St. Louis, MO.

Blake, S. & Treadway, E. (2004, October). *Local math and science resources for teaching math and science in Spanish.* Paper presented at the Texas Bilingual Education Association Annual Conference, El Paso, TX.

Treadway, E. (2004, October). *Learning reflection through electronic portfolios.* Paper presented at the New Mexico Association of Community Colleges and Western States Consortium for Faculty Development, Las Cruces, NM.

Black, S. & Treadway. E. (2004, March). *Using local environmental resources to teach primary science.* Paper presentation at the Bilingual Education Enhancement in Math and Science Conference, El Paso, TX.

Awalt, C., & Treadway, E. (2004, February). *Electronic portfolios for teacher reflection and professional development.* Paper presented at the Association of Teacher Educators Annual Conference, Dallas, TX. Treadway, E. (2003, November). *Research report on dual language education,* Paper presented at the National Association for Bilingual Education Annual Conference, Chicago, IL.

Co-facilitator, Dual Language Pre-Institute, November 2013, National Association for Bilingual Education with Dr. Elena Izquierdo and Dr. Antonio González, Chicago, IL.

Treadway, E. (2003, August). *TxBESS: Texas Beginning Educator Support System.* Paper presented at the Association of Teacher Educators Annual Conference, Santa Fe, NM.

Ainsa, T., & Treadway, E. (2003, May). *Early childhood teacher educators online.* Paper presented at the Information Technology and Distance Learning Conference, Midland, TX.

Treadway, E. (2002, November). *National Board for Professional Teaching Standards preparation and certification experiences and recommendations of El Paso master teachers.* Paper presented at the National Association for the Education of Young Children, New York, NY.

Blake, S., & Treadway, E. (2002, October). *Engaged learning math and science workshop.* Paper presented at the Texas Association for the Education of Young Children Annual Conference, El Paso, TX.

Treadway, E., (2002, October). *Leer Más: Lectura en español y estratégias con recursos, materiales, apoyo y sugerencias: An extension of the Texas Teacher Reading Academy for the bilingual classroom.* Paper presented at the Texas Association for the Education of Young Children Annual Conference, El Paso, TX.

Treadway, E., (2002, July). *Leer Más: Lectura en español y estratégias con recursos, materiales, apoyo y sugerencias: An extension of the Texas Teacher Reading Academy for the bilingual classroom.* Paper presented at the Texas Head Start Association Annual Conference, El Paso, TX.

Treadway, E., & Mena, S. (2002, April). *Electronic portfolios for two-way dual language programs.* Paper presented at the Bilingual Education Enhancement in Math and Science Annual Conference, El Paso, TX.

Munter, J., & Treadway, E. (2002, January). *Service learning in higher education: From theory to practice*. Paper presented at the Sun International Conference on Teaching and Learning, El Paso, TX.

Treadway, E. (2001, February). *Dual language immersion education in Southern New Mexico: Advocacy for all students*. Paper presented at the Association of Teacher Educators Annual Conference, New Orleans, LA,

Treadway, E. (1998, April). *Implementing dual language immersion education programs: Lessons from the field*. Paper presented at the New Mexico Association for Bilingual Education Annual Conference, Albuquerque, NM.

Treadway, E. (1998, March). *Programmatic considerations in two-way bilingual immersion education*. Paper presented at the National Migrant Education Association Annual Conference, Louisville, KY.

Treadway, E. (1997, April). *Educating newcomer students and parents: Networking for common goals*. Paper presented at the National Migrant Education Association Annual Conference, Albuquerque, NM.

Hemmerling, H., Manzola, M., & Treadway, E. (1994, April). *Homely questions, homely truths*. Paper presented at the Ft. Lewis College Multicultural Education Annual Conference, Durango, CO.

Stacki, S., Sturbaum, M., Weist, L., & Treadway, E. (1993, October). *Weaving unity and diversity into multicultural classrooms: A model for global/multicultural*. Paper presented at the Journal of Curriculum Theory Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Non-Peer-Reviewed Presentations

Dixon, P., & Treadway, E. E. (2019, June). *Educator health and mindfulness*. Paper presented at the 2019 Arkansas Department of Elementary and Secondary Education Summit, Hot Springs, AR.

Dixon, P., & Treadway, E. (2016, June). *Self-care for educators: You are worth it!* Paper presented at the Arkansas ASCD Annual Conference, Hot Springs, AR.

Nichols, C., & Treadway E. (2016, June). *Second language learners and the pedagogy of hope*. Paper presented at the Arkansas ASCD Annual Conference, Hot Springs, AR.

Trombly, C. T., & Treadway, E. (2015, March). *Benefits of early exposure to BloomBoard Arkansas for nontraditional licensure students*. Presentation at the Arkansas Association of Professors of Educational Administration Annual Conference, Searcy, AR.

Treadway, E. (2014, June). *"I'd like to join your posse, but first I'm going to sing you a little song: Participating in a professional community*. Paper presented at the AASCD New Leaders Session, Arkansas Association for Supervision and Curriculum Development Annual Conference, Hot Springs, AR.

Professional Development Presentations

Dixon, P., & Treadway, E. E. (2019, July). *Educator health and wellness*. Clarksville School District Curriculum Conference, Clarksville, AR.

Treadway, E. E. (2018, June). *ESL Academy: Culturally-responsive teaching and learning*. Dawson Education Cooperative, Arkadelphia, AR

Trombly, C. E., Dixon, P., & Treadway, E. E. (2014-2016, September). *CLL internship orientation*. Presentation at the Annual CLL Internship Orientation Breakfast Meeting, Arkansas Tech University, Russellville, AR.

Treadway, E. E. (2016, June). *UbD for Russellville School District counseling leaders*. Workshop facilitated at the Center for Leadership and Learning, Russellville, AR.

Treadway, E. E. (2016, May). *Standards-driven, backward planning for school leaders*. Workshop facilitated at the LEAD21 Walton Scholars Seminar, Russellville, AR.

Treadway, E. (2016, May). *Standards-driven, backward planning for school leaders*. Workshop facilitated at the LEAD21 Walton Scholars Seminar, Little Rock, AR.

Treadway, E., (2015, March). *Applying the principles of backward planning to K-12 counselling curriculum development*. Workshop for the Russellville School District Counselors, Center for Leadership and Learning, Russellville, AR.

Treadway, E. (2015, May). *Standards-driven, backward planning for school leaders*. Workshop for the ATU LEAD 21 Walton Scholars, Lake Dardanelle State Park Visitors Center, Russellville, AR.

Trombly, C. E., & Treadway, E. (2015, May). *Preparing for greatness: Making your mark by leveraging your gifts*. Presentation at the Teach for America (AR) End-of-Year Celebration and Student Leadership Conference, Philander Smith College, Little Rock, AR.

Treadway, E. & Gillespie, A. (2014, July). *Content literacy in the social sciences, K-12*. Workshop facilitated at the Clarksville School District Curriculum Conference, Clarksville, AR.

Treadway, E. (2014, July). *Content literacy in the arts, K-12*. Workshop facilitated at the Clarksville Curriculum Conference, Clarksville, AR.

Treadway, E. & Johnson, A. (2014, July). *Content literacy in the sciences, K-12*. Workshop facilitated at the Clarksville School District Curriculum Conference, Clarksville, AR.

Treadway, E. (2014, July). *Equal access for EL students, K-6*. Workshop facilitated at the Clarksville Curriculum Conference, Clarksville, AR.

Shopfner, B., & Treadway, E. (2013, January). *Understanding by Design team training*. Workshop for Arkansas Department of Elementary and Secondary Education content specialists and team leaders, Arkansas Department of Elementary and Secondary Education, Little Rock, AR.

Shopfner, B., & Treadway, E. (2013, January). *Understanding by Design team training*. Workshop for

Arkansas Department of Elementary and Secondary Education content specialists and team leaders, Crystal Bridges Museum, Rogers, AR.

SERVICE

Service to the ATU Center for Leadership and Learning

Program Director and Student Advisor, MTLL-NTL Nontraditional Teacher Licensure Program, 2017-Present

Facilitator, MTLL Shareholders Committee, Annual Graduate College/College of Education Shareholders Meeting, 2015-Present

MTLL Program Data Collection and Program Assessment Coordinator for Graduate College, CAEP, and SPA Reports, 2014-Present

Chair, CLL Department Promotion and Tenure Committee, 2019-2021

Chair, MTLL Curriculum Leadership Professional Portfolio Review Committee, 2015-Present

Chair, MTLL NTL Nontraditional Teacher Licensure Professional Portfolio Reviews, 2013-Present

Member, Educational Leadership Faculty Selection Committee, October 2018-March 2019

Member, Educational Specialist Curriculum Committee, 2016-2018

Member, LEAD 21 Cohorts 4 and 5 Student Interview Committee, 2015-2017

Member, Educational Leadership Faculty Selection Committee, February 2016

Service to the ATU College of Education

Member, College of Education Faculty and Staff Professional Development and Grant Committee, 2017-Present

Member, College of Education Administrative Assistants' Educators of Promise Scholarship Committee, 2018-2019

Member, Technology Committee, 2017-2019

Member, Committee on Excellence in Education, 2016-2019

Member, College of Education Associate Dean Selection Committee, November 2018-March 2019

College of Education Representative at the Arkansas Department of Elementary and Secondary Education Annual Alternative Teacher Licensure Program Fair, Little Rock, Arkansas, September 2018 and 2019

Member, College of Education Teacher Education Council, 2016-2018

Chair, Faculty Development Grant Committee, 2016-2017; Member, 2016-Present
Member, Vision and Mission Committee, Fall 2016

Member, Elementary Education Faculty Search Committee, Fall 2015

Service to Arkansas Tech University

Chair, Professional Development Grant Committee, 2020-Present

Member, University Professional Development and Research Grant Committee, 2019-Present

Member, Advising Handbook Revision Committee, 2021-Present

Academic Coach, 2020-Present (New program for first-time college students initiated in 2020)

Member, Faculty Welfare Committee, 2015-2016, 2016-2017, and 2017-2018

Secretary, Faculty Welfare Committee, 2015-2016 and 2016-2017

Member, Center for Excellence in Teaching and Learning Advisory Board, 2016-2017

Member, Committee on Adjunct Support, 2016-2017

Member, Graduate Appeals Committee, 2014-2015

Member, Library, Instructional Materials, and Equipment Committee, 2013-2014

Service to the Profession

Peer Reviewer, 2020 EDLD Program Redesign Proposals, Arkansas Department of Elementary and Secondary Education, 2020-Present

Member, Arkansas Department of Elementary and Secondary Education 2020 Educator Preparation Program Redesign Committee, 2017-2020

Advisory Committee Member, Novice Teacher Mentoring Program, Arch Ford Educational Service Cooperative, Plummerville, AR, 2019-Present

Board Member, Arkansas Professors of Educational Administration, 2017-2021

Spring Conference Organizer, Arkansas Professors of Educational Leadership 2020, Growing Future Leadership

Annual Conference Planning Committee Member, Arkansas Professor of Educational Leadership, 2018-2020

Member, Arkansas Department of Elementary and Secondary Education Professional Licensure Standards Board, Ethics Subcommittee, and Educator Preparation Program Quality Report (EPPQR) Committee, 2017-2021 (Elected in May 2017 by the board of the Arkansas Professors of Educational Administration organization to serve for a three-year term)

Conference Proposal Reviewer, American Association of College of Teacher Education, 2016-Present

Conference Proposal Reviewer, Association of Teacher Educators Annual and Summer Conferences, 2015-2020

Volunteer, Southern Region Association of Teacher Educators Annual Conference, fall 2017

Member, Arkansas Department of Elementary and Secondary Education, Beginning Administrators Advisory Committee, 2015-2017

Judge, CODIE Educational Technology Competition, 2013-2016

SAGE Publishing Manuscript Reviewer, Qualitative Dissertation Methodology: A Guide for Design and Procedures, published in August 2017

Member, Van Buren School District Counseling Advisory Council, 2015-2016

Arkansas Department of Elementary and Secondary Education Representative, English Language Learner (ELL) State Collaborative on Assessment and Student Standards Annual Meetings, Council of Chief State School Officers, 2005-2010

Arkansas Department of Elementary and Secondary Education Representative, English Language Development Assessment (ELDA) State Collaborative on Assessment and Student Standards Annual Meeting, Council of Chief State School Officers, 2005-2010

Arkansas Department of Elementary and Secondary Education Representative, Council of Chief State School Officers Annual Conference on Large-Scale Assessment, 2005-2010

Arkansas Department of Elementary and Secondary Education Representative, 2016 Title III Summit, Federal Program Technical Assistance Meeting, Washington, DC

Arkansas Department of Elementary and Secondary Education Representative, 2016 Title III Regional Biennial Meeting of Title III State Education Directors, Washington, DC

Evaluator, Innovation Incubator Competition, hosted by the Education Division of the Software and Information Industry Association, 2013

Evaluator, Foreign Language Assistance Grant Program, U.S. Department of

Education, 2009

Children's Poetry Judge with UTEP Pre-service Teachers, El Paso Public Library, 2003-2005

Member, El Paso del Norte YWCA Child Care Advisory Board, El Paso, Texas, 2005

Member, Mexico in the 21st Century Program, Indiana Humanities Council, Monroe County Consolidated Schools, Bloomington, Indiana, 1990

Service to the Community

Arkansas Tech University-Wesley Foundation Age to Age Volunteer, 2017-Present

Fort Smith Chapter of the Daughters of the American Revolution, 2019-Present

Sustaining Member, Junior League of Fort Smith, Little Rock, and El Paso, Texas, 2000-Present

Member, Alma Community Women's League, 2012-2016

INTERNATIONAL STUDY AND SERVICE

Delegation Member, National Council of State Supervisors of Foreign Languages to the People's Republic of China sponsored by the National Chinese Institute on Teaching Chinese as a Foreign Language, 2006

Delegation Member, Center for International Policy Delegation to Venezuela, 2006

Team Member, Sister Cities International Nicaragua Elections Observation Team, 1990

Co-coordinator and Member, Indiana, Bloomington, Indiana-Posoltega, Nicaragua, Sister Cities Overland Delegation Co-coordinator, 1989

Junior Year Abroad, Marquette University in Madrid, Complutense University, 1984-1985
Study Abroad, Rhodes College International Studies Internship, Lima, Peru, 1983

Exchange Student, American Field Service, Arica, Chile, 1981

ACTIVE MEMBERSHIPS

ASCD International
Arkansas ASCD
Association of Teacher Educators
Arkansas Association of Colleges of Teacher Education
Arkansas Association of Curriculum and Instructional Administrators
Arkansas Association of Professors of Educational Administration
Arkansas Association of Teacher Educators

Dr. Steve M. Bounds

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sbounds1@atu.edu

Education

Arkansas State University: Ed.D., Educational Leadership; Ed.S., Educational Administration; SCCT (Specialist in Community College Teaching), Biology; M.S., Biology.
Oklahoma Christian University: B.A., Bible, Greek, Science, Education.
Crowley's Ridge College: A.A., Liberal Arts.
Additional studies: University of Central Oklahoma, Harding University, Southeast Missouri State University, Abilene Christian University, Gateway Seminary, Nations University

Professional College Teaching Experience

Full-Time
Arkansas Tech University, Russellville AR. Professor.
 2018-current: Doctoral faculty. Ed.S. Program Director. Coordinate licensure program.

Arkansas State University, Jonesboro AR. Professor.
 2017-2018: Taught in the doctoral program
 2014-2017: Interim Chair, Dept. of Educational Leadership, Curriculum, & Special Education. Director, Center for Excellence in Education. Oversaw all department operations for the MSE, EdS, and EdD degrees.
 2013-2014: Graduate Programs Coordinator. Coordinated all graduate programs in the College of Education.
 2007-2013: Assistant Professor. Taught school finance, school business management, supervised internship, introduction to statistics & research, advanced statistics, advanced educational research, school personnel administration, management of operational systems, school & community relations, school district administration, theories of instruction, curriculum management and philosophies of education classes. Directed dissertations.

Henderson State University, Arkadelphia, AR. Assistant Professor.
 2006-2007: Taught school finance, school business management, supervision of instruction, and school district administration classes.

Crowley's Ridge College, Paragould AR. Science Department.
 1977-1980: Taught general biology, general chemistry, zoology, botany, field studies, Bible, Greek, photography, and sociology classes.

<u>Adjunct</u>

Southeast Missouri State University, Cape Girardeau MO. Adjunct Professor. Taught school finance, school district administration, and administration of the curriculum classes. (5 years)

Southeast Missouri State University, Cape Girardeau MO. Adjunct Professor. Taught general biology classes. (2 years)

Southwest Baptist University, Bolivar MO. Adjunct Professor. Taught school finance classes. (2 years)

Three Rivers College, Poplar Bluff MO. Adjunct. Taught data processing, introductory biology, and microbiology classes. (8 years)

Tarkio College, Tarkio MO. Adjunct. Taught management operation systems class. (1 semester)

Northeast Arkansas Community College, Blytheville AR. Adjunct. Taught BASIC Programming class. (1 semester)

East Arkansas Community College, Forrest City AR. Adjunct. Taught general biology and computer programming classes. (2 years)

K-12 Administrative Experience

Superintendent of Schools.
   Maynard Schools, Maynard AR, spring 2007 (interim);
   Newburg School District, Newburg MO, 2005-2006;
   Doniphan R-I Schools, Doniphan MO, 2001-2005;
   Campbell R-II Schools, Campbell MO, 1989-1997.

Associate Superintendent for Finance.
   Poplar Bluff R-I Schools, Poplar Bluff MO, 1997-2001

High School Principal.
   Campbell R-II Schools, Campbell MO, 1985-1989

Publications

Bounds, S. (2020). State of the states: Arkansas 2019. *Journal of Education Finance*, 45(3): 264-265.

Bounds, S. & Yu, Q. (2019, in press). Superintendent personality types. *Journal of Education and Human Development*.

Brady, K. P. & Bounds, S. (2019). Arkansas. In D. Thompson, R. Wood, S.

Neuenswander, J. Heim & R. Watson (Eds.), *Funding Public Schools in the United States and Indian Country* (pp. 39-55). Charlotte NC: Information Age Publishing.

Bounds, S. (2018). State of the states: Arkansas 2017. *Journal of Education Finance.*

Nichols, J., Bounds, S. & Henley, J. (2018). From face-to-face to hybrid: Candidates' perspectives of joining a doctoral program offered in a digital format. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 219-225). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved from https://www.learntechlib.org/primary/p/182527/.

Bounds, S. (2018). Teaching educational statistics online: What students want. *Proceedings of the Center for Scholastic Inquiry 2018*, 455.

King, J. & Bounds, S. (2017). Ebbing the flow. *Proceedings of Global Conference on Education and Research 2017* (pp 67-80).

Bounds, S. (2016). Lessons learned: Implementing a large-scale online degree program. In *Proceedings of EdMedia 2016--World Conference on Educational Media and Technology* (pp. 196-202). Vancouver, BC, Canada: Association for the Advancement of Computing in Education (AACE). Retrieved from https://www.learntechlib.org/primary/p/172951/.

Bounds, S. (2015). Novice versus experienced online graduate student expectations: A comparative analysis. In S. Carliner, C. Fulford & N. Ostashewski (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2015* (pp. 835-840). Association for the Advancement of Computing in Education (AACE).

Bounds, S. (2014). State of the states: Arkansas 2014. *Journal of Education Finance.* 40(3):41-42.

Bounds, S. (2013). Blackboard or Epic? Student ratings of an online statistics class using different learning management systems. In J Herrington, et al. (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013* (pp. 1842-1847). Chesapeake, VA: AACE.

Bounds, S. (2012). Modalities of online instruction and student perceptions. *Proceedings of AmHighEd 7th International Conference on Business and Education, 4*, 56-62.

Bounds, S., Holifield, M., & Nichols, J. (2012). Implementing a large scale distance education program: The good, the bad, and the ugly. *Proceedings of the National Council of Professors of Educational Administration.* Kansas City, MO.

Bounds, S. & Holifield, M. (2011). Perceptions regarding the purpose of schooling. *Proceedings of AmHighEd 6th International Conference on Business and Education, 4*, 56-62.

Bounds, S. & Holifield, M. (2011). Components of an effective online class. *Proceedings of the International Association for Development of the Information Society Conference.*

Bounds, S. (2010). E-pedagogy: What students want. *Proceedings of Global Learn Asia Pacific 2010* (pp. 4162-4167). AACE.

McBride, J., Bounds, S., Holifield, M., Nichols, J., Milligan, J., Henley, J. & Nichols, C. (2009). Trials, tribulations, and triumphs-The "3 Ts" of course development and delivery of an on-line program in a partnership between a public state university a public state university and the private sector. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009* (pp. 1367-1372). Chesapeake, VA: AACE.

Bounds. (1993). A review of leadership styles. *Proceedings of Arkansas Association of School Leaders*, 1:4-5.

McDaniel, V.R, Bounds, S.M., Frazier, R. & Sutton, K.B. (1978). Geographic Distribution: Carphophis amoenus helenae. *Herpetological Review*. 9:142.

Bounds, S. and Hutchinson, E. (1978). Sighting of albino red-tailed hawk in Randolph County, Arkansas. *American Ornithology* 245(3):117.

Bounds, S. (1977). Addendum to: Fishes of the Fourche River in northcentral Arkansas. *Proceedings of Arkansas Academy of Science*, 31:112.

Bounds, S., Beadles, J.K. and Johnson, M. (1977). Fishes of Randolph County, Arkansas. *Proceedings of Arkansas Academy of Science*, 31:21-25.

Bounds, S. and Beadles, J.K. (1976). Fishes of the Fourche River in northcentral Arkansas. *Proceedings of Arkansas Academy of Science*, 30:22-26.

Presentations

Arkansas Association of Teacher Education, Oct 2019, Russellville AR, *Mistakes That Should Be Taught*

American Education Research Association Conference. April 13-17, 2018. New York, NY. *School Superintendent Attitudes toward Hiring Building Principals with Online Degrees.*

Center for Scholastic Inquiry Conference. April 11-12, 2018. Savannah, GA. *Teaching Educational Statistics Totally Online: What Students Want.*

National Education Finance Conference, April 4-6, 2018, Tulsa, OK. *State of the States –*

Arkansas 2017.

National Education Finance Conference, April 4-6, 2018, Tulsa, OK. *Generating Revenue with Online Programs: Reality or Fake News?*

19th International Conference on Autism, Intellectual Disability & Developmental Disabilities. January 17-19, 2018. Council for Exceptional Children, Division on Autism & Developmental Disabilities. Clearwater Beach, FL. *Ebbing the Flow.*

Southeastern Regional Association of Teacher Educators Conference, Oct. 5-7, 2017, Rogers, AR, *Nature or Nurture – Are Teachers Naturally Born or Academically Made?*

National Council of Professors of Educational Administration/International Professors of Educational Leadership Conference. July 31-August 4, 2017, San Juan, PR, *Leadership Style or Personality Type.*

National Education Finance Conference, February 2017, Cincinnati, OH, *State of the States – Arkansas 2016*

EdMedia Conference, June 2016, Vancouver BC, Canada, *Lessons Learned: Implementing a Large-Scale Online Degree Program*

National Education Finance Council, February 2016, Jacksonville FL, *Sustainability of a Large-Scale Online Educational Leadership Program*

National Education Finance Conference, February 2016, Jacksonville, FL, *State of the States – Arkansas 2015*

National Education Finance Conference, February 2016, Jacksonville, FL, *Teaching Education Finance Courses in Distance Programs*

National Council of Professors of Educational Administration, August 2015, Washington DC, *Employability of Principals with Online Degrees*

EdMedia Conference, June 2015, Montreal, Canada, *Novice vs Experience Online Graduate Student Expectations: A Comparative Analysis*

National Education Finance Council, February 2015, St. Louis MO, *War Stories or BS (Blowing Smoke)*

Association of School Business Officials, Sept 2014, Kissimmee FL, *Criminal Activity: An Analysis of Crimes Committed by a Principal*

Arkansas Association of Teacher Education, Oct 2014, Russellville AR, *Mistakes That Should Be Taught*

National Education Finance Conference, April 2014, Louisville KY, *State of the States – Arkansas 2013*

National Education Finance Conference, April 2014, Louisville KY, *Teaching School Business Management with YouTube*

EdMedia Conference, June 2013, Victoria BC, *Student Ratings of an Online Statistics Class*

National Education Finance Conference, May 2013, Indianapolis IN, *Back to Basics: Using Excel for School Budgeting*

Global Teaching Conference, Mar 2013, Jonesboro AR, *Effective Design of an Online Statistics Course*

Heartland eLearn Conference, Feb 2013, Oklahoma City OK, *Student Ratings of a Class Using Two Learning Management Systems.*

American Institute of Higher Education, 2012 Oct, Niagra Falls NY, *Modalities of Online Instruction and Student Perceptions*

Natl. Council of Professors of Educational Administration, 2012 Aug, Kansas City MO, *Implementing a Large Scale Distance Education program: The Good, the Bad, and the Ugly*

Administrative Issues Conference, 2011 Oct, Weatherford OK, *Graduate student perceptions of an effective online class*

Natl. Council of Professors of Educational Administration, 2011 Aug, Portland OR, *Mentoring in the Development of Aspiring Principals and Program Directors*

American Institute of Higher Education, 2011 Apr, Charleston SC, *Perceptions Regarding the Purpose of Schooling*

American Educational Research Association, 2011 Apr, New Orleans LA, *Cross-cultural analysis of principal preferred influence tactics and targeted goals*

Association of School Business Officials International, 2010 Sep, Lake Buena Vista, FL, *The Role of School Facilities in the Delivery of Instruction: A Physical Capital Perspective*

Natl. Council of Professors of Educational Administration, 2010 Aug, Washington DC, *What Graduate Students Want in an Online Class*

Natl. Council of Professors of Educational Administration, 2010 Aug, Washington DC, *Perceptions of Principal Preparation Candidates Regarding the Purpose of*

Schooling

Association for the Advancement of Computing in Education, 2010 May, Pygnang, Malaysia, *E-pedagogy: What Students Want*

World Conference on E-Learning, 2009 Oct, Vancouver BC, *Trials, tribulations, and triumphs-The "3 Ts" of course development and delivery of an on-line program in a partnership between a public state university and the private sector*

Mid-South Educational Research Association, 2008 Nov, Knoxville TN, A *Reexamination of the Relationship between Socioeconomic Status and Recent Student Achievement*

Natl. Council of Professors of Educational Administration, 2008 Aug, San Diego CA, *Confessions of a Novice Online Instructor*

Missouri Association of School Business Officials, 2003 Jun, Poplar Bluff MO, *Developing a Budget in Difficult Times*

Missouri Association of School Business Officials, 2003 Apr, Osage Beach MO, *Projecting Local Revenue*

Missouri Association of School Business Officials, 2002 Jan, Poplar Bluff MO, *The ASBR*

Missouri Association of School Business Officials, 2001 Jun, Poplar Bluff MO, *Projecting Local Revenue*

Missouri Association of School Business Officials, 2001 Apr, Osage Beach MO, *F.I.R.E. in Missouri Schools*

Missouri Association of School Business Officials, 2001 Apr, Osage Beach MO, *Foundation Formula Basics*

Professional Service Activities

University Service

Library Committee, 2011-2014
Graduate Council, 2013-present
Education & Technology Committee, 2014-2017 (chair)
Chairs Council, 2014-2017

College Service

Budget Committee, 2018-2019
Teacher Education Committee, 2019-current
Advanced Programs Assessment Committee, 2012-2015

College Curriculum Committee, 2013-2014
Promotion, Retention & Tenure Committee, 2013-2014
Merit Committee, 2013-2014
NCATE Assessment Committee, 2012-2013 (chair)
Grievance Committee, 2012-2013
College Technology Committee, 2010-2011
COPE, 2007-2012, (chair, 2011; vice-chair 2012)
Advanced Programs Committee, 2007-2009, (chair)
Initial Programs Committee, 2011-2012 (vice-chair)
Advanced Programs Conceptual Frameworks Committee (2010-2011)
NCATE Steering Committee (2010-2011)
NCATE Budget Committee (2009-2010)
NCATE Standard 6 Writing Committee (2008-2009)

Department Service

Program director (Ed.S.), 2019-current
SPA Review Coordinator, 2018-2019
Department chair, 2014-2017
Director of Center for Excellence in Education, 2014-2017
Graduate Programs Coordinator, 2013-2014
Assessment Committee, 2008-2014 (chair)
Curriculum Committee, 2007-2014

Organizational Memberships
National Education Finance Academy (NEFA)
Arkansas Association of Educational Administrators (AAEA)
Arkansas Rural Educators Association (AREA)
Arkansas Council of Professors of Educational Administration (ArPEA)
Arkansas School Boards Association (ASBA)
Association of School Business Officials (ASBO)
Maynard School Board (president)
Mid-South Distance Learning Association (MSDLA)
Mid-South Educational Research Association (MSERA)
National Council of Professors of Educational Administration (NCPEA)
Texas Distance Learning Association (TxDLA)
American Educational Research Association (AERA)

Conferences/Workshops Attended (without presentation)

Arkansas Public School Resource Center workshop, 2019 Nov, statewide video conference

Arkansas Dept. of Education LEADS training, 2019 Oct., Russellville AR

Arkansas Professors of Educational Administration (ArPEA) Conference, 2019 April, Searcy AR

ASBA Winter Conference, 2017 Dec., Little Rock

Arkansas Public School Resource Center workshop, 2017 Nov, Walnut Ridge AR

Arkansas Public School Resource Center workshop, 2017 Oct, Walnut Ridge AR

ASBA Winter Conference, 2016 Dec., Little Rock

ASBA Regional Conference, 2016 Oct., Jonesboro

Arkansas School Boards Association workshop, 2016 Nov., Walnut Ridge AR

Arkansas Public School Resource Center workshop, 2016 Nov, Walnut Ridge AR

Council for the Accreditation of Educator Preparation, 2015 July, Chicago IL

Southeastern Association of School Business Officials, 2015 Apr., Myrtle Beach SC

Arkansas Professors of Educational Administration (ArPEA) Conference, 2015 April, Searcy AR

Arkansas Association of Educational Administrators (AAEA)- Arkansas School Boards Association (ASBA) Joint Education Conf., 2015 May, Little Rock

ASBA Winter Conference, 2015 Dec., Little Rock

Arkansas University Deans meetings, 2015 Feb & May., Little Rock AR

ASBA Regional Conference, 2015 Oct., Jonesboro

Arkansas School Boards Association workshop, 2015 Nov., Walnut Ridge AR

Arkansas School Boards Association workshop, 2015 Oct., Walnut Ridge AR

AAEA-ASBA Joint Education Conf., 2014 May, Little Rock

Arkansas Dept. of Education LEADS training, 2014 Sept., Little Rock

AAEA Fall Conf., 2014 Oct., Little Rock

ASBA Regional Conference, 2014 Oct., Jonesboro

Arkansas School Boards Association workshop, 2014 Nov., Walnut Ridge AR

Arkansas School Boards Association workshop, 2014 Dec., Walnut Ridge AR

Arkansas Public School Resource Center workshop, 2014 Nov, Walnut Ridge AR

AAEA-ASBA Joint Education Conference, 2014 May, Little Rock AR

Arkansas School Boards Association Winter Conference, 2013 Dec, Little Rock
    AR
Arkansas Public School Resource Center Workshop, 2013 Nov, Walnut Ridge
    AR
Arkansas Rural Education Association Fall Conference, 2013 Nov, Hot Springs
    AR
Arkansas Public School Resource Center Workshop, 2013 Oct, Walnut Ridge
    AR
Arkansas School Boards Association Training Forum , 2013 Oct, Little Rock AR
Northeast Arkansas Principals Association, 2013 Oct, Jonesboro AR

AAEA-ASBA Joint Education Conference, 2013 May, Little Rock AR
Southern Regional Education Board Leadership Forum, 2013 May, Atlanta GA
National Education Finance Conference, 2013 May, Indianapolis IN
Global Teaching Conference, 2013 Apr, Jonesboro AR

Arkansas School Boards Association Winter Conference, 2012 Dec, Little Rock
    AR
Arkansas Public School Resource Center Workshop, 2012 Nov, Walnut Ridge
    AR

Arkansas Public School Resource Center Workshop, 2012 Oct, Walnut Ridge
    AR
Arkansas School Boards Association Regional Conference, 2012 Oct, Hoxie AR
NCATE Conference, 2012 Sep, Arlington VA

Texas Distance Learning Association Conference, 2012 Mar, Dallas TX
Arkansas School Boards Association Winter Conference, 2011 Dec, Little Rock
    AR
Arkansas Public School Resource Center Workshop, 2011 Dec, Walnut Ridge
    AR

Mid-South Distance Learning Association Conference, 2011 Oct, Little Rock AR
Arkansas School Boards Association Regional Conference, 2011 Oct, Jonesboro
    AR
Arkansas Public School Resource Center Workshop, 2011 Sep, Walnut Ridge

AR

ELCC Workshop, 2011 Sep, Searcy AR

Arkansas School Boards Association Winter Conference, 2010 Dec, Little Rock
   AR

Arkansas School Boards Association Regional Conference, 2010 Oct, Jonesboro
   AR

NCATE Conference, 2010 Sep, Washington DC

Arkansas Public School Resource Center Workshop, 2010 Sep, Pocahontas AR

Arkansas Council of Professors of Educational Administration Conference, 2010
   May, Little Rock AR

Arkansas School Boards Association Spring Conference, 2010 May, Little Rock
   AR

Arkansas Council of Professors of Educational Administration Conference, 2009
   Apr, Jonesboro AR

Arkansas Council of Professors of Educational Administration Conference, 2008
   Apr, Russelville AR

Texas Distance Learning Association Conference, 2008 Mar, Galveston TX

Association of School Business Officials, 2005 Oct., Baltimore MD

American Association of School Administrators, 2004 Feb, San Antonio TX

Association of School Business Officials, 2002 Oct, Phoenix AZ

Association of School Business Officials, 2001 Oct, Minneapolis MN

Other Professional Service
Board of Advisors, National Education Finance Academy

Board member, ArPEA

Manuscript Reviewer – Administrative Issues Journal; Teachers College Press; Mid-South
   Educational Research Association; Heartland Distance Learning Association; Global
   Learning in Education & Research

Educational Testing Service (ETS) Scorer: SSA and SLLA exams

NCATE Review teams

Book chapter reviews:

Urdan, T.C. (2010). *Statistics in Plain English*. 4th ed. Routledge: New York. 224 pp.

Mertler, C.A. & Charles, C.M. (2011). *Introduction to Educational Research*. 7th ed. Allyn & Bacon: Boston. 432 pp.

Schneider, G. (2015). *Introductory Statistics*. Sage Publications. 5 chapters

Grants

2008 -- ORTT Grant ($1200) to conduct research and present at Mid-South Educational Research Association regarding student achievement and socioeconomic status

2013 -- Academic Partnerships Grant ($5000) to conduct research and present regarding factors contributing to students dropping out of online programs.

2017 -- ORTT Grant ($500) for travel expense to present at the Global Conference on Education & Research.

Dissertation Committees

Myers, Remington. (2020). *A study of two truancy interventions in two Arkansas high schools*. (Chair)

Watkins, Stephen. (2020). *Alternative Learning Environments as a tool for student success for struggling learners in northwest Arkansas school districts*. (Member)

Gladden, Curtis. (2020). *The relationship of Marshallese student participation in extracurricular activities and academic achievement in an Arkansas school district*. (Chair)

Nail, Chris. (2019). *Do graduate level content degrees matter? An analysis of the effect of content area master's degrees on student achievement*. (Chair)

Morris, Nathan. (2019). *Improving college matriculation in high poverty Arkansas high schools through early advising and college matching*. (Chair)

Mallett, Kyle. (2019). *Homeschooling in rural northwest: An investigation of parent choices*. (Chair)

Yu, QianQian (2019). *Examining culture in International Business curricula: Teaching East Asian culture within universities in the United States*. (Chair)

Jackson, Gabriel. (2019). *The impact of teacher mentoring on novice educator retention in high poverty schools*. (Member)

Manley, Amy. (2019). *Implementation of standards-based grading at the middle school level*. (Member)

Johnson, Kimberley. (2018). *Factors related to persistence, retention, and graduation of African American males in Louisiana universities.* (Chair)

Humphrey, Brandi. (2018). *A mixed-methods study conducted in conjunction with the Beck Pride Center at Arkansas State University: The impact of PTSD and TBI on the student-veteran's learning environment and performance.* (Chair)

Kuizin, Laura. (2018). *Analysis of factors that influence pre-med undergraduate selection of osteopathic or allopathic medical school.* (Chair)

Dockery, Julie (2018). *An analysis of African American and White college students' interactions with instructors at the first and second year level.* (Chair)

Spack, Martha. (2018). *Understanding the impact of student engagement on the graduation rates of higher education institutions.* (Member)

Dixon, Derrick. (2018). *Sexual misconduct and interpersonal violence education: An analysis of the athletic department's influence on the proactive approaches utilized to address Title IX issues among college student athletes.* (Member)

Sanders, Heath. (2017). *Student loan debt: An interpretative phenomenological study of the impact of indebtedness on lived experience of educators.* (Chair)

Greer, Paula. (2017). *Perceptions of special education teachers' professional learning experiences in Arkansas.* (Chair)

Greer, Rickey. (2017). *Diversity from within: An analysis of Arkansas magnet schools' enrollment and achievement data in grades 1-6, 2006-2014.* (Chair)

Allison, Heather. (2017). *Factors that influence teachers to remain in Priority Schools in Arkansas.* (Chair)

Williams, Regina. (2017). *The prevalence of insomnia in school administrators.* (Chair)

Reed, Dawn. (2016). *Perceptions of the national association of chiefs of police regarding preferred educational curricula for law enforcement training in higher education.* (Chair)

Durley, Donald. (2016). *Perceptions of Tennessee teachers regarding RTI implementation.* (Chair)

Walter, Joey. (2015). *Developing an Arkansas Adult Teacher Education evaluation instrument.* (Chair)

Jones, Don. (2017). *Shared governance and organizational commitment reported by*

enrollment managers in the Council of Christian Colleges and Universities. (Member)

Sanchez, Matthew. (2017). *The effects of institutional characteristics at four-year public colleges on financial aid operational activities.* (Member)

McFall, Kimberly. (2016). *Trends in homeschool education: How the face of homeschooling is changing.* (Member)

Bell, Cheryl. (2016). *An Investigation of Perceptions on the Value of State Mandated Preparation for Principal Practice in Evaluating Teachers.* (Member)

Bista, Krishna (2013). *Asian international students' college experiences at universities in the United States: Relationship between perceived quality of personal contact and self-reported gains in learning.* (Member)

Holifield-Scott, April. (2011). *Reported usage and perceived value of advanced placement English language and composition curricular requirements by high school and college assessors of the essay portion of the English Language and Composition Advanced Placement Exam.* (Member)

Wood, Michael. (2010). *Factors students use in choosing to attend Church of Christ institutions of higher education when students have no affiliation with the church.* (Member).

Miles, Michael. (2010). *Development of an accreditation assessment survey using the Higher Learning Commission's five criteria for accreditation of higher education institutions.* (Member).

IN-PROGRESS DISSERTATIONS:

Brown, Jeremy
Crossley, Jonathan
Hodges, Danielle
Lovins, Luke
Poole, Brenda
Reynolds, Lynsey
Taylor, Mark
Tyler, Scott

Danielle Stewart, Ph.D.

Curriculum Vitae
danielle.stewart@rsdk12.net

Work Experience

RUSSELLVILLE SCHOOL DISTRICT

District ESL/Title III/Migrant Supervisor, Central Office, 2014-Present

English as a Second Language, Migrant, and Title III District Supervisor, Kindergarten-12th Grade, Central Office Staff

Key Contributions:

Arkansas ESL Coordinator of the Year, 2017

ARKTESOL Board Member, State Regional Representative
ARKTESOL Communications Coordinator
AAEA Beginning Administrator
Presenter at AASCD Conference
Title III Directors National Member
Arch Ford Educational Cooperative ESL Consortium Leader/Facilitator
Arkansas Association of Education Administrators Member
Arkansas Department of Education ACSIP/ESL Advisory Steering Committee Member
Arkansas Department of Education ESSA Advisory Steering Committee Member
State Bilingual Literacy Seal Committee Member
ATU College of Arts and Humanities Advisory Board Member
District Minority Recruitment Board Member
District Foreign Language Implementation Committee Member
District Level Test Coordinator for ELPA 21
Founder of the RSD ESL Newcomer Language Academy Program and summer program: Passport Immersion.
Recipient of the New Immigrant Grant (3 years)

Spanish, ESL, and Journalism Teacher (8-9), 2006 to 2014

Hired as a full-time teacher to teach Spanish I, ESL, and Print Journalism at RJHS.

Key Contributions:

Earned the award of "Principal's Choice Teacher" during my first year at RJHS.
ESL Presenter, Professional Development Speaker and Presenter.
Students placed first and second at State Competition in Spanish all 5 years.
Teacher of the Month (2012, 2014, 2015)

National Board Certified Teacher in World Languages.
Served as committee chair for English Language Development Testing and Language Proficiency Committees.
Member of ARKTESOL (attended TESOL Conference 9 years).

Member of Arkansas Foreign Language Teacher Association, Students placed 1st for 12 years.

Translator and facilitator of ELL Failure Conferences.

Facilitator in providing teachers with appropriate documentation and ESL-friendly strategies.

ARKANSAS TECH UNIVERSITY: Adjunct Undergraduate and Graduate Faculty

Instructor of English and CLL, 2011-Present
Composition I, TESOL Practicum, TESOL K-12 ESL- Approved, Theory and Instruction.

OLA SCHOOL DISTRICT

Spanish, Speech, Theater, and English Teacher (9-12), 2004-2006
Teacher of Spanish I, II, Pre-AP III, and Advance Placement IV.
Taught the Phonetic Alphabet, Speech, and directed plays. Taught 10th grade English.
ESL Parent Liaison and translator for the high school.

DANVILLE SCHOOL DISTRICT

Spanish and English Teacher (8-12), 2003-2004
Hired as a full-time teacher in the above curriculum.
Served as ESL Liaison and translator for the district.

ARKANSAS TECH UNIVERSITY

Spanish Continuing Education Teacher, 2003-2006
Hired to teach adult education classes to people in the medical and business professions who wanted to learn Spanish.

Education & Credentials

TEXAS TECH UNIVERSITY- LUBBOCK, TX: *PhD in Curriculum and Instruction: English as a Second Language and Bilingual Education, May 2020*
Graduate May 2021.
Dissertation: "Educator Growth in Immigrant Education through Reality Pedagogy's Cogenerative Dialogue in an Ever-Changing World"
Member of the PhD Honor Society: Phi Kappa Phi.
4.0 Student.

AMERICAN COUNCIL ON EDUCATION

National Board Certified Teacher in World Languages, Spanish, 2014
Twelve Graduate Credit Courses via NBCT.
ARKANSAS TECH UNIVERSITY – RUSSELLVILLE, AR
MLA in Liberal Arts: Communications and English, 2009
Most of the hours are in: English and Journalism/Communications.
Served as President of Sigma Tau Delta: English Honor Society.
Published in *Nebo* (Literary Journal).
Graduated Graduate School with a 4.0 GPA.
Published an MLA project on Foreign Language Learning. *Available in ATU Library.*

ARKANSAS TECH UNIVERSITY — RUSSELLVILLE, AR
BA in Spanish, 2003
Arkansas Teacher Certification (Grades K-12), 2003 (renewed in 2010)
Member of Zeta Tau Alpha, "Model New Member."
Vice-President of Spanish Club.
Vice-President of Young Democrats of ATU.
Lab instructor and Professor Aide in the Foreign Language Department:
4.0 Student in all four ESL Classes (4 semesters worth), AR Teaching License (ESL Endorsement)

DOVER HIGH SCHOOL: VALEDICTORIAN, 2000

Arkansas Teacher Certifications

004, 003	*Spanish*	PK-12
166	*English*	7-12
208, 207	*Drama/Speech*	PK-12
308, 307	*ESL*	PK-12
4040	*Journalism*	7-12

National Board Certification: Spanish Language

SHAWN HETTINGA, EDS
smartin1@atu.edu
shawnhettinga@dardanellelizards.com

OBJECTIVE

To apply earned education and earned job experience for an institution promoting standards-based instruction and facilitating learning and success for all students.

EDUCATION / LICENSURE

Doctoral Student of Educational Leadership - Cohort 6
Arkansas Tech University May 2022
Educational Specialist – Educational Leadership
Arkansas Tech University June 2019
● District Administration License PK - 12

Master of Education – Leadership and Administration
Arkansas Tech University May 2018
● Building Administration License PK - 12

Master of Education – Leadership and Counseling
Arkansas Tech University December 2014
● School Counseling License PK – 12

Master of Teaching
University of Central Arkansas May 2009
● English Language Arts 7 - 12

Bachelor of Arts – General Studies with English Emphasis
Arkansas Tech University May 2007

EDUCATOR EXPERIENCE

District Curriculum & Digital Technology Administrator
Dardanelle School District (K-12) July 2019- Current

Visiting Lecturer of School Counseling and Teacher Leadership
Arkansas Tech University – Center for Leadership and Learning August 2018 – Current

School Counselor (K-3 Grades)
Dardanelle Primary School August 2014 -May 2019

School Counselor (6-12 Grades)
Danville High School August 2012 –May 2014 English Language Literature (5-8 Grades)
Danville Middle School June 2012 – May 2012 Upward Bound Literacy and Composition Instructor

Arkansas Tech University June 2012 – May 2012 English Language Literature (9-10 Grades)

Marshall High School June 2007 – June 2008

PROFESSIONAL MEMBERSHIPS
Arkansas Association for Supervision and Curriculum Development (AASCD); Arkansas School Counselor Association (ArSCA); National Education Association (NEA); Arkansas ACT State Organization; Arkansas Association of Educational Administrators (AAEA)

PROGRAM SKILLS
Blackboard, Onetech, Banner, Eschool, Cognos, Canvas, Triand, Moodle, Microsoft Office, Prezi, Google Classroom, Google Docs, Google Forms, Google Slides, Google Sheets, Indistar, Planbook, Bloomboard, ADE Data Center, AELS, PBIS, Functional Behavior Assessments (FBA), DragonFly, Hawthorne Screeners, DIBELS, My School Info, StudentGPS, Arkansas Digital Sandbox, iTunesU, ACT Aspire Portal

LEADERSHIP TRAINING AND OFFERINGS
504 Program Administrator
AASCD Member and Conference Presenter
ArSCA Conference Presenter
ACSIP Indistar Program Manager
ACT College Prep Summer Literacy Instructor ACT Site Testing Coordinator
ACT Student Services Committee
ACT Study Prep Course Program Administrator ADE Benchmark Content Advisory Committee
ADE Research & Technology Ambassador
ATU CAEP Accreditation Review
ATU Shareholder – Leadership and Learning
ATU Graduate Student Gala Award Recipient
ATU Counseling Portfolio Defense Chair
ATU School Counseling Q & A Panel
ATU Teacher Education Council
Tutoring Program Building Administrator
State Standards Assessment ELA Committee Arkansas State ACT Organizational Committee
AR Blood Institute Site Coordinator
CPR / First Aid Recertification Spring 2017 Credit Recovery Program Administrator
District Leadership Committee
Gifted and Talented Testing Committee
Gatekeeper of Arkansas Trainer
Handbook Committee
Hawthorne Data Scoring and Reports
Behavior Intervention Plan Administrator
Health and Wellness Administrator
Mental Health Care Parent Liaison

Parental Involvement Administrator
Personnel Policies Committee
Professional Development Administrator
Response to Intervention Co-Administrator
Saturday School Program Administrator
School-Based Therapy Contact
Search and Interview Committee for New Hires Senior High Beta Sponsor
Student Intervention Plan (SIP) Administrator
Standards Review Planning Committee
Toys for Tots Program Manager – Yell County
Teen Leadership Coalition Sponsor
Yell County Backpack Program Manager
Building and District Testing Coordinator
ELPA21 Testing Administrator

KAREN NORTON, ABD
karen.norton@archford.org

Skills
Persuasion techniques
- Relationship building
- Documentation skills
- Data analysis
- Recruitment
- Training and development
- Skilled problem solver
- Positive and friendly
- Strong interpersonal skills
- Detail-oriented
- Team building expertise
- Active listening skills

Professional Summary
High-energy leader offering 24 years of superior performance in teaching and learning. Adept at designing professional development that supports new teachers while modeling best practices. Ready to apply expertise and experience to training pre-service teachers at Arkansas Tech University.

Work History
Recruitment and Retention Specialist, 07/2019 to Present
Arch Ford Educational Service Cooperative, Plummerville, AR
- Negotiating contracts and delivery plans with educational consultants.
- Continuously delivering top-quality training documentation, manuals, and tools addressing needs of teachers in their first three years.
- Effectively implementing best training practices and adult learning principles in planning and creation of instructional materials.
- Designing, implementing, and managing successful training programs to meet school needs.
- Providing subject matter expertise materials, lesson plans and classroom management.
- Teaming with subject matter experts in evaluation and revision of training tools to continually improve learning platforms.
- Collaborating with the Department of Elementary and Secondary Education to provide relevant training to novice teachers.
- Submitting and monitoring novice teacher state grant.
- Collaborating with role-alike specialists

Elementary Principal, 07/2016 to 06/2019
Jacksonville North Pulaski School District, Jacksonville, AR
- Administered all facets of personnel policies and procedures, including conception, modification, and approval of professional staff additions.

- Modeled expected and appropriate leadership to promote teaching staff and administrative personnel and positive interaction with students and families.
- Built productive relationships with parents of students facing difficult situations at school or at home.
- Prepared school budget and submitted to school board with recommendations for hiring, capital expenditures and cost-saving initiatives.
- Collaborated with district office to develop functional budgets within allocated funds.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.
- Trained teachers on effective teaching techniques, classroom management strategies, and behavior modification.
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.
- Developed subject and grade leaders to advance oversight and improve instruction.
- Performed classroom evaluations to assess teacher strategies and effectiveness.

Elementary Principal, 07/2013 to 06/2016
Carlisle School District, Carlisle, AR
- Interviewed, hired, supervised, and assisted all school employees and offered feedback through positive methods.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.
- Recommended and administered appropriate solutions, sanctions, and discipline for non-compliance to rules and standards for student performance and behavior.
- Collaborated with teachers and administrators to discuss academic needs of students, including interventions, enrichment, and curriculum.
- Met with parents to resolve conflicting educational priorities and issues.
- Documented student attendance and progress against goals.
- Established and maintained rapport with other staff, students, and parents to facilitate communication and academic progress.
- Upheld commitment to educational excellence and fostered atmosphere of mutual respect and trust.

Instructional Facilitator/Elementary Assistant Principal, 07/2009 to 06/2013
Monticello School District, Monticello, AR
- Collaborated with principal to identify areas in need of improvement and implement solutions.

- Collected data on program effectiveness through surveying, data analysis and other methods and implemented solutions for improvement.
- Monitored field trips and special events to maintain safety and increase attendee retention.
- Planned and facilitated math and science workshops in accordance with district curricula, employing varied methods to meet the needs of the diverse staff.
- Researched and incorporated current trends and data into standards-based curriculum for math and science.
- Effectively implemented best training practices and adult learning principles in planning and creation of instructional materials.
- Encouraged good habits and modeled practical problem-solving for staff and clients.
- Managed, advised and trained new support staff in science and math initiatives and processes.
- Managed schoolwide discipline program.
- Maintained opened communication with parents and other stakeholders.
- Conducted teacher evaluations utilizing the Frameworks for Teaching.
- Disaggregated various types of data and conducted action research.

K-12 District Math Specialist, 07/2008 to 06/2009
Cabot School District, Cabot, AR
- Encouraged good habits and modeled practical problem-solving for teachers.
- Developed math curriculum.
- Managed a team of math coaches.
- Conducted classroom walkthroughs.
- Supported Cognitively Guided Instruction (GCI) training for all K-3 teachers.

Math/Science Instructional Facilitator, 08/2004 to 06/2008
Warren School District, Warren, AR
- Modeled best practices in science and math instruction.
- Developed science and math curriculum.
- Hosted family math and science nights.
- Managed math/science budget.
- Conducted classroom walk throughs.
- Provided professional development in math and science.

Elementary Teacher, 08/1995 to 07/2006
Warren School District, Warren, AR

EDUCATION

Working Toward An EdD, Ed Leadership With Emphasis in Adult Learning, 2022
Grand Canyon University - Phoenix, AZ

Certification, District Level Administration, 2014

Texas A&M University - Texarkana - Texarkana, TX
Master of Arts, Educational Leadership, 2012

University of Arkansas At Monticello - Monticello, AR
Bachelor of Arts, Early Childhood Education
University of Arkansas At Monticello - Monticello, AR

ACCOMPLISHMENTS
- Awarded Warren School District Teacher of the Year, May 2002.
- Awarded Arkansas Teacher of the Year, December 2002.
- Achieved National Board Certification, November 2002.
- Awarded Presidential Award of Excellence in Science, November 2001.
- State and National Conference speaker.
- International Reading Association Research Grant Awardee.

AFFILIATIONS
- Arkansas State Teacher Association, current member
- Association of Arkansas Educational Administrators, current member

APPENDIX D

Internship Memorandum of Understanding

Teacher Leadership Certificate Clinical Experience Agreement between
ARKANSAS TECH UNIVERSITY, RUSSELLVILLE, ARKANSAS
and _____ School District

It is hereby agreed between the _____ **School District** and Arkansas Tech University that these two institutions will collaborate in a program of teacher leadership preparation and education involving school-based field experiences and the internship experience for ATU students referred to as **Teacher Leadership Certificate** candidates.

This agreement is of a continuing nature, subject to termination by either party upon proper notification. The nature of the agreement is such that notice of termination shall be considered appropriate, if it is in writing and effective at the beginning of the semester subsequent to the notice.

This agreement shall be reviewed each year, prior to August 1, to determine those modifications in general policies and understandings, and the responsibilities of the agencies involved, which are necessary for the operation of the next academic year.

GENERAL POLICIES AND UNDERSTANDINGS

1. The underlying purpose and intent of this agreement is concerned primarily with the advancement of the profession of teacher leadership.
2. The University has no pre-determined intent to modify the public school organization concerned, its administration, staff, curriculum, or procedures for operation, as these are determined by district personnel and boards of education.
3. The school accepts the teacher leadership program of the University and undertakes to cooperate fully in its development and application.
4. The selection of teachers to supervise candidates in the field shall be the joint responsibility of the administrative officers of both institutions.
5. Assignment of candidates shall be the joint responsibility of the University and the designated school/district personnel.
6. Candidates assigned to the school for internship or other pre-internship experiences will be expected to conform to all regulations of the University that apply to student activities on the ATU campus and to adhere to all standards of professional conduct which the school and Board of Education may have determined for its own staff.
7. Any questions involving conflict of interests are to be resolved by the administrative officers of the two institutions in harmony with the policies stated above.
8. The internship program shall be evaluated each year under the direction of the MTLL program director and faculty with assistance from field-site personnel for the purpose of improving the teacher preparation programs.

RESPONSIBILITIES OF THE UNIVERSITY

1. To collaborate with the administrative staff of the school in the selection of mentor teachers to supervise candidates.

2. To remove or reassign any candidate whose work or actions are objectively determined by the mentor teacher to jeopardize student learning in the classroom and/or school.

3. To define in detail the experiences that may be provided to candidate

4. To provide professional materials and assistance to mentor teachers appropriate to the task of fulfilling their responsibilities for guiding the growth and evaluation of candidates.

5. To provide every possible assistance to the school system in its general in-service training program.

6. To observe the calendar and teaching method of the host school during the internship experience.

7. To have ATU faculty on site, or recall the candidate within 24 hours in case of problems.

RESPONSIBILITIES OF THE PUBLIC SCHOOLS

To serve as a cooperative practitioner, educators must be following minimum mentorship qualifications:

a. Are fully licensed in the appropriate content field with no negative Professional Licensure Standard Board findings against them;

b. Have a minimum of three consecutive years of teaching experience with at least one semester in the current position;

c. Are qualified mentors with, at minimum, proficient ratings on TESS evaluations and having completed TESS training;

d. Be willing to mentor the candidate in internship for a duration of at least 15 weeks; and

e. Be willing to seek approval of the building principal, the mentor teacher, and the MTLL program director in making changes in the original placement of the certificate candidate.

_____

Signature of School Representative   Title   Date

_____

MTLL Program Director Signature   Date

Revised 04/16/2021

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM
(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Computer and Information Science	6-28-2021

Title	Signature	Date
Department Head	*Jerry Wood*	6-28-2021
Dean	*Judy L Cezeaux*	6/30/2021
Assessment	*Christi Austin*	7.7.2021
Registrar	*Tammy Weaver*	8/19/21
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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Graduate Certificate in Information Technology

PROPOSAL – 1
NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**
   Graduate Certificate in Information Technology

2. **CIP CODE REQUESTED**
   Link for CIP Codes: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56
   11.0103

3. **PROPOSED STARTING DATE**
   Fall 2022

4. **CONTACT PERSON**

   Name (Program Contact Person) Dr. Jerry Wood
   Title Associate Professor of Computer and Information Science
   E-mail Address jwood@atu.edu
   Phone Number 479-356-2066

5. **PROGRAM SUMMARY**
   Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

   > **Graduate Certificate in Information Technology will provide advanced training to students in database, computer networks, website design, and others. Since this certificate will be embedded in the existing MS in Information Technology, students completing this certificate will be able to continue their studies for a master's degree if so desired.**

   List degree programs or emphasis areas currently offered at the institution that support the proposed program.

   > **Masters in Information Technology**

6. **NEED FOR THE PROGRAM**
   (Submit Employer Needs Survey Forms)
   Provide survey data. Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

To be completed Fall 2021

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

Provide names and types of organizations/businesses surveyed.
To be completed Fall 2021
Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.
To be completed Fall 2021
Indicate if employer tuition assistance is provided or if there are other enrollment incentives.
To be completed Fall 2021
Describe what need the proposed program will address and how the institution became aware of this need.

This program will provide students with advanced training in computer networking, database, website design/creation and others. Additionally, the program will be fully online which will allow for students from around the globe to complete it. Currently, there is not a fully online graduate certificate in IT in Arkansas available. Working professionals have asked for this type of training from us for years. In addition, this graduate certificate will provide a credential for high school teachers of computer science that will allow them to teach concurrent courses or serve as adjuncts for colleges/universities for computing courses.

Indicate which employers contacted the institution about offering the proposed program.
To be completed Fall 2021

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

To be completed Fall 2021

Indicate the projected number of program enrollments for Years 1-3.

Currently, our enrollment is low for the MS in IT degree program (21 students in Fall 2020). With an online graduate certificate in Arkansas, we expect our enrollment to increase rapidly once news of this program

spreads to working Arkansas technology professionals and high school teachers of computer science.

Indicate the projected number of program graduates in 3-5 years.

Being a new program, but highly desired, it will be difficult to predict the number of graduates in 3-5 years. Although it is new, the required courses are embedded within the MS in IT degree program. Currently, we graduate less than five MS IT students per year. However, we are moving the program fully online to increase enrollment. As a result, we expect our numbers to increase significantly.

7. **CURRICULUM**
Provide curriculum outline by semester (include course number and title).
(For bachelor's degree program, submit the 8-semester degree plan.)

Course Number	Course Name	Credit Hours	Semester Taken
INFT 5203	Database Systems	3	Fall
INFT 5403	Introduction to Information Technology and Systems	3	Fall
INFT 6993	Emerging Trends*	3	Fall
INFT 5303	Developing and Administering Web Sites	3	Spring
INFT 5703	Computer Networks	3	Spring
INFT 5503	Emerging Trends*	3	Spring
	Total	18	

* Topic varies, course may be repeated for credit

Give total number of semester credit hours required for the program, including prerequisite courses.
18 credit hours

Identify new courses *(in italics)* and provide course descriptions.
N/A

Identify required general education courses, core courses and major courses.
N/A

For each program major/specialty area course, list the faculty member assigned to teach the course.
N/A

Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

All courses in our graduate program are fully online

Indicate the number of contact hours for internship/clinical courses.

N/A

State the program admission requirements.

Student must meet general graduate admission requirements only.

Describe specified learning outcomes and course examination procedures.

All courses in this graduate certificate are embedded in the MS in Information Technology curriculum. As such, we use part of that assessment process for this program which is provided below

Learning Outcomes:
- **Use and apply current technical concepts and practices in the core of information technologies.**
- **Analyze, identify and define the requirements which must be satisfied to address problems or opportunities faced by organizations or individuals.**
- **Identify and evaluate current and emerging technologies and assess their applicability to address the users' needs.**

Examination Procedures:

In each course, assignments and exams will be administered. The above learning outcomes will be measured using data gathered during the semester.

Include a copy of the course evaluation to be completed by the student.

N/A

Include information received from potential employers about course content.

To be completed in Fall 2021

Provide institutional curriculum committee review/approval date for proposed program.

8. **FACULTY**

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Dr. Jerry Wood
Associate Professor

Department of Computer and Information Science
Arkansas Tech University
PhD in Computer and Information Science, Awarded 2015 from the
University of Arkansas at Little Rock

Indicate lead faculty member or program coordinator for the proposed program.
Dr. Jerry Wood
Associate Professor
Department of Computer and Information Science

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**

The courses required for this graduate certificate are embedded in our MS in IT degree. There is no need for additional faculty.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.
See attached

9.   **DESCRIPTION OF RESOURCES**

The courses required for this graduate certificate are embedded in our MS in IT degree. There is no need for additional resources.

10.   **NEW PROGRAM COSTS – Expenditures for the first 3 years**

The courses required for this graduate certificate are embedded in our MS in IT degree. There are no additional costs associated with this graduate certificate.

11.   **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**

The courses required for this graduate certificate are embedded in our MS in IT degree. There is no need for additional funding.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

   The courses required for this graduate certificate are embedded in our MS in IT degree. There is no new organizational chart required.

13. **SPECIALIZED REQUIREMENTS**
   N/A

14. **BOARD OF TRUSTEES APPROVAL**
   Provide the date that the Board approved (or will consider) the proposed program.

   Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**
   List institutions offering program:
   Proposed undergraduate program – list institutions in Arkansas
   N/A

   State why proposed program needed if offered at other institutions in Arkansas or region.
   We were unable to locate fully online graduate certificate programs in Information Technology at other Arkansas universities. As such, this certificate would be unique in Arkansas.

   Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **"Reply All"**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

   Will be completed in Fall 2021

   Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.
N/A

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
    N/A

18. **ACADEMIC PROGRAM REVIEW**
    Provide scheduled program review date (within 10 years of program implementation date).

    Since this graduate certificate is embedded within our MS in IT degree program, it will undergo an annual assessment review to ensure learning outcomes are properly assessed. Additionally, program changes will be reviewed bi-annually to ensure the certificate is up to date as well as technically relevant.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**
    N/A
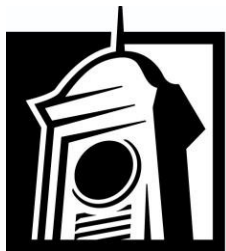
ARKANSAS TECH UNIVERSITY ™

PROPOSAL FOR NEW PROGRAM

(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Department of Emergency Management	8.24.2021

Title	Signature	Date
Department Head Dr. David Ward	*David Ward*	8/27/21
Dean Dr. Jeff Cass	*Jeffrey Cass*	8/27/2021
Assessment Dr. Christine Austin	*Christi Austin*	8.27.21
Registrar Ms. Tammy Weaver	*Tammy Weaver*	8/27/21
Graduate Dean (Graduate Proposals Only) Dr. Richard Schoephoerster		
Vice President for Academic Affairs Dr. Barbara J. Johnson		

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

Program Title:
Graduate Certificate in Risk Management in Higher Education

PROPOSAL – 1
NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE** Risk Management in Higher Education
   Graduate Certificate

2. **CIP CODE REQUESTED** 43.0302

3. **PROPOSED STARTING DATE** Fall 2022

4. **CONTACT PERSON**
Name	Dr. Barbara J. Johnson
Title	Vice President for Academic AffairsName of
Institution	Arkansas Tech University
E-mail Address	bjohnson@atu.edu, academicaffairs@atu.eduPhone
Number	479.968.0319

Name	Dr. Sandy Smith
Title	Professor, Emergency ManagementE-mail
Address	ssmith107@atu.edu
Phone Number	479.498.6039

Name	Dr. Christine Austin
Title	Professor, Student Affairs AdministrationE-mail
Address	caustin@atu.edu
Phone Number	479.880.4282

5. **PROGRAM SUMMARY**

   The Graduate Certificate in Risk Management in Higher Education is designed for
   graduate students in either the MS Student Affairs Administration (SAA) or the MS
   Emergency Management & Homeland Security(EMHS) to enhance their degrees with
   specialized knowledge for an increasingly critical position on the college or university
   campus. Additionally, the certificate will be available to anyone holding a bachelor's
   degree. The certificate would add additional credentials specifically needed for the
   profession of student affairs practitioners, but also provide another outlet for
   jobs for holders of the MS in Emergency Management and Homeland Security.

Audience for the Graduate Certificate in Risk Management in Higher Education

For Student Affairs Administration the audience for this certificate will come from both current students in the SAA program, as well as alumni who are rising to more responsible levels of practice. Earning the certificate will give added confidence to ATU students prior to their first professional position, as well as to enhance the decision-making abilities of alumni who are constantly dealing with the emergencies, both large and small, that occur on a college campus.

For Emergency Management this certificate better prepares current students and alumni in the growth area of disaster continuity and risk assessment. Both current students and alumni would be able to add this certificate to their degrees.

Stackable Programs of Study

The certificate can be both a stand-alone certificate added to a bachelor's degree or as an enhancement to both the MS in Student Affairs Administration, or theMS in Emergency Management and Homeland Security. Certificate students will take their courses when they are offered in the EMHS and SAA course schedule of classes.

Enrollment

Program enrollment in both the EMHS and SAA programs has been strong but has experienced some decline in the past few years as shown in the table below. For the past four years a burgeoning economy impacted graduate enrollment since students tend not to seek graduate education during times of economic growth. Additionally, the pandemic impacted the number of international students who have been able to

enroll in either program. Adding this certificate will aid in the growth of both MS

programs.

	Fall 2020	Fall 2019	Fall 2018	Fall 2017
EMHS Degree	35	53	49	61
SAA Degree	78	92	114	132
SAA GC in Advising *	1	6	10	18
TOTAL	114	151	173	211

Data Source: Headcount by Major (Headcount by Major | Arkansas Tech University (atu.edu)
*Denotes certificate only enrollment.

While the enrollment in the SAA certificate appears to be declining, more SAA

degree seekers are combining their MS degrees with the GC. Previous enrollments were

for the certificate only, presumable from alumni who returned for the enhanced

credential.

Student Recruitment

Interest in the program is difficult to predict, but a reasonable number of

students electing to add this credential to an existing degree would be:

- 5-10 from the SAA program

- 5-10 from the EMHS program

Informal polling undertaken by faculty from Student Affairs Administration

during a recent Shareholder's Meeting showed definite interest in adding such a

certificate as an enhancement to the MS in a particularly important responsibility

area. URMIA is the University Risk Management and Insurance Association that would be a professional organization for anyone wanting to work in this specialized field within higher education. While URMIA (University Risk Management &

Figure 1: URMIA Competencies

Insurance Association) offers training and professional development for risk managers in higher education institutions, there does not seem to be any university credential offered or endorsed by the organization. The curriculum that we are proposing will address the four competencies listed by URMIA specifically.

An executive team from URMIA met with the certificate developers to discuss the proposed program. When asked whether the proposed curriculum met the needs of higher education risk managers, they were complimentary of the classes chosen by the certificate developers, noting that the overall curriculum was comprehensive. This team shared their feeling that their membership (~2,600) would be one of the largest potential markets for this degree. In their estimation core skill needed for risk managers is creative and critical thinking about known and unknown risks to higher education institutions. They specifically used the example of the recent quarantine. This certificate addresses the initial lessons learned.

No Additional Courses or Resources Needed

The Graduate Certificate in Risk Management in Higher Education is composed of courses currently existing in the catalog for both MS degrees. No new courses need

to be developed. Additionally, no new faculty are needed at this time.

6.   **NEED FOR THE PROGRAM**

The recent pandemic spurred discussion on a certificate in risk management that could be jointly offered by both the Department of Student Affairs Administration and the Department of Emergency Management and Homeland Security as an enhancement to existing master's degrees. A Shareholder's Meeting held with student affairs alumni employed in the field held as part of annual program assessment in Spring 2021 garnered support for such a certificate in hiring decisions. Additionally, interviews with a graduate of the EMHS program who was hired as a university risk manager, revealed that specific training in this field is sorely lacking and wouldhave improved his qualifications and competency. Finally, a recent article about chemistry faculty at Henderson State University who were found to be manufacturing methamphetamine in a dangerously maintained laboratory ended with the university creating a new as yet unfilled position at the campus—a director of risk management.

'Breaking Bad' at Henderson State
July 26, 2021

After the ASU System took over Henderson, an ASU safety officer reviewed the situation and made recommendations for the campus moving forward. Among them was the creation of a new administrative role: a director of risk management. The school's budget now includes the position, though Hankins said it has not yet been filled.

This story is courtesy of the Arkansas Nonprofit News Network, an independent, nonpartisan news project dedicated to producing journalism that matters to Arkansan.

Arkansas Times Online; July 26, 2021

Given the quarantine and pandemic, the importance of resilience and the need for managing risks has become more apparent for colleges and universities. This certificate will offer graduates the unique skills and knowledge to manage risk in higher education, thereby making them more competitive in the higher education job market.

Due to the unique nature of the proposed certificate, employer needs analysis is not readily available, however a search for the following similar variables will be available prior to submission to ADHE:

Risk Managers, Business Continuity Administrators, Student Affairs Administrators,University Counsel, Public Safe

7. **CURRICULUM**

In line with ADHE requirement (12-21 credit hours) the certificate would comprise 15 hours of graduate level work. All 15 credits could also contribute to either the MS in SAA or the MS in Emergency Management and Homeland Security, as well as stand-alone.

RISK MANAGEMENT in HIGHER EDUCATION
Total Course Credit Hours: 15
All courses are approved for delivery via distance learning technology (i.e., Blackboard Learn, WebEx).

Please see Syllabi in Appendix A (beginning on p. 12).

SAA 6053: Legal Issues in Higher Education (3 cr.) *
Instructors: Christine Austin, Ph.D., Professor of Student Affairs Administration or RyanVan Dusen, Ph.D., Visiting Professor of Student Affairs Administration

SAA 6143: Administration in Higher Education (3 cr.) *
Instructors: Susan Underwood, Ph.D., Professor of Student Affairs Administration or Rene Couture, Ph.D. Associate Professor of Student Affairs Administration

EMHS 6023: Continuity, Risk & Vulnerability Assessment (3 cr.) * Instructors: Ekong Peters, Ph.D., Associate Professor of Emergency Management

EMHS 6063: Principles of Emergency Management(3 cr.) *
Instructors: Rejina Manandhar, Ph.D., Associate Professor of Emergency Management

EMHS 6133: Ethical, Legal, & Political Considerations in EMHS (3 cr.) *
Instructors: Beth Gray, MBA, JD, Associate Professor of Emergency Management and Sandy Smith, RN; Ph.D., Professor of Emergency Management

*All courses delivered both face-to-face and via distance technology.

Course Descriptions from the Graduate Catalog

SAA 6143: Administration in Student Affairs

Administration in Student Affairs is a required course for the Master of Science in Student Affairs Administration degree. The course provides an overview of the relevant theories in the management, organization, and leadership of institutions of higher education, particularly in areas of student affairs administration. Emphasis willbe placed on the application of theory and knowledge to administrative practices of human resource management, financial and budgeting, and facilities management. Students will also examine student affairs units in their functional contexts, including,but not limited to, such areas as admissions, financial aid, orientation, counseling, academic advising, support services, residence life, judicial services, campus activities, Greek life, multicultural and international student affairs, disability services, service learning, religious programs, and commuter and non-traditional student services.

SAA 6053: Legal Issues for Student Affairs Administrators

This course is designed to teach a process of legal analysis. Benchmark cases will be used to illuminate basic issues. The student will be exposed to a range of administrative problems at the postsecondary level that entail legal implications. Thecourse experiences should help current and prospective administrators to envision the legal dimensions of collegiate-level decision processes.

EMHS 6023: Risk and Vulnerability Assessment for Business and Industry

Prerequisites or Co-requisites: EMHS 6063 or consent of instructor.

Covers the hazards and threats that businesses and industry face regarding security, safety, and business continuity. The scope of threats and businesses studied range from local to international. Risk analysis, vulnerability, recovery, and business continuity plans will be examined.

EMHS 6063: Principles of Emergency Management
This course provides an overview of issues related to emergency management including the history of emergency management, key policy, natural and technical hazards, comprehensive emergency management, and current issues. It examines the role of public, private, and non-governmental organizations in emergency management, future direction of the field, and discusses several practical considerations for emergency managers pertaining to preparedness, response, recovery, and mitigation.

EMHS 6133: Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security

This course examines and applies ethical, legal, political, and social issues in Emergency Management and Homeland Security.

Indicate the number of contact hours for internship/clinical courses.
N/A

State the program admission requirements.
Bachelor's degree.

Describe specified learning outcomes and course examination procedures.

Expected student learning outcomes:

Upon completion of the certificate, students will be able to:

1. Apply appropriate theories, concepts, policies, and emergency management measures to the higher education context,
2. Identify organizational and administrative structures within higher education,
3. Explain applicable law and legal resources in higher education context,
4. Explain how political and legal processes can impact disaster preparedness, mitigation, response, and recovery at an academic institution, and
5. Create a process for continuity that identifies the hazards, threats and potential impacts to an academic institution.

Data will be collected by identifying appropriate embedded assignments in each

course of the curriculum, added to the program's Weave Assessment Plan and examined by the

faculty teaching in the certificate program on an annual basis each January during professional

development time.

8. **FACULTY**

Please see CVs for the following faculty in Appendix B (beginning on p. 53)

SAA   **EMHS**

Christine Austin, Ph.D.   Sandy Smith, RN, Ph.D.
Susan Underwood, Ph.D.   Beth Gray, MBA, JD
Rene Couture, Ph.D.   Rejina Manandhar, PhD
Ryan Van Dusen, Ph.D.   Ekong Peters, Ph.D.

9. **DESCRIPTION OF RESOURCES**

ATU currently provides all resources, including innovative teaching and

learning technologies and library resources, to support this proposed certificate. No

additional or novel resources are required or requested.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

No new costs are expected to be incurred since the courses planned for the Risk

Management in Higher Education graduate certificate are currently offered as part of MS

degrees in both the SAA and EMHS programs.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation**

Since all coursework required for the certificate is already required and offered on an

annual basis by each master's degree, the income generated for this certificate will be

based on the attraction of new students to both degree programs. Additionally, it is

expected that current EMHS or SAA students may choose to take an additional 3-9

hours beyond their degree plan to secure this certificate.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The proposed certificate will be administered by the Emergency Management

Department with consultation with the Student Affairs Administration faculty.

13. **SPECIALIZED REQUIREMENTS**

No specialized requirements are necessary to establish the Risk Management in

Higher Education Graduate Certificate.

14. **BOARD OF TRUSTEES APPROVAL**

Will be obtained prior to submission to ADHE.

15. **SIMILAR PROGRAMS**

There are no similar programs offered in the state, region, or nation.

16. **DESEGREGATION**

The SAA program is one of the most diverse graduate programs at the university, regularly enrolling 30% students of color. Likewise, the EMHS program enrolls approximately 25% non-white students.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

Not applicable

18. **ACADEMIC PROGRAM REVIEW**

The program will be reviewed within the 10-year time limit to guarantee an opportunity to revise the program for resubmission for approval. The certificate will be assessed annually in conjunction with its parent degrees, as well as by students at the end of their program.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHESTAFF**

Workforce information is being requested for use by ADHE once the certificate has been approved by the ATU Graduate Council. It will be available at the time the Notice of Intent is filed.

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**

The proposed Risk Management in Higher Education graduate certificate is composed of courses already approved for online delivery. All courses are available

both face-to- face as well as through distance technology using Blackboard Learn,

WebEx and otheruniversity resources as needed.

SAA6053 - LEGAL ISSUES FOR PROFESSIONALS IN SAA

Spring 2021 – Syllabus

ARKANSAS TECH UNIVERSITY
The College of Education - College Student Personnel
1310 North El Paso Ave., Russellville, AR 72801

Instructor: Dr. Ryan L. Van Dusen
Phone: (806) 283-2857 (cell)
Email: rvandusen@atu.edu
Skype: vandusen.ryan@gmail.com

Office: Distance Faculty
Office Hours: By Appointment through
Phone, Skype, or Google Hangout
Emails will be answered typically within 24
hours, except on weekends. If you have not
heard from me, please retry.

COURSE MATERIALS

Kaplin, W.A.. & Lee, B.A. (2009). A legal guide for student affairs professionals (2nd ed.). San
    Francisco: Jossey-Bass Publishers.

Publication manual of the American psychological association (6th ed.). (2010). Washington,
    D.C.: American Psychological Association.

COURSE DESCRIPTION

This course is designed to teach a process of legal analysis. Benchmark cases will be used to
illuminate basic issues. The student will be exposed to a range of administrative problems at the
postsecondary level that entail legal implications. The course experiences should ultimately help
current and prospective administrators to envision the legal dimensions of collegiate-level
decision processes.

RATIONALE

We live in an increasingly litigious society. Legal understanding is one of the competencies
required of student affairs practitioners to enable them to make reasoned decisions, provide a
framework for future action, and understand the history and rationale behind the legal foundation
of our work.

COURSE LEARNING OUTCOMES

Students participating fully in this course will develop a basic professional competency level for
Law, Policy, and Governance *(from ACPA/NASPA Joint Publication)* as detailed in the
following table.

Goals/Objectives	Specific Learning Outcomes *(Students will be able to …)*
To be an informed practitioner in the area of law and legal resources	● Explain when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications. ● Act in accordance with federal and state/province laws and institutional policies regarding non-discrimination. ● Describe the governance systems at one's institution, including the governance structures for faculty, staff and students. ● Describe the system used to govern or coordinate one's state/province system of higher education, including community college, for-profit, and private higher education. ● Describe the federal and state/province role in higher education.
To understand key legal cases and concepts relevant to administrative practice in higher education.	● Explain the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions. ● Describe the evolving legal theories that define the student-institution relationship and how they affect professional practice. ● Describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses. ● Explain the concepts of risk management and liability reduction strategies.
To understand the important legal principles that should be considered when making policy or practice decisions.	● Describe how policy is developed in one's department and institution, as well as the local, state/province and federal levels of government. ● Identify the major policy makers who influence one's professional practice at the institutional, local, state/province and federal levels of government. ● Identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels. ● Describe the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality.

ASSESSMENT

Assignments earning a grade of "A" will be of excellent quality, reflecting critical thinking, creativity of approach, and mastery of course material. They will be well organized and clear. They will be largely free of errors in syntax, grammar, and APA format.

A grade of "B" will be awarded to assignments of satisfactory quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They may contain some errors in syntax, grammar, or APA format, but will not be seriously flawed.

Assignments earning a "C" grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format.

Grading Criteria	A	B	C	D	F
	100-92%	91.4-82%	81.4-75%	74.5-65%	64.5-0%

COURSE ACTIVITIES

Students will read the materials required for the course and will be prepared to discuss them during the required time period on Blackboard. The following activities will be used to determine achievement of course outcomes:

Participation	20% (80 points)
Legal Briefs	30% (120 points)
Mid Term Paper	20% (80 points)
Legal Issue Paper	30% (120 points)

COURSE ASSIGNMENTS

Participation Points—For each topic area posted on Blackboard, students will share experiences and knowledge acquired from the reading. Each student will reply to two of his or her classmate's postings. Significant contribution to the discussion will be required (comments, such as, good point, I agree, etc. will not be counted). To be counted for credit, all postings original postings will be completed by the first week of the module and discussion comments must be completed by 11:59 PM CST on the final day of the module. Failure to actively participate in class discussions will not earn students any credit. Student will be expected to log onto Blackboard on a weekly basis and actively participate in the class discussion.

Legal (Case) Briefs—Students will write a total of 3 legal briefs on assigned topics. Briefs will be evaluated on student's ability to summarize primary facts, a concise, well-defined statement of the issue, and the pertinent rationale of the court in support of its answer to the issue. It should contain the following for each brief:

- Complete citation of the case
- The important facts of the case
- The key issue(s) in question form

- Answer to the key issue(s)—(Yes or No)
- The reasoning of the court in their decision

Briefs are short and concise and should not be any longer than 1 typed page (**using single spacing**, 1 inch margins, and 12 point, Times New Roman font). *An example of a brief will be posted on Blackboard.* Topics for the briefs will center on Student Affairs offices. Each student will write a brief on:

Brief # 1:   Enrollment management
(Cases involving admissions, financial aid, registrar office, or FYE)

Brief # 2:   Housing/residence life

Brief # 3:   Student activities/student organizations/Greek Life.

Midterm Paper—Students will be given a choice of three cases studies. Each student will select one case study and discuss their plan of action using peer-reviewed articles, case law, and relevant books.

The paper should be at least three, no more than five pages, not including cover page and references (**using double spacing**, 1 inch margins, and 12 point, Times New Roman font).

Legal Issues Paper (30% of Final Grade) —Students will identify current (in the past three years or less) or pending legislation at the state or federal level. For state level analysis, any state can be used, but apply it as if it is being enacted in your state. Provide the following information in the analysis:

- Name (formal and "nickname") and level (state or federal) of the Legislation. If state, what state?
- Background of the primary bill sponsors. Who do they represent? What school(s) did they go to? What is their rationale for proposing the legislation?
- Summary of the law/ bill: key components; status (enacted/passed/ in committee); if it has not passed, what is the likelihood it will pass, etc.
- What is the potential impact on your campus and your specific department (or department you would like to work)
- If you were asked to meet with the legislature or testify before the committee, what would you say to influence the bill or law? Positive and negative impacts on the campus or higher education institutions in your state.
- Conclusion. Societal impact of the legislation.

The paper should be at least 7, no more than 10 pages, not including cover page and references (**using double spacing**, 1 inch margins, and 12 point, Times New Roman font).

ACCOMMODATIONS

If you have a disability and need an accommodation, please make arrangements to meet with me outside of class. ATU students requesting accommodations must provide documentation of disability and work with the University Testing & Disability office staff in Bryan Hall, Room 103 at (479) 968-0302 or TTY Services: (479) 964-3290.

FLEXIBILITY STATEMENT & DISCLAIMER

Assignment/exam calendars may be changed in response to institutional, weather, or other class issues. Although I have tried to cover all the issues relevant to student needs and concerns about this course, there may be (nope, there will be, I'm sure of it) errors and omissions. Dr. Van Dusen reserves the right to make corrections and revisions as needed, and advises all students to check in frequently to ensure that you have the latest information.

ACADEMIC INTEGRITY

Academic integrity is the foundation of higher education and adherence to academic norms and ethical standards is expected of graduate students. Your work must conform to University, School, and Department policies. Moreover, I wish to note that academic integrity consists of authenticity and proper attribution. Thus, fabrication of content and plagiarism will not be tolerated. As graduate students you are expected to understand the requirements of proper citation of resources.

Violators of the academic integrity policy will automatically receive a failing grade for the course. Emphasizing the point further, I wish to remind everyone to please properly attribute works. If you are unsure about proper use of a resource or idea, PLEASE talk to your instructor prior to submitting your work for a grade. If you are unsure about **ANY** academic situation, **ALWAYS** contact your instructor for advice.

COURSE SCHEDULE

Topics and Dates	Readings & Assignments
Introduction Week **January 11-17** **Preliminaries** Review Syllabus How to look up legal cases Legal Foundations & Sources of Higher Ed Law	**K&L = Kaplan & Lee Textbook** ● Introduce yourself on **Blackboard** ● K&L, pp. 2-23
Module 1 **January 11-24** **Campus Legal Climate** Public/Private Dichotomy & State Action College Trustees and Administrators **The College & Governments** Local/State/Federal	● Discussion posting and discussion ● K&L, pp. 23-49 ● K&L, pp. 105-138 ● K&L, pp. 648-656 ● K&L, pp. 672-689
Module 2 **January 25-February 7** **Legal Status of Students** Legal Status of Students Contractual Rights Student Academic Freedom FERPA **Admission and Financial Aid** Access/ Affirmative Action Financial Aid	● Discussion posting and discussion ● K&L, pp. 241-248 ● K&L, pp. 280-355 ● Legal Brief #1
Module 3 **February 8-21** **Academic Policies and Concerns** Student Support Services ADA—Students with Disabilities Title IX Grades and Degrees	● Discussion posting and discussion ● K&L, pp. 402-438
Module 4 **February 22-March 7** **The Campus Community** Residence Life Campus Safety Risk Management	● Discussion posting and discussion ● K&L, pp. 359-399 ● K&L, pp. 85-94 ● K&L, pp. 441-474 ● Midterm Paper Due (3/7)

The Disciplinary Process Due Process	
Module 5 **March 8-21** **Student Organizations** Right to Associate – Use of Facilities Student Activity Fee Fraternities and Sororities	● Discussion posting and discussion ● K&L, pp. 511-549 ● K&L, pp. 568-601 ● Legal Brief #2
Module 6 **March 29-April 11** **Students and Freedom of Expression** Student Press Student Protest	● Discussion posting and discussion ● K&L, pp. 478-508 ● K&L, pp. 549-565 ● Legal Brief #3
Module 7 **April 12-25** **Professional Organizations**	● Final Discussion ● K&L, pp. 758-791
Final Paper **April 27, 2020** **11:59 PM CST**	● **Legal Issues Paper**

Administration in College Student Personnel
Subject to Change at the Discretion of the Instructor

Instructor:	Dr. Susan J. Underwood, Professor	**Phone:**	(479) 356-2156
Office:	Home ☺	**Email:**	sunderwood@atu.edu
In Class:	T & R 9:00 a.m. to 12:00 noon		

Virtual Office Hours: M & W 9:00 a.m. to 11:30 a.m. & M 1:00 p.m. to 2:00 p.m.

Catalog Description: Administration in College Student Personnel provides an overview of the relevant theories in the management, organization, and leadership of institutions of higher education, particularly in areas of student affairs administration. Emphasis will be placed on the application of theory and knowledge to administrative practices of human resource management, financial and budgeting, professional development and facilities management.

Textbooks (required): McClellan, G. & Stringer, J (Eds.). (2016). *The handbook of student affairs administration* (4th ed.). San Francisco, CA: Jossey-Bass.

American Psychological Association. *(2020). Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000*

Course Outcomes - Students will be able to:
1. Describe the role, scope, and mission of the student affairs area in managerial and administrative terms.
2. Identify effective institutional and student affairs mission statements.
3. Define and discuss administrative hierarchy structures common to student affairs.
4. Identify managerial and administrative strategies that will allow for: (a) organizational effectiveness of the student affairs area; (b) allocation of functions and responsibilities of student affairs personnel, and (c) distribution of resources for the area.
5. Recognize the relationship of the student affairs organization and administration of services/programs to other organizational divisions.
6. Identify and describe the steps necessary to effectively hire, supervise, and evaluate staff.
7. Identify and develop effective student affairs programs/services.
8. List the common sources of revenue and expenses in higher education and student affairs.
9. Discuss ethical considerations in student affairs and apply standards to functional areas.

Methodology: The objectives will be achieved through class lectures/discussions, class activities, readings, lectures, quizzes, assignments, and a comprehensive final.

Evaluation:

Class Requirements	Possible Points	Grading Scale Earned Points	Grade
Policy Agreement – Extra Credit	**3 Points**	641 or More (92-100%)	A
Quizzes (10 @ 20 each)	200 Points	571 to 640 (82-91%)	B
Assignments (8 @ varying points)	400 Points	522 to 570 (75-81%)	C
Final (1 @ 100)	100 Points	452 to 521 (65-74%)	D
TOTAL POSSIBLE	700 + 3 Points	451 or Less (Less than 65%)	F

WEEK	Dates	Topic(s)	In Class	Assignment
1	Aug. 20	Class Overview Policy Agreement	Review Syllabus Select Topics for Video Presentations	**Due 8-27** • Policy Agreement – • Read Text - Chs. 1 & 2
2	August 27	Institutional Profile & Mission	Quiz 1 (Ch. 1 & 2) Lecture/Discussion	**Due 9-3** • Institutional Profile & Missions • Read Chapter 18
3	Sept. 3	Organizational Models	Quiz 2 (Ch. 18) Lecture/Discussion	**Due 9-10** • Organizational Structure • Read Chapter 19
4	Sept. 10	Supervision – Hiring	Quiz 3 (Ch. 19) Lecture/Discussion	**Due 9-17** • Position Announcement • Read Chapter 20
5	Sept. 17	Supervision – Training & Evaluating	Quiz 4 (Ch. 20) Lecture/Discussion	**Due 9-24** • Management Article • Read Posted Material
6	Sept. 24	Supervision – Management Theories Presentation of Articles	Quiz 5 (Posted) Lecture/Discussion	**Due 10-1** • Case Study
7	Oct. 1	Supervision – Facilitation	Lecture/Discussion	**Due 10-8** • Read Posted Material • Video Presentation – Topic & Handout
8	Oct. 8	Supervision – Middle Management	Quiz 6 (Posted) Lecture/Discussion	**Due 10-15** • Read Posted Material • Video Presentation – Outline

9	Oct. 15	Program Planning	Quiz 7 (Posted)
			Lecture/Discussion
				Due 10-22
				• Video Presentation –
				  Slides & Prepare for
				  Presentation

10	Oct. 22	Selected Administration Topics	Video Presentations	**Due 10-29** • Program Proposal • Read Ch. 4 & 25
11	Oct. 29	Budgeting	Quiz 8 (Ch. 4 & 25) Lecture/Discussion	**Due 11-5** • Budget • Read Chapter 12
12	Nov. 5	Professional Associations	Quiz 9 (Ch. 12) Lecture/Discussion	**Due 11-12** • Read Chapters 10 & 11
13	Nov. 12	Ethics and Professional Standards	Quiz 10 (Chs. 10 & 11) Lecture/Discussion	**Due 11-19** Review for Final
14	Nov. 19	Review	Lecture/Discussion	**Due 12-1** Review for & Complete Final
	Nov. 25– 29	**THANKSGIVING BREAK**	**NO CLASSES**	**ENJOY**
Finals	**Dec. 1 Online**	**Comprehensive Final**	**Final**	**Due 12-1 by 9:00 p.m.**

Class Requirements

Policy Agreement – (3 points Extra Credit): Students must complete the Federal Initial Attendance Policy Agreement, posted in Blackboard, to be considered as "actively participating" in the course.

Quizzes (1-10 @ 20 points each – 200 points possible): A quiz will be administered at the beginning of most class meetings covering the assigned reading. Make-up quizzes will be given at the discretion of the instructor.

Final (Worth 100 points): Students will complete a comprehensive final. Understanding of the material covered throughout the semester will be evaluated with an objective style exam.

Assignments
(Assignments are due at the beginning of class. Late work accepted at the discretion of the instructor.)

The assignments should be formatted using proper APA formatting and include the listed elements as follows:

- Title Page in APA Format (include student name, name of fictitious institution, class and date)

- All pages include a header with brief title, student name, and page number (ex. Academic Advisor Position Announcement, Underwood, Page 1)

- Assignment in an appropriate format (to be discussed in class for each assignment)

- Reference page – cite all sources used in proper APA format. *Note: Students are expected to use worthwhile sources for all assignments - failure to properly cite sources will result in a 0 for the assignment. If no sources are used indicate by stating* **No sources used** *on the Reference page.*

<u>**Week 3 (Due 9-3) Assignment**</u> **- Institutional Profile & Missions (25 points):** Students will select a type of institution they wish to use for context for all course assignments and develop a 2 year, 4 year, public, or private institutional profile. Students will then develop missions for the institution and student affairs division. Although the missions may be based on actual institutions, students will be expected to develop a profile and missions of a fictitious institution that is their own. Be sure to include name of institution (made up by student), type of institution (2 or 4 year, public or private & Carnegie Classification), location (briefly describe the location – where & rural, urban, city, etc.), students - number and demographics (breakdown of graduate/ undergraduate, on campus/off campus, part-time/full-time, ethnicity, age, etc. - as appropriate), institutional mission, and student affairs division mission. For the mission statements be sure to include all elements of an effective mission statement – present focused, brief, clear, current, and unique.

<u>**Week 4 (Due 9-10) Assignment**</u> **– Student Affairs Organizational Structure Chart (50 points):** Students will develop an organizational chart, for a division of student affairs, which fits with the institutional profile and supports the institution's and division's missions. The structure will include all staff positions to include title and reporting (if a position has more than one individual with that title indicate the number of positions).   In reviewing the organizational chart a reader should know the total number of positions, the titles of all positions, and the reporting lines for each position (including for the SSAO). *Note: Students are expected to apply the material provided for this topic. The structure should make sense for a division of student affairs.*

Week 5 (Due 9-17) Assignment – **Position Announcement (50 points):** Students will develop a position announcement for one of the positions in their Division of Student Affairs. The format should follow a typical position announcement (provided in class) and the announcement should include the name of the university, a brief university description (appropriate for a position announcement), the position type/status (classification, full/part-time, 9/12 months), the position reporting, detailed job duties/responsibilities, qualifications (required and preferred), compensation (salary or range and benefits), and the application process (detail how candidates can apply for the position).

Week 6 (Due 9-24) Assignment – **Management/Supervision Article (50 points):** Students will find a current article (published within the last 5 years) that discusses some management/supervision theory/practice related to student affairs. The students will read the article and write a critique of the article to include an APA formatted citation, the database used to find the article, type of article (research or practitioner based), the management/supervision theory/practice discussed identified, the primary advice/finding/conclusion in the article, and application of the article (how the information provided could be used and your opinion of its usefulness). Students will submit the article critique and present their findings in class. *Note: Be sure to provide an APA reference page with the article properly cited.*

Week 7 (Due 10-1) Assignment – **Case Study Response (50 points):** Students will develop a complete response to an administrative case study provided in class and posted in Blackboard.

Case Study Response
Students are asked to use the following steps in addressing the case study:

Step 1 – Headings	**Dissect the Case:** Outline the response providing headings that correspond to the key elements of the required response.
Step 2 – Key Elements	**Develop Response Elements:** Provide a detailed response to the case.
Step 3 - Justification	**Justify Choices:** Provide justification/rationale for key element's where you are making a choice (provide theory, data, or other evidence to support the response).
Concurrently with Steps 2 & 3 - Sources	**Cite Sources Used:** List sources using an APA citation for each source used to develop the response).

Weeks 8 - 10 Assignments - **Administration Video Presentation (75 Points):** Students will develop a video presentation (using Kaltura) on an assigned/selected administration topic. The presentations will be developed and due as follows:

Video Presentation Assignment Week 8 – Topic and Handout (15 points) – Due 10-8: The topic and a well-researched handout will be provided for the class to read in preparation for the presentation.

Video Presentation Assignment Week 9 – Outline & Slides (30 points)– Due 10-15: A detailed outline will be developed to include topics with a brief description of each element and allotted time.

Video Presentation Assignment Week 10 – Video Presentation (30 points) –Due 10-22: A video presentation will be provided to the instructor for posting in Blackboard.

Week 11 (Due 10-29) Assignment – Program Proposal (50 points): Students will develop a proposal for a potential program that fits with the needs of the students at their fictitious institution. The proposal will include the functional area offering the program, the title, program outcomes, the theoretical foundation (theory or research), the intended audience, detailed primary elements of the program, opportunities for collaboration, promotional marketing plan, and means of assessing.

Week 12 (Due 11-5) Assignment – Program Budget (50 points): Students will develop a budget to support the program proposal submitted in Week 11. A sample budget will be provided in class and posted in Blackboard to more fully illustrate the assignment.

POLICIES
Academic Honesty: Academic honesty is an expectation. To provide meaningful feedback requires trusting that the submitted work is the student's. All work should be done on your own. **If you need assistance please ask the instructor.** When you are using the ideas or language from others you must cite your source(s). To use the work of others (even their ideas) without citing the source is plagiarism (a serious academic offense). Students will receive no credit for work which is plagiarized.

Late Work: Graduate students are expected to demonstrate professional academic behavior with their assignments and participation in discussions, both in the traditional and virtual classrooms. Specific due dates for course submissions are provided in the course syllabus and students are expected to submit all course requirements by the date indicated. **When a deadline is missed, it is the responsibility of the student to contact the instructor to discuss an extended deadline but acceptance of late work, for credit, is always at the discretion of the instructor.** The following guidelines will be used to evaluate assignments/work submitted late: No credit will be given for discussion contributions made after the due date. For all other assignments/work (if the instructor agrees to take the work) - 20% will be taken off for work that is submitted within two (2) days of the due date, 50% will be taken off for work that is submitted within three (3) days of the due date, 75% will be taken off for work submitted within four (4) days of the due date, and work submitted over four (4) days after the due date will receive no credit.

HELP
From Instructor *:
For questions about the course material, assignments, quizzes/final exam, or other class related material contact your instructor using the contact information at the top of the syllabus.

Note: The instructor is happy to answer questions throughout the semester. Do not hesitate to ask if you need assistance. All course material will be posted in Blackboard and students are expected to reference the syllabus for due dates, assignment requirements, etc. All e-mails will be answered as quickly as possible but if you e-mail after 5 p.m. or on the weekend it will be the next business day before a response is sent. If you have not gotten a response in 24 hours (during the business week) assume the instructor did not receive the e-mail.

From Campus Support Center:
For assistance with technical questions/concerns please contact the Campus Support Center.

Location:	Room 150, Ross Pendergraft Library and Technology Center		
Phone:	(479) 968-0646	**Toll Free:**	(866) 400-8022
Email:	campussupport@atu.edu	**Hours of Operation:** 7 days a week; from 1:00 a.m. to **7:**00 a.m. help will be automated	

From Disability Services:
The instructor will make every effort to provide appropriate accommodations for students with documented disabilities. The Office of Disability Services determines the needed accommodations based on an evaluation process administered by their staff. The process for requesting accommodations is available at http://www.atu.edu/disabilities/accommodation_info.php. **To maximize the potential for success students should provide the instructor with their needs as early in the term as possible.**

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

Privacy & Accessibility Policies:
A comprehensive list of all Privacy and Accessibility policies for software and services on Arkansas Tech's Blackboard server can be found at: https://www.atu.edu/etech/privacy_accessibility.php. While this information is currently accurate, links and policies will change over time.

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

COVID-19 Considerations:
In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:
1. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not recommend the use of a face shield in the place of a cloth mask (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).

2. All students are required to participate in a daily health self-screen (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For students commuting to campus, please complete before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below:
    - Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
    - Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
    - University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

3. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).

4. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

Students are expected to abide by the above steps per the Student Handbook section on Classroom Behavior.

Course Syllabus

COURSE NUMBER:
EMHS 6063 TC1

COURSE TITLE:
Principles of Emergency Management

COURSE TIME:
Online

INSTRUCTOR:
Dr. Rejina Manandhar
Office Location: Dean Hall 107 A
Phone: 479-356-2014
Email: rmanandhar@atu.edu
The best way to reach me is by email. I do my best to respond to email within 24 hours.
Response time extends to a minimum of 48 hours while traveling and over the weekend.

OFFICE HOURS: Monday: 10 a.m. to 2 p.m.; Wednesday: 10 a.m. to 12 p.m.
                  or By Appointment (Email me to schedule an appointment).
                  Please note that office hours are virtual this semester.
WebEx Meeting Link: https://atu.webex.com/meet/rmanandhar
*Office hours are subject to change; changes will be posted on the Blackboard.

CATALOG DESCRIPTION:
This course provides an overview of issues related to emergency management including the history of emergency management, policy, natural and technological hazards, comprehensive emergency management, and current issues. It examines the role of public, private, and non-governmental organizations in emergency management, future direction of the field, and discusses several practical considerations for emergency managers pertaining to preparedness, response, recovery, and mitigation.

REQUIRED TEXTS:
None

SUPPLEMENTAL READING LIST:
No specific text is required for this course rather material will be drawn from numerous resources. These resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA **7th** edition format for references to the materials.

JUSTIFICATION:
The field of emergency management has become pre-eminent in today's post 9/11 and post Katrina world. As practitioners in this ever expanding and constantly changing arena, it will be necessary to deal with and resolve issues of great complexity and explore concepts and ideas upon which emergency management is based. In the years ahead, there will be many opportunities to help chart new territory and re-define this challenging field. This course will explore issues and give students the opportunity to engage in research and critical thinking with regard to current issues and trends.

COURSE OBJECTIVES:
By the end of this course, the student will be able to:
- Develop understanding of foundational theories of emergency management.
- Understand emergency management policies, the types of hazards that threaten the United States, and the measures to mitigate, prepare, respond, and recover from such hazards.
- Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.
- Distinguish among the many organizations and communities involved in the multiple aspects of emergency management.
- Examine the future challenges and opportunities pertaining to the emergency management field.

COURSE ASSESSMENT:
Students will be graded based on assignments, discussion and participation, mid-term exam, and case study. Please note the following breakdown of points:

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Discussion Assignments (7 x 80 pts)	560	900- 1000	90-100	A
FEMA IS Courses (2 x 40 pts)	80	800 – 899	80-89	B
Mid Term Exam	100	700 – 799	70-79	C
Case Study Proposal	60	600 – 699	60-69	D
Case Study Paper	200	< 599	0-59	F
Total Points	**1000**			

COURSE CONTENT:
Pre and Post Assessments
Students will complete a pre- and post-assessment of their knowledge related to the material and topics covered in the course. The due dates for the assessments are listed in the Course Schedule. The instructor will provide further information regarding the assessments. The assessments are evaluated for completion only and are NOT tests and are NOT graded for accuracy of your answers. The assessments are for the instructor to gauge student learning and/or needs related to learning style from the beginning to the end of the course.

Readings
All of the required readings will be made available on the Blackboard. Students are also encouraged to keep up to date with current disaster events by reading local and national newspapers as well as online sources. Some useful links include: http://www.nytimes.com/ , http://www.washingtonpost.com, http://www.cnn.com, http://www.fema.gov/.

Unit Assignments
Each unit will consist of readings as indicated under the appropriate assignment tab in the Blackboard. There are *eight assignments* to be completed through the course of the semester. Upon completion of the readings, you should provide **reflections** (NOT summaries) of the main points of the readings and why you think these are meaningful or challenging topic for emergency management along with examples and evidence to support it (provide your opinion on the readings and/or concepts). At the end of the reflection, student should also *provide three discussion questions*

pertaining to the readings under the indicated assignment forum on the Discussion Board. You will then answer/discuss the discussion questions provided by another student under his/her discussion posting (*Response Post*). You can include an outside reference or link if you feel it would add to or enhance the discussion, along with the citation of the readings covered. (See sample format)

Weekly assignment completion will consist of the following steps:

- Complete the readings as assigned for each unit.
- Complete a discussion posting in relation to the assigned readings. (min. 500 words excluding references). Citation(s) required.
- Respond to **at least** one other student's one discussion question. (min. 200 words). Citation(s) encouraged.

The responses to another student's posting will consist of appropriate comments, thoughts or related ideas branching from that posting. The sample format for the weekly posting is shown in Assignment Discussion Format on the last page of this syllabus. The sample can be used as a guide. Steps to make an assignment posting are:

- Click on Discussion Board in the Navigation Panel on the left
- Click on the unit assignment number. For example: Unit 1 Assignment
- Click on Add New Thread
- Type Unit number and your name in the Subject box
- Type or copy and paste your assignment into the Message box

The grading rubric for unit assignments is listed below:

Assignment Grading (80 Points Total)	
Discussion Board Posting/ Readings Reflection (Short or Inflated Word Count)	50 points (- 20 points)
Response to Classmate's Discussion Question (Short or Inflated Word Count)	20 points (- 10 points)
Citation, Sentence Structure and Grammar	10 points

Satisfactory work/participation is equal to a "65/B". Doing <u>more</u> than the minimum requirement will likely earn a higher grade.

Mid-Term Exam

Students will be required to take a mid-term exam. The exam will be comprehensive in an all-essay format. The exam will require you to know all the relevant material in the course, and that you relate each of the assigned readings to the questions both theoretically and practically. *No makeup exam will be scheduled.*

FEMA IS Courses

Students will complete two FEMA IS Courses in this class. The information on the required FEMA IS courses will be available on the Blackboard.

Case Study Proposal

Students should submit a 2–3-page (double spaced) proposal for the case study topic that they wish to study and write a final paper on (natural or man-made and *excluding* 9/11 Terrorist Attack, and Hurricane Katrina) that has occurred in the United States or internationally *in the past 20 years. Note that topics will be approved and assigned based on first come basis.* You will e-mail your professor the topic you've chosen before **<u>the due date</u>** (see course schedule for due date). The proposal

should clearly describe the disaster/case that you wish to study, how you think the study will benefit you (justification) and the sources of information (include source citations at least 6-7 peer review articles) you plan to draw on. Note: Please review the course schedule for all the due dates associated with the case study paper (case study topic, proposal, and the final paper)

Case Study Paper

Based on the instructor's approval of your proposal, you are required to write a case study paper. You will be provided with the grading rubric and further instruction in the class.

The paper should be 14 - 18 pages double-spaced (not counting tables, charts, graphs, photographs etc.), 12 points Times New Roman font, 1" margin all around. Be sure to cite at least 6-7 peer reviewed sources (APA 7th edition format). Note that clarity of writing and paper format will also be considered in grading.

Your paper should include (but not limited to) the following:
- A brief overview (events leading up to disaster, scope of the event, the hazards involved, regions affected, groups affected, casualties, financial losses, long term effects etc.)
- Description of the vulnerable factors contributing to the disaster.
- Evaluation of preparedness levels, response strategy and recovery process as well as mitigation strategies before and after the disaster.
- Analysis on the effectiveness of the organization's networks during the response and recovery efforts.
- Current status of the impacted area and/or recovery process at present.
- Discussion on the challenges faced by emergency managers, other official and/or any other groups.
- Lessons learned from the disaster.
- Recommendations on how to manage future disaster.

Extra Credit

Students may receive extra credit for completing **any two** of the following FEMA Independent Study Courses available through FEMA's Emergency Management Institute (EMI) website (https://training.fema.gov/IS/crslist.aspx).

IS-230.d – Fundamentals of Emergency Management
IS-242.b – Effective Communication
IS-288.a -The Role of Voluntary Organizations in Emergency Management
IS-453 – Introduction to Homeland Security Planning

Each course will be worth 10 points added to your final grade for a maximum of 20 points. You must provide the instructor with proof of satisfactorily completing the course. This would be by uploading the certificate sent by FEMA to the extra credit upload tab before the due date (See *Course Schedule* for the due date). If you have already completed these courses, schedule a meeting with the professor to identify alternative courses you may complete for extra credit.

Subject to Change

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

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research. The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor. Any new assignment will be posted on **Blackboard** under a **numbered Learning Module/Units** on the day the assignment is given. Assignment due dates are shown in the **Course Schedule** and the **Unit Instruction** document. You must cite your sources in all the assignments using APA 7th edition format.

Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number**. And, if applicable, **list the name or number of the assignment** in the **"Subject Line" of the e-mail**. Also, be sure your name is somewhere on the email and on any attached assignment. All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Abandoning the Class

If, at any time during the semester, you abandon the class or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for abandoning the class or non-performance. It is your responsibility to contact the instructor directly when you cannot complete your class work on time. Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for not completing your assignments due to sickness, accident, or death in the family. The instructor is entitled to request verification. For excuses, which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

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

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

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

Academic Dishonesty

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

Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must

be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. Course, Department, College, and University policies will be followed in handling academic dishonesty.

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

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

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

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability,

please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

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

TECHNICAL ASSISTANCE:
You have enrolled in an online course. It is your responsibility to ensure that you have access to the internet, a web camera, and a microphone. If you do not have the computer equipment required to support this educational environment, you may have access to it through your local library. Failure to access appropriate hardware or internet will not be accepted as an excuse for late or assignments that do not meet expectations. Arkansas Tech University offers exceptional technical support. You may reach Tech Support Services at 479.968.0646. During the summer, they are available to you by phone 24 hours a day, 7 days a week except for Friday and Saturdays from midnight to 7:00 AM. The office is also closed during university holidays.
Technical support, including Blackboard support, is available online, via email, or by phone:
Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu
Additional information may be found at: https://ois.atu.edu/
Hours of Operation: 24 hours a day - 7 days a week ** Excluding holiday **
When the library is closed, there will only be email and telephone support available.

<div align="center">

Discussion Board Assignment Format
</div>

<u>Reflection Post (Discuss at least one point from all the assigned readings)</u>

The readings for this week focused on …………. Some of the important ideas presented were "A", "B", and "C" ………… I think "A" is an important/challenge topic in emergency management because…… For example, ……. (*Provide examples and evidence to support your statements. Also provide citations to support your statements. When you use points from the readings, provide both in-text citation and references*).

Discussion Questions:
1)………………………………………………?
2)……………………………..…………….?
3)……………………………………………..?

References
…………………………………………
……………………………………….....
Word count: 500+ (Make sure to include word count)
References can also be links/URLs to material that are relevant to the topic of study which you feel will enhance the discussion, or that you think might interest other students. Use APA 7 style for all in-text citations and references.
Note: Review the grading rubric before working on your assignment. Don't forget to submit at least one response post. It is worth 20 points.

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Updated: Aug. 14, 2021
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COURSE SYLLABUS

Risk and Vulnerability Assessment for Business and Industry

EMHS 6023 – 001

Spring 2020

COURSE NUMBER: EMHS 6023 - 001

COURSE TITLE: Risk and Vulnerability Assessment for Business and Industry

DAY AND TIME: T R; 1:00 pm

BUILDING & ROOM: Rothwell Hall; Room 214

PROFESSOR: Ekong J. Peters, PhD
               Office: Dean Hall 107F
               Office Hours: MWF 10:00 am – NOON CST or By Appointment
               Office: 479-356-2159; Dept.: 479-356-2092
               E-mail: epeters@atu.edu

COURSE DESCRIPTION
This course covers the hazards and threats that business and industry face to their security, safety, and continuity. The scope of threats and businesses studied ranges from local to international. Risk analysis, vulnerability, recovery, and business continuity plans will be examined. A student project will include identifying threats faced by a specific business and developing a risk and vulnerability assessment that addresses the business continuity needs of the business.

REQUIRED TEXT
Hiles, A. (Ed.). (2011). *The definitive handbook of business continuity management* (3rd ed.). West Sussex, UK: John Wiley.

SUPPLEMENTAL READINGS
Supplemental readings may be found at the Content area of the Blackboard or under the week's course materials.

JUSTIFICATION
Planning for the continuity of critical and essential business operations and government services in the aftermath of a security or safety incident or a disaster is complex. An assessment and understanding of the threats and the risk and vulnerability they pose to an organization are the foundation for a sound continuity of operations strategy. Because of its complexity and criticality, business continuity and continuity operations requires a properly resourced, structured planning approach. The goal for this course is to provide a comprehensive understanding of the

nature of the threats business and government face, to explore proven methods for assessing the impact of those threats to continuity operations, and to understand how to apply best practices for design, development, and implementation of business continuity and continuity of operations plans in response to those threats.

COURSE OBJECTIVES
By the end of this course, the student will be able to:
- Conduct the planning required to initiate and manage a continuity project
- Organize and lead a process to identify the hazards and threats to an organization and assess their potential impact on the continuity of operations for a business or agency
- Discern the differences in vulnerability based on an organization's mission, geographic location, size, and scope
- Define continuity approaches consistent with an organization's strategic business plan
- Design and develop a business continuity and continuity of operations plan
- Develop a validation, quality assurance, and implementation approach for a continuity plan

COURSE ASSESSMENT
Students will be assessed based on assignments, use of APA style format, and final project/paper. Please note your grade will be distributed as shown in the accompanying tables:

Point Accumulation	
Assignments	**Points**
Class Participation	50
Progress Exam (4 x 25 points)	100
Case Study (2 x 50 points)	100
Final Project	150
Final Project Presentation	100
Total	**500**

Grade Scale		
Accumulated Points	**Percent (%)**	**Grade**
450 – 500	90 – 100	A
400 – 445	80 – 89	B
350 – 395	70 – 79	C
300 – 345	60 – 69	D
0 – 295	0 – 59	F

COURSE CONTENT
Readings
Students should read the assigned material(s) before coming to the class in order to have a general understanding of the topics which will be covered for the day. Reading the materials prior to class period, will enable you ask questions to clarify some points you did not understand from the reading as well as meaningful discussion. All required readings not assigned from the

textbooks or not available in the library will be made available on the Blackboard or reference source provided in the course schedule.

Assignment Submission
Each assignment/work is due on the scheduled day/date/time and should be posted on the Blackboard as directed. Submission of your work by e-mail will not be accepted.

Discussion and Participation
Active class participation is essential in this course and is assigned 50 points of the course grade.

Progress Exams
There will be four progress exams in this class. Date, time, and the mode of the exams will be posted on the Bb under announcement

Case Study Analysis Paper
Students will have an opportunity to do case study analysis papers based on articles supplied by the instructor which will be posted on the Blackboard. In each of the cases, students should pay attention on the type of incident presented and how the problem was handled. What was/were the issue(s) here? Did the organization utilize business continuity management (BCM) to mitigate the problem(s)? If so, analyze how BCM was employed; if not, what could you have done differently?

Final Project
Project Name: Organizational Risk Assessment & Mitigation Action
150 points of the student's grade will be determined by the production of Organizational Risk Assessment & Mitigation Action project. See final project folder on the Blackboard for description and requirements.

Final Project Presentation
Each student will make a 10-15 minute PowerPoint presentation at the end of the semester.

Subject to Change
The course content is subject to change should the instructor determine such change would better meet the student's educational needs.
Effort and Substance
The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

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

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical,

practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

In all cases, papers should be prepared in 12-point Times New Roman with 1-inch margins, double-spaced, using the APA citation style, formatting, and reference listing.

COURSE POLICIES
Assignment Completion
Students must complete their assignment within the timeframe specified by the instructor or as listed in the course schedule. New assignments including the due dates will be posted on the Blackboard.

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

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

Abandoning the Class
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Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."
You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct
Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not

beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

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

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

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

passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty.

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

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

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

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

COURSE EXPECTATIONS
- All reading assignments should be completed prior to coming to class. This will allow more class participation and increase a student's ability to identify important ideas
- **Class attendance is mandatory; student may be dropped for 3 consecutive or more than 3 absences (including excused) from class except under extraordinary circumstances with proof**
- Be respectful and courteous to the instructor and your classmates whether you are online or in a face-to-face class
- All assignments are to be submitted on the due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED**, if accepted, there will be a penalty

- It is up to you to determine the grade you want to receive in this class. You should perform according to your grade expectation

COURSE EVALUATION
By the end of the semester, students will get requests from the university administration asking them to take a minute to evaluate their respective courses. Please take this opportunity seriously and assess this course for future improvement.

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

NON-DISCRIMINATION POLICY
Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of its practices, policies, or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates, or financial aid. Arkansas Tech University complies with all applicable state and federal laws including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 504 of the Rehabilitation Act Amendments of 1974, Age Discrimination Act, Vietnam Era Veterans Readjustment Assistance Act, Uniformed Services Employment and Reemployment Act, the Civil Rights Restoration Act of 1987, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. Responsibility for implementation and compliance with this Non-Discrimination Policy has been delegated to Jennifer Fleming, Affirmative Action officer who can be reached by emailing jfleming@atu.edu or calling (479)498-6020.

If you or someone you know has be subjected to discrimination, please contact Jennifer Fleming at 479-498-6020 or email at jfleming@atu.edu.

For information on the options available for filing a complaint of discrimination please click here: Resolution Options

Complaint Form

DISABILITY SERVICES
Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in

person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

BLACKBOARD TECHNICAL ASSISTANCE
Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: campussupport@atu.edu

Additional information may be found at: https://ois.atu.edu/

<u>**Hours of Operation:**</u>
24 hours a day - 7 days a week ** Excluding holidays **
When the library is closed, there will only be email and telephone support available.

*** *In all cases, papers should be prepared in 12-point Times New Roman with 1-inch margins, double-spaced, using the APA citation, formatting, and reference listing style.*

ADDENDUM

College of Engineering and Applied Sciences Academic Integrity Policy

The Arkansas Tech Student Handbook describes the policies and procedures for academic integrity under Article V: Classroom Provisions and Academic Dishonesty is covered in subparagraph E to which the College of Engineering and Applied Sciences has added the following addendum:

(1) The College of Engineering and Applied Sciences has a zero-tolerance policy on cheating and plagiarism. Cheating or plagiarism includes sharing material when unauthorized, using cellular phones or electronic media when unauthorized, and using websites that promote sharing solutions to course assignments. Any cheating or plagiarism offense will be reported to the head of your respective department, and a note will be placed in your permanent departmental file.

(2) Repercussions for any cheating or plagiarism offense:

   a) Your first offense of academic integrity policy involving cheating or plagiarism will result in a zero for the graded assignment.

   b) A second offense of cheating or plagiarism within the same course as the first offense or in any other course within the college will result in a failing grade, "F", or you will be dropped from the course at the discretion of the instructor. You may be reported to the Department of Student Conduct and/or other offices for adjudication.

(3) You have the right to appeal any violation of the academic integrity policy following the guidelines outlined in the student handbook. The consequences will occur only after each charge is verified through the process outlined in the handbook.

(4) Each offense will be recorded within the college and will carry over from class to class during your entire program of study.

(5) Upon request, smartphones, smartwatches, and all material (backpacks, notebooks, notes, etc.) will be left at a location designated by the instructor. Failure to comply with this policy will be viewed as a violation of the academic integrity policy.

(6) Calculators will either be provided by the instructor or you will be allowed to use your own calculator that adheres to the guidelines specified by the instructor. If you use your own calculator, the instructor will have the option to randomly inspect it to verify that it is within the guidelines specified for the course.

(7) Please refer to the syllabus for additional information regarding academic integrity for the course.

(8) You will receive a grade of zero for any graded activity until you have acknowledged that you have read and understood the College of Engineering and Applied Sciences Academic Integrity Policy by completion of the Academic Integrity quiz on Blackboard or in class.

Policy Completion on the Blackboard
Remember to complete:
1. The Federal Attendance Policy located in the Federal Attendance Module area
2. The College of Engineering and Applied Sciences Academic Integrity Policy (EAS Academic Integrity Policy) in the "Information" area.

Revised January 15, 2020

COURSE NUMBER:
EMHS 6133

COURSE TITLE:
Ethical, Legal, Political, and Social Issues in Emergency Management and Homeland Security

COURSE TIME:
Online

INSTRUCTOR:
Dr. Beth Gray
Dean Hall 107
DEM Office: 356-2092
Cell: 479-857-3161*
*Best way to reach Gray is by text or leave a voicemail.

OFFICE HOURS:
Virtual via WebEx

CATALOG DESCRIPTION:
Application of Ethical, Legal, Political, and Social Issues in Emergency Management and Homeland Security.

REQUIRED TEXTS:

Zack, N (2009). *Ethics for disaster*. Lanham, MD: Rowman & Littlefield Publishers.

SUPLEMENTAL READING LIST AND STUDENT RESEARCH:

Additional journal articles and other materials will be provided via BlackBoard.

Also, you are expected to c research and find appropriate peer reviewed materials as well as other information.

JUSTIFICATION:

Emergency managers interact with people during some of their most vulnerable times, which can lead to a number of ethical dilemmas, legal challenges, political concerns, and social considerations. This course explores and applies ethical, legal, political, and social issues in emergency management and homeland security and provides students with the opportunity to apply foundational concepts regarding ethical, legal, political, and social contexts for making sound decisions.

COURSE OBJECTIVES:

- Analyze and evaluate ethical, legal, political, and social contexts.
- Differentiate various ethical and legal principles and theories.[Program Objective: Abide by Professional Ethics]
- Demonstrate respect for diversity of thought. [Program Objective: Leadership]
- Explain how political and legal processes can impact disaster preparedness, mitigation, response, and recovery. [Program Objective: Sociocultural Literacy]
- Demonstrate fairness and respect toward people with different customs, backgrounds, and beliefs within the community. [Program Objective: Sociocultural Literacy]
- Maintain communication and engagement with existing community stakeholders. [Program Objective: Community Engagement]
- Introduce ethical and legal considerations into a stakeholder discussion. [Program Objective: Abide by Professional Ethics]
- Conduct a collaborative inquiry in a group project. [Program Objective: Continual Learning]
- Apply systematic and spatial reasoning to a community risk reduction problem. [Program Objective: Geographic Literacy]
- Simulate bringing a wide range of stakeholders together to address a disaster risk issue. [Program Objective: Governance and Civics]

COURSE ASSESSMENT:

COURSE ASSESSMENT: Point Accumulation	
Assignments	Points
Participation F2F Co-located, Virtual	27
U1 Federal Attendance Module Test	3
Introduction and Interaction	20
Combined Assignment & Discussion	50
U2	
2 Annotated Bibliographies @ 25 pts each	50
Assignment	25
Discussion	25
U3	
2 Annotated Bibliographies @ 25 pts each	50
Assignment	25
Discussion	25
U4	
2 Annotated Bibliographies @ 25 pts each	50
Assignment	25
Discussion	25
Presentation	150
Presentation Self-Evaluation	50
Community Service-Learning Project (CSLP)	
Draft report	120
Final report and packet	180
Total	**900**

COURSE CONTENT:

Topics to Cover Include (but are not limited to)
- The ethical, legal, political, and social contexts of Emergency Management and Homeland Security
- Ethical and Legal Principles and Theories
- The challenges of ethical, legal, political, and social decision making
- Disaster Case Studies
- Stakeholder Engagement Practices

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

Effort and Substance
> The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.
>
> If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.
>
> The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

COURSE POLICIES:

Assignment Completion
> Students must complete their assignment within the timeframe specified by the instructor.

Late Work
> Work must be received by the due date and time as given by the instructor.

E-Mail Correspondence
> *In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.*
>
> *All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your*

official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Excessive Unexcused Absences

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

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

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

Academic Misconduct

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

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or

Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

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

Academic Dishonesty

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

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

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

Course, Department, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an *automatic* "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course

reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

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

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

Professionalism, Communication, & Respect

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

DISABILITY SERVICES:

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

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

TECHNICAL ASSISTANCE:

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

When the library is closed, there will only be email and telephone support available.

COVID-19 CONSIDERATIONS:
In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

1. Masks must be worn by all students in public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/how-to-wear-cloth-face-coverings.html). Note that CDC does not recommend the use of a face shield in the place of a cloth mask (https://www.cdc.gov/coronavirus/2019-ncov/prevent-gettingsick/cloth-face-cover-guidance.html).

2. All students are required to participate in a daily health self-screen (https://www.atu.edu/pandemicrecovery/student-healthscreening.php). For students commuting to campus, please complete before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed in the student health screening document and repeated below: • Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm

    • Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
    •
    • University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

3. All students must maintain at least 6 feet of distance from every person present in all instructional spaces used in this course (classrooms, laboratories, etc.).

4. Any student who tests positive for COVID-19 is asked to self-report to the ATU Health and Wellness Center by calling (479) 968-0329 or sending email to hwc@atu.edu. Doing so will allow the university to communicate directly with others who might have been exposed to the virus and take any appropriate cleaning and sanitizing measures.

Students are expected to abide by the above steps per the Student Handbook section on Classroom Behavior.

APPENDIX B

Curriculum Vitae of faculty who would be teaching in Proposed Risk Management in Higher Education Graduate Certificate

Christine E. Austin, Ph.D.
479.567.2361 ♦ drchrisa2007@gmail.com

EDUCATION Ph.D. In Higher Education Administration. 2007. University of Denver, Denver, Colorado.

M.Ed. in Higher Education Administration. 1990. University of Maine, Orono, Maine

B.A. in Spanish Language and Literature. 1984. University of Denver, Denver, Colorado.

OTHER ACADEMIC TRAINING HERS Mid-America, Summer Institute for Women in Higher Education. Summer, 2001. Bryn Mawr College, Bryn Mawr, Pennsylvania

AMI (Academic Management Institute for Women Leaders in Higher Education). 1999-2000. *University of Colorado, Medical Sciences.*Denver, Colorado

Mediation Training (40 hours). 1999. *University of Denver*. Denver, Colorado

Gehring Institute. June, 1998. Association of Student Judicial Affairs (ASJA). St. Mary's College, South Bend, Indiana

PROFESSIONAL EXPERIENCE **Arkansas Tech University, Russelville, Arkansas**
(Public, four-year, enrollment of 10,000+ students, primarily residential institution offering 27 graduate programs)

2015 - ongoing **Director, Assessment and Institutional Effectiveness**

- manage program and university-level assessment efforts for >120 academic degree and academic support programs on both Russellville and Ozark campuses
- implemented new assessment planning cycle to facilitate faculty involvement and documentation of the utilization of data to evaluate program learning outcomes.
- coordinate Arkansas Department of Higher Education program review process for ATU campuses for approximately 5 degree programs per year
- provide annual training and workshops on assessment topics to all university personnel
- co-chaired ATU's Quality Initiative project with Higher Learning Commission using Persistence and Completion Academy.

- co-chaired steering committee for ATU's Higher Learning Commission 2020-21 successful reaccreditation efforts during pandemic; scheduled and arranged virtual visit
- chaired Criterion 4 subcommittee - Teaching and Learning: Assessment & Evaluation
- consult yearly with departments proposing program revision, course addition, or assessment planning

2019 - ongoing   **Professor with Tenure. Student Affairs Administration Program, School of Education.**

- developing two graduate certificate programs to complement MS in Student Affairs Administration
- continue to teach each regular academic semester (1:1) as administrative faculty, with occasional pro bono summer teaching
- advise ~ 25 graduate students each semester

2013 - 2019   **Associate Professor with Tenure. College Student Personnel Program, School of Education.**

- prepped and taught >12 courses in graduate professional preparation program curriculum
- advise ~ 35 graduate students each semester
- assist in writing and grading comprehensive exams twice per year
- developed new elective courses in conflict management,use of media, and technology in administering student affairs work
- created online orientation and resource course andresource site for CSP program students
- perform service activities consistent with position

2007 - 2013   **Assistant Professor, College Student Personnel Program, School of Education**

- developed courses in practically all courses of CSP program, several for both online and in class, as well as full semester and summer session delivery
- advise ~ 35 graduate students each semester
- created advising survey to assess students' satisfactionduring registration and advising sessions
- assisted in writing and grading comprehensive examstwice per year
- performed service activities consistent with position

University of Denver, Denver, Colorado
(Private research university, enrollment of 12,900+ students, primarily residential institution offering undergraduate and graduate degrees in 12 schools and colleges)

2001-2004	**Adjunct Instructor, College Student Development Program, Morgridge School of Education**

- taught graduate level classes in higher education law, and college student demographics and behavior under supervision of Dr. Cheryl Lovell

1999 - 2003	**Director, Office of Citizenship & Community Standards, Division of Campus Life**

- reorganized Student Judicial Affairs office to becomemore community-based accountability office
- spearheaded all-campus honor code and concurrentprocedure for administration of code

- developed and trained 15 person student peer mediation corps
- expanded judicial resolution methods to include Restorative Justice techniques
- expanded office to include supervision over assistant director and graduate assistant

1996 - 1999	**Director, Student Judicial Affairs, Division of Student Life**

- administered student judicial office as sole staff member
- investigated and adjudicated approximately 600 cases per year
- coordinated sanctioning, and educational programmingfor alcohol, vandalism, etc. violations

1994 - 1996	**Assistant Director, Student Activities, Division of Student Life**

- advised student government and student programmingboards
- created student-run accounts office to administer .25 million dollar student activity fee for student organizations' use
- reorganized Homecoming & Parents' Weekend to become more inclusive Family & Homecoming Weekend
- coordinated all student-related programming for 3-day event

1993 - 1994	**Office Manager, Office of Student Programs, Division of Student Life**

- managed day to day operation of office including supervision of student staff, budgetary and supply responsibilities, scheduling of appointments

1991	**Civilian Contractor, US Fleet Post Office (FPO) - RESHIPLO. United States Navy, El Ferrol, Galicia, España**
1987 - 1989	**Program Assistant, Office of International Programs, Old Dominion University, Norfolk, Virginia**
1986	**Civilian Contractor, USS-Hunley (AS-31), United States Navy. Dunoon, Argyll, Scotland, United Kingdom**
1985 - 1986	**Research Assistant, Daniel B Warnell School of Forestry andNatural Resources, University of Georgia, Athens, Georgia**
1984 - 1986	**Office Manager, Human Resources, Hilton/Radisson Convention Hotel, Denver, Colorado**

PUBLICATIONS *NATIONAL LEVEL (*Peer Reviewed & ** Invited Presentations)*

*Giroir, C., & Austin, C.E. (2019, September 13). Role of a graduate studenthonor society in encouraging professional identity development. *ACPA:Developments (17)* Online publication: http://developments.myacpa.org/2019/09/.

*Underwood, S.J. & Austin, C.E. (2016, Spring). Higher education graduatepreparation programs: Characteristics and trends. *Journal of CollegeStudent Development (57)*3, pp. 326-332.

Giroir, C., Austin, C.E., & Giroir, B. (2016, Spring). Keeping student affairsrelevant in a virtual world. *Developments (13)*4, pp. 26-32. Online publication: http://www.myacpa.org/developments.

*Austin, C. E. (2012). *Ethical decision-making case study: Student Media*. In McCoy, B., and Vaccaro, A. (Eds.) Decisions matter: Using a decision-making framework with contemporary student affairs case studies. Washington, DC: NASPA Student Affairs Administrators in HigherEducation.

Underwood, S.J., Austin, C.E., & Giroir, C. (2010). *Squeezing the virtual turnip:Introducing student affairs professionals to open source technologies. Student Affairs.com E-Journal. www.studentaffairs.com.*

PRESENTATIONS *NATIONAL/INTERNATIONAL LEVEL (*Peer Reviewed & ** Invited Presentations)*

**Denton, J. & Austin, C.E. (2021, June). Being awesome: Telling your service excellence story. Association for Service Excellence in Higher Education (ASEHE) virtual annual conference.

*Austin, C.E., Gunter, M. & Warnick, J. (2019, April). Roadmap from StrategicPlanning to HLC Reaffirmation: One University's Journey. Higher Learning Commission (HLC), paper presented at annual conference, Chicago, IL.

*Hackerott, C. Austin, C.E., Smith, S., Earls, J. & Peters, E. (2018, June). Undergraduate curriculum: Application of NGCC, assessment & accreditation. Emergency Management Institute, Emmitsburg, MD.

*Austin, C.E. & Norton, H. (2018). *Accumulating success: The three bucket approach to student persistence.* Higher Learning Commission (HLC),paper presented at annual conference, Chicago, IL.

*Austin, C.E. & Underwood, S.J. (2015, March). *Practical guidance for co- curricular assessment to meet updated HLC criteria.* Higher Learning Commission (HLC), paper presented at annual conference, Chicago, IL.

*Underwood, S.J. & Austin, C.E. (2014, March). *A national study of student affairs graduate programs: What is the current state and where do we gofrom here?* NASPA Student Affairs Administrators in Higher Education,paper presented at annual conference, Baltimore, MD.

*Giroir, C., Austin, C.E., & Giroir, E. (2013, March). *Inspiring inclusion: Integrating student services for the online community.* ACPA College Student Educators International, paper presented at annual conference, Las Vegas, NV.

*Austin, C.E, Underwood, S.J., & Giroir, C. (2011, March). *Engaging students:Informing the future: Technology in grad prep.* NASPA Student Affairs Administrators in Higher Education, paper presented at annual conference, Philadelphia, PA.

*Austin, C.E. (2009, October) *Damage to the culture: Understanding faculty reluctance to report academic dishonesty.* Center for Academic IntegrityInternational Conference, Washington University, St. Louis, MO.

REGIONAL LEVEL

*Austin, C.E. (2021). *Adapting accreditation in response to the pandemic.* Presentation to Arkansas Association for Assessment of Collegiate Learning, Spring 2021 Conference. Virtual Conference.

**Austin, C.E. (2017). *Better relationships: Better assessment.* Presentation to Arkansas Association for Assessment of Collegiate Learning fall conference. Harding University, Searcy, AR.

*Austin, C.E. & Underwood, S.J. (2013). *Hot off the presses: Connecting student affairs leadership to accreditation standards.* Paper presentedat joint NASPA Student Affairs Administrators in Higher Education, Region IV-W & Arkansas College Personnel Association (ArCPA) annual conference, Hot Springs, AR.

*Austin, C.E., Underwood, S.J., & Giroir, C. (2010). *Connecting with the i-Generation.* Paper presented at Teaching with Technology Conference, University of Arkansas Medical Sciences, Little Rock, AR.

CAMPUS LEVEL

**Norton, H. & Austin, C. (2021). *Productivity apps and hacks.* CETL Professional Development Session. Arkansas Tech University, Russellville, AR.

**Austin, C. & Kraft, G. (2021) *Adobe Acrobat DC for ePortfolio creation. Presentation to campus on Spring 2021 Professional DevelopmentDay.* Arkansas Tech University, Russellville, AR.

**Austin, C. & Nichols, K. (2020). *HLC preparatory forums for ATU campus Board of Trustees.*Arkansas Tech University, Russellville, AR.

Austin, C. & Robertson, J. (2020). *HLC preparatory forums for ATU campus faculty, staff, students.* Arkansas Tech University, Russellville, AR.

**Austin, C. (2019) *Assessment: Student learning outcomes*. Presentation to New Faculty Academy. Arkansas Tech University, Russellville, AR.

**Austin, C. (2018) *Assessment: Student learning outcomes*. Presentation to New Faculty Academy. Arkansas Tech University, Russellville, AR.

**Austin, C. (2018) *Academic Integrity and Honor Code Investigation. Presentation to College of Engineering and Applied Science.* Arkansas Tech University, Russellville, AR.

**Austin, C. *Assessment and student learning at ATU.* Presentation at New Faculty Orientation. Arkansas Tech University, Russellville, AR
- (2018, August)
- (2017, August)

**Austin, C. (2016). *A Day in the Life: Director of Assessment.* Presentation to College Student Personnel Association members. Arkansas Tech University, Russellville, AR.

**Austin, C. (2016). *Conflict management*. Training session for graduate teaching assistants and College Student Personnel Association members. Arkansas Tech University, Russellville, AR.

**Pennington, A., Underwood, S.J., & Austin, C.E. (2016). *First year initiatives at Arkansas Tech University.* Presentation as part of January 2016 Faculty Professional Development Day. Arkansas Tech University, Russellville, AR.

Austin, C.E. (2016). *Learning outcomes assessment*. Presentation for faculty and staff as part of spring 2016 Assessment Academy. Arkansas Tech University. Russellville, AR.

Austin, C.E. (2016). *Assessment 101*. Presentation for faculty and staff as part of spring 2016 Assessment Academy. Arkansas Tech University. Russellville, AR

**Austin, C.E. (2015). *NASPA/ACPA Joint Professional Competencies. Presentation for summer 2015 resident director training. Arkansas Tech University, Russellville, AR.*

**Austin, C.E. & Underwood, S.J. (2014). *Connecting student services to accreditation standards: Take two.* Presentation for student services in-service training, Arkansas Tech University, Russellville, AR.

**Austin, C.E. & Underwood, S.J. (2013). *Hot Off the Presses: Connecting student affairs professionals to accreditation standards.* Presentation for student services in-service training, Arkansas Tech University, Russellville, AR.

***Campus technology at Arkansas Tech: Faculty resources.* Arkansas Tech University. New Faculty Orientation.
- (2015, August)
- (2014, August)
- (2013, August)
- (2012, August)
- (2011, August)

**Austin, C.E. (2003). *Conflict resolution in the university setting.* Workshop for new employees. Human Resource Department. University of Denver. Denver, CO.

** Austin, C.E. *Cultivating academic success: What parents can do.* Honors Program. Parent Orientation. Arkansas Tech University. Russellville, AR.
- (2012, May)
- (2011, May)
- (2010, May)

**Austin, C.E. (2010, January). *Developmental student conduct hearings.* Graduate Resident Director Training. Department of Residence. Arkansas Tech University, Russellville, AR.

**Austin, C.E. *Ethics.* Arkansas Tech University Department of Residence. Graduate Resident Director Training.
- (2009, August)
- (2008 August)

**Austin, C.E. (2008, August). *Conflict management.* Graduate Resident Director Training. Department of Residence. Arkansas Tech University, Russellville, AR.

**Austin, C.E. (2007, March). *Organizational change.* Guest lecture for MA in Higher Education Leadership & Organizational Change for Professionals. College of Education. University of Denver, Denver, CO.

**Austin, C.E. (2006, March). *Professional development/Career path.* Guest lecture for Student Services Certificate Program. College of Education. University of Denver, Denver, CO.

**Austin, C.E. & Williams, J. (1999). *We can work it out: Conflict resolution for first year college students.* Student Orientation, Advising and Registration, University of Denver, Denver, CO.

**Austin, C. E. & Williams, J. (1998). *Creating an ethics and values workshop for student disciplinary offenders.* Colorado Student Affairs Network Annual Conference. Denver, CO.

REGIONAL COMPETITION CASE STUDIES

**Austin, C.E. (2009). Graduate student/advisee relationships and embezzlement: *Only on a Friday.* NASPA IV-West Masters Case Study Challenge. Regional NASPA IV-West Conference. Santa Fe, NM.

**Austin, C.E. (2008). Student insensitivity to cultural taboos. NASPA IV-West Masters Case Study Challenge. Regional NASPA IV-West Conference. Tulsa, OK.

**Austin, C.E. (2007). *Alleged sexual assault and the student media.* NASPA IV-West Masters Case Study Challenge. Regional NASPA IV-West Conference. Little Rock, AR.

WORKSHOPS *NATIONAL LEVEL (*Peer Reviewed & ** Invited Presentations)*

**Austin, C.E., & Denton, J. (2020, July). *Strategic planning from an assessment perspective.* Weave Training Webinar, four-part series for nation-wide audience.

*Vaccaro, A. & Austin, C.E (2008). *Using the power of community-based research to meet the needs of the higher education community: A working session for SSAOs and faculty members.* NASPA Student Affairs Administrators in Higher Education 2008 National Conference, Boston, MA.

REGIONAL LEVEL

**Austin, C. & Underwood, S. J. (2015, July). Prairie State University Webinar, *Assessment: Nuts and bolts*, Russellville, AR.

**Austin, C. & Underwood, S. J. (2015, June). Prairie State University Webinar, *Assessment 101*, Russellville, AR.

CAMPUS LEVEL

**Austin, C.E. (2016). *Embedded measures in program assessment.* Workshop for deans, department heads and program chairs. In collaboration with *Center for Excellence in Teaching and Learning.* Arkansas Tech University. Russellville, AR.

**Austin, C.E. (2015). *Learning outcomes assessment.* Workshop for deans, department heads and program chairs. In collaboration with *Center for Excellence in Teaching and Learning.* Arkansas Tech University. Russellville, AR.

**Austin, C.E. & Underwood, S.J. (2014, April & November). *Connecting new accreditation standards to create learning outcomes.* Division of Student Services, Arkansas Tech University. Russellville, AR.

**Austin, C.E. (2009, March – delivered twice). *Unmuddling Moodle and Baring Blackboard: A comparison of two learning management systems at Arkansas Tech University.* Lake Point Conference Center. Arkansas Tech University. Russellville, AR.

**Olson, T. & Austin, C.E. (2000). *Coffee talk: Ethical decision-making seminar for first year college students.* Student Orientation, Advising and Registration, University of Denver, Denver, CO.

INVITED PANELIST

NATIONAL LEVEL (*Peer Reviewed & ** Invited Presentations)

** *Ways to involve faculty in the assessment process.* (2021, June). Panel Discussion, Association for Assessment of Learning in Higher Education (AALHE) Conference. Virtual Conference.

**Technology and student discipline.* (2000, October). Panel Discussion, National Association of College and University Attorneys (NACUA) Conference. Denver, Colorado.

**Part II: The regulations.* (1999, October 28) Campus Security Act National Audio Conference. NASPA Student Affairs Administratorsin Higher Education. Phone Conference.

REGIONAL LEVEL

*Creating and administering a university-wide honor code. (2003, January) College Personnel Association of Colorado Annual Conference (ACPA College Student Educators International affiliate). Denver, CO.

CAMPUS LEVEL

**Conflict management. (2013, March).* College Student Personnel Graduate Assistant Training. Arkansas Tech University. Russellville, AR.

**Job search and practicums.* (2011, February). College Student Personnel Association (CSPA) Brown Bag Lunch Series. Arkansas Tech University. Russellville, AR.

**Backpacks to briefcases.* (2009, February). College Student Personnel Association Brown Bag Lunch Series. Arkansas Tech University. Russellville, AR.

GRANTS *EXTERNAL*

Committee Member: NSF/DHS grant proposal "Beyond coding: Meeting the demand for an interdisciplinary approach to cyber science." Grant proposal delivered 11/2017. ($484,930 over 3 years).
Not funded.

Committee Member: NSF ADVANCE grant proposal "ATU UP: Upgrading policies, programs, and practices to advance women in STEM at Arkansas Tech University." Grant proposal delivered 8/2017. ($994,639 over 3 years).
Not funded.

Committee Member. (2003). In conjunction with Colorado Department of State, Metropolitan State University, and Systest Labs, Inc. Colorado HAVA (Help America Vote Act) College Student Program. $100,000. Unfunded.

Committee Member. (2001, April). Grants to Reduce Violent Crimes Against Women on Campus Program Application. Department of Justice. Interdisciplinary University Committee. $429,138. Unfunded.

INTERNAL

Rogers, M., Gooch, D., Austin, C.E., Freeman, R., Carlson, E. Colbert, B., Dye, S. and Summerville, T. (2017, December). Student Interdisciplinary Research Grant. *Civic education & engagement project: Impact of collegiate American government courses*. Funded: $7000.

Austin, C.E. (2015, March). Professional Development Grant. Arkansas Tech University. Funded to attend and present at HLC Higher Learning Commission Annual Conference. Chicago, IL. Funded: $1450.

Austin, C.E. (2014, March). Professional Development Grant. Arkansas Tech University. Funded to attend and present at NASPA Student Affairs Administrators in Higher Education conference. Baltimore, MD. Funded: $1850.

Austin, C.E. (2013, March). Professional Development Grant. Arkansas Tech University. Funded to attend and present at ACPA College Student Educators International conference. Las Vegas, NV. Funded: $1650

Austin, C.E. (2011, March). Professional Development Grant. Arkansas TechUniversity. Funded to attend and present at 2011 NASPA Student Affairs Administrators in Higher Education conference. Philadelphia, PA. Funded: $1765.

Austin, C.E. (2009, November). Professional Development Grant. Arkansas Tech University. Funded to attend and present at 2009 Center for Academic Integrity International conference. St. Louis, MO. Funded: $1000

Austin, C.E. (2009, October). College of Education Professional DevelopmentGrant. Arkansas Tech University. Funded to attend and present at NASPA IV-W conference. Funded: $1200.

Austin, C.E. (2008, March). Professional Development Grant. Funded to attend and present at NASPA Student Affairs Administrators in Higher Education conference. Funded: $1000

TEACHING EXPERENCE	2007 - ongoing	**Professor, (assistant, associate, and full).** *Arkansas Tech University.* Student Affairs Administration (formerly College Student Personnel). Russellville, AR. *indicates a course taught in last six years.

SAA 6013	Higher Education in Transition
SAA 6023*	Introduction to Student Affairs Administration
SAA 6033	Theory & Practice in SAA
SAA 4043	College Student Subcultures
SAA 6053*	Legal Issues for Professionals in Higher Education
SAA 6063*	Special Topics: Capstone Seminar
SAA 6083*	Practicum I
SAA 6093*	Practicum II
SAA 6113	Research Design and Analysis
SAA 6123*	Assessment in Student Affairs
SAA 6133	Ethical Leadership in Higher Education
SAA 6143	Administration in Student Affairs Administration
SAA 6283*	Advising Practicum
SAA 6883	Special Problems in SA: Conflict Management
SAA 6883*	Special Problems in SA: Higher Ed in Film
SAA 6883	Special Problems in SA: CSP in Media
SAA 6883	Special Problems in SA: Technology in SA
TECH 1001*	Orientation to the University

2001 - 2004	**Adjunct Instructor**. *University of Denver*. College of Education. Denver, CO.

HED 4222	Legal Issues in Higher Education
HED 4260	American College Student

**MEDIA
APPEARANCE**

Interviewed for "Student Academic Dishonesty in Colorado Higher Education Institutions" Channel 7 Evening News, Denver, CO, (2001, September).Video-tape available upon request.

**ACADEMIC
SERVICE**

NATIONAL LEVEL

Member, Institutional Actions Council, Higher Learning Commission. 2020 –Ongoing.
- July 2021 – Institutional Actions Meeting
- January 2021 – Institutional Action Meeting

Team Chair, Peer Review Corps. Higher Learning Commission. 2019 – Ongoing

Member, Peer Review Corps. Higher Learning Commission. 2014 – Ongoing.
- June 2021 – Change Panel
- March 2021 – Virtual Reaffirmation Visit
- April 2020 – Focused Visit
- March 2020 – Change Panel
- October 2019 – Reaffirmation Visit
- June 2019 – Change Panel
- April 2019 – Location Visit
- February 2019 – Reaffirmation Visit
- November 2018 – Change Panel
- October 2018 – Reaffirmation visit
- August 2018 – Change Panel
- May 2018 – Change Panel
- March 2018 – Reaffirmation Visit
- November 2017 – Change Panel
- July 2017 – Assurance Review
- January 2017 – Location Visit
- October 2016 – Reaffirmation Visit
- July 2016 – Change Panel

Member, Peer Review Corps. ATU Coordinator for Quality Matters, National Benchmark for Online Course Design. 2017 - Ongoing.
- April 2018 – course review external reviewer
- February 2018 - course review external reviewer

Faculty Judge. Melvene D. Hardee Dissertation of the Year National Award. NASPA Student Affairs Administrators in Higher Education. (2011 – 2013).
- Fall 2012 – 15 abstracts reviewed
  4 full dissertations reviewed
- Fall 2011 - 25 abstracts reviewed
  3 full dissertations reviewed

Program Reviewer. NASPA Student Affairs Administrators in Higher Education National Conference.
- 2010 – 2018

Program Reviewer. ACPA College Student Educators International National Conference.
- 2011 - 2013

REGIONAL LEVEL

Thesis Committee Member. (2009, August). Master of Arts in Higher Education Capstone Project for Samantha Brzozowski. University of Denver. Denver, CO

Coordinator of the Masters Case Study Challenge. NASPA IV-West Regional Conference. Full day juried competition for graduate students in student affairs programs in the IV – West Region.
- (2009, October) Santa Fe, NM
- (2008, October) Tulsa, OK
- (2007, October) Little Rock, AR

Council for the Accreditation of Emergency Management Education (CAEME). (2018, June – September). Assistance in development of accreditation standards and application materials.

Hopes, Dreams and Fears: Qualitative assessment project of the Class of 2006. (2003, Fall). Analysis of qualitative data performed for University of Denver, Academic Resources department of first year experience.

Implementation and development of a university-wide honor code. University of Colorado, at Boulder (2000-2001).

SERVICE   Graduate Council. (2020 - ongoing). Arkansas Tech University
- Honor Code Subcommittee
- Research Course Consolidation Subcommittee

Curriculum Committee. (2015 - ongoing). Arkansas Tech University

General Education Committee. (2015 - ongoing). Arkansas Tech University

Honor Code Taskforce. (2008 – 2018). Chair. Arkansas Tech University

College Student Personnel Association (2012 – 2014). Arkansas Tech University

Faculty Usher, Graduate College Commencement Ceremony. Arkansas Tech University
- 2015 December
- 2013 May

Student Personnel Committee. (2012 – 2014). Arkansas Tech University

Admissions, Academic Standards, & Student Honors Committee. (2012-2014). Arkansas Tech University

College Student Personnel Assistant Professor Search Committee. (2012, April - May). Arkansas Tech University

College Student Personnel Department Head Search Committee. (2012, March). Arkansas Tech University

Arkansas Tech University Technology Committee. (2011 – ongoing). Arkansas Tech University

Faculty Welfare Committee. Arkansas Tech University. (2011-2012)
- Served as Committee Secretary

College Student Personnel Departmental Secretary Search Committee. (2011, September - October). Arkansas Tech University

College Student Personnel Assistant Professor Search Committee.(2011, February – March). Arkansas Tech University

Instructional Designer Search Committee. (2011, February). Arkansas Tech University

Distance Learning e-Tech Taskforce. (2010 – 2015). Faculty Representative. Arkansas Tech University
- Academic Subcommittee member

Academic Appeals Committee (graduate and undergraduate boards). (2009-2013). Arkansas Tech University

Selection Board. (2009, September). School of Education Professional Development Grants Committee

College Student Personnel Departmental Secretary Search Committee. (2009, February – March). Arkansas Tech University

Faculty Senate Nominating Committee. (2008 – 2014). College of Education. Arkansas Tech University
- Chair, 2012

New Faculty Orientation Committee. (2008, 2009, 2010, August). ArkansasTech University
- Served as co-chair for 2010

Student Affairs Committee of Faculty Senate. (2008-2009). Arkansas Tech University

School of Education Technology Task Force. School of Education. (2008-2009). Arkansas Tech University

College Student Personnel Assistant Professor Search Committee. (2008, February – March). Arkansas Tech University

COMMUNITY LEVEL

MARVA (Mid-Arkansas River Valley Abilities) Sheltered Workshop. (2015 - ongoing). Member, Board of Directors. Russellville, AR
- Board secretary since 2016

ADVISORY BOARDS	2019 - 2022	Communications Director. Arkansas Association for Assessment of Collegiate Learning (AAACL). Website: https://aaacl.org/
	2011 - 2013	Faculty Judge. Melvene G. Hardee Dissertation of the Year Committee. NASPA Student Affairs Administrators in Higher Education National Committee
	2007 - 2011	Faculty Liaison. (NASPA) Region IV-West, (2007 – 2011).
AWARDS & HONORS	2021	Service Wow. Arkansas Tech Service Excellence Program
	2016	Certificate of Appreciation from CSP Graduate: Lisa Buchanan. Arkansas Tech Alumni Fund
	2014	ARBUG Diamond Award – Accomplished. Arkansas Blackboard Users Group award winner
	2012	Certificate of Appreciation from College Student Personnel Association. Arkansas Tech University
	2010	Certificate of Appreciation from CSP Graduate: David Hamilton. Arkansas Tech Alumni Fund

2009	Certificate of Appreciation from CSP Graduate: Azura Morgan. Arkansas Tech Alumni Fund
2002	Certificate of Appreciation. Outstanding Service and Encouragement to UDS (University Disability Services) Students. University of Denver, Denver, CO
2001	Certificate of Recognition. Clarice Lubchenco Outstanding Service Award. Undergraduate Studies. University of Denver, Denver, CO
1998	Pioneer Award. Outstanding Staff Member. University of Denver, Selected by undergraduate student body
1981	Pi Sigma Iota, Spanish Language Honor Society
1981	Alpha Lambda Delta, First Year Student Honorary Society

PROFESSIONAL MEMBERSHIPS

Higher Learning Commission (HLC)
- Institutional Action Council member (2020 – ongoing)
- Team Chair (2019 – ongoing)
- Peer Reviewer (2014 – ongoing)

Quality Matters (QM)
- Peer Reviewer (2017 – ongoing)
- ATU University Coordinator (2017 – ongoing)

Association of Assessment of Learning in Higher Education (AALHE)

Arkansas Association for Assessment of Collegiate Learning(AAACL)

International Center for Academic Integrity (ICAI). Arkansas Tech University Faculty Liaison,
- (2008 – 2011)
- (2015 -2020)

NASPA Student Affairs Administrators in Higher Education

College Student Educators International (ACPA) Inactive

Southern Association College Student Affairs (SACSA) Inactive

Association for Student Conduct Administration formerly Associationof Student Judicial Affairs (ASJA). Inactive

College Personnel Association of Colorado (CPAC), founding member Inactive

LANGUAGE & INTERNATIONAL EXPERIENCE

Spanish

Working proficiency in both oral and written work

International Study

Instituto Tecnológico Autónomo de México (ITAM),México D.F., México. (1983)

International Residence

Resident of El Ferrol, La Coruña, España. (1990 – 1992)
Resident of Dunoon, Argyll, Scotland. (1986 – 1987)

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Rene R. Couture, Ph.D.
Associate Professor
Student Affairs Administration
Arkansas Tech University, Russellville, AR
rcouture@atu.edu

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Education

2010   **Doctor of Philosophy** in Higher Education and Student Affairs Leadership
University of Northern Colorado—Greeley, Colorado
Dissertation: *The first-again generation: First-generation college students whose grandparents attended college*

2003   **Master of Science** in Student Affairs Administration
Indiana State University—Terre Haute, Indiana

1997   **Bachelor of Arts** in Psychology
Saint Michael's College—Colchester, Vermont

1996   Semester Study Abroad
University of Queensland—Brisbane, Australia

Arkansas Tech University Faculty

2020-present, **Associate Professor & Graduate Program Director**- Student Affairs Administration

2018-2020, **Associate Professor**- College Student Personnel (tenured)

2012-2018, **Assistant Professor**- College Student Personnel (tenure track)

Teaching Experience

Courses taught:
Arkansas Tech University

- SAA 6023   Introduction to Student Affairs Administration
- SAA 6033   Student Development Theory
- SAA 6043   College Students & Subcultures
- SAA 6083   Practicum I
- SAA 6093   Practicum II
- SAA 6113   Research Design
- SAA 6133   Ethical Leadership in Higher Education
- SAA 6143   Administration in Student Affairs Administration
- SAA 6163   Academic Advising
- SAA 6173   Career Advising
- SAA 6293   Advising Practicum
- SAA 6881   Applied Research in Student Affairs
- SAA 6883   International Student Affairs
- SAA 6893   Independent Study

- TECH 1001   Orientation to University

Adjunct Faculty—University of Northern Colorado, Greeley, CO
2012 Spring
- HESA 791: Advanced College Student Development Theory: Social Identity
2011 Fall
- HESA 668: College Student Cultures and Characteristics
2005 Fall
- UNIV 101: Foundations for Learning and Development

Adjunct Faculty —Colorado State University, Fort Collins, CO
2007-2012 **Student Affairs in Higher Education**, Colorado State University
- Faculty advisor for SAHE students
- Committee member for graduate students
- Supervised graduate intern
- Member of faculty selection committee for incoming student cohorts
2012 Spring
- KEY 192: Create Your Story, Part II
2011 Fall
- KEY 192: Create Your Story, Part I
2008 Spring
- EDHE 590: Helping skills workshop

Co-Instructor—Indiana State University, Terre Haute, IN
2001   AHS 111: Personal Health and Wellness
2003   Teacher Assistant, ESL classes

Higher Education/Student Affairs Experience

2006-2012   **Academic Advisor**— Colorado State University, Fort Collins, CO
Center for Advising and Student Achievement

2005-2006   **Recruiter/Advisor—** Front Range Community College—Westminster, CO

2003-2005   **Academic Advisor**/Graduate Assistant
University of Northern Colorado— Greeley, CO

2004-2005   **Dean of Students Doctoral Intern**
University of Northern Colorado, Greeley, CO

2002-2003   **Student Judicial Programs** Graduate Assistant
Indiana State University, Terre Haute, IN

| 2001-2002 | **Student Health Promotion** Graduate Assistant |
| | Indiana State University, Terre Haute, IN |

| 2002 | **International Student Services Practicum,** Interlink Language Center |
| | Indiana State University, Terre Haute, IN |

| 2001-2002 | **Study Abroad Practicum**, International Center |
| | DePauw University, Greencastle, IN |

| 2000-2001 | **Career Counselor**, Easter Seals Crossroads Rehabilitation Center |
| | Indianapolis, IN |

Publications

Couture, R., & Tyson, M. (under review). The path to advising: The varied ways individuals become academic advisors.

Couture, R. (2019). Meddling with hiring. In M. Benjamin & J. Jessup-Anger (Eds.), *Maybe I Should… Case Studies on Ethics for Student Affairs Professionals* (2nd ed., pp. 113-114). Lexington Books.

Couture, R., Schwehm, J., & Couture, V. (2019). FERPA Fear or FERPA Flex: Student affairs practitioners' understanding of federal privacy laws on campus. *Journal of Student Affairs, 28,* 39-50.

Couture, R., Schwehm, J., & Couture, V. (2017). Helicopter colleges: A return to in loco parentis? *College Student Journal, 51,* 398-406.

Couture, R. (2017). Bullying and "badvising" in higher education. *International Journal of Education and Social Science, 4*(4), 1-5.

Couture, R. (2016). Impactful advising: Investing in students' lives. *International Journal for Innovation Education and Research, 4*(8), 100-106.

Couture, R. (2014) New faculty guilt: Adjustment from full-time practitioner to professor. *ACPA's Developments, 12*(3), 1-3.

Couture, R. (2012). When guaranteed transfer becomes guaranteed torture. In T. Grites and C. Duncan (Eds.) *Advising transfer students: Strategies for today's realities and tomorrow's challenges* (2nd ed., pp. 119-121). NACADA publications.

Couture, R. (2010). The First-Again Generation: A qualitative study of first-generation college student siblings whose grandparents attended college (Doctoral dissertation). University of Northern Colorado.

Corn, A., Costello, P., Couture, R., & VanLue, A. (2002). Studentaffairs.com Virtual Case Study. *Journal of Technology in Student Affairs,* http://studentaffairs.com/ejournal/Spring_2002/

Presentations
International/National Presentations (peer reviewed)

Couture, R. (2018, October). *Inspired memories: What students recall years later in academic advising*. NACADA Annual Conference, Phoenix, AZ.

Couture, R., & Wohlford, L. (2018, March). *Faith in transition: Challenges in student spiritual development*. [Commission Sponsored] ACPA Annual Convention, Houston, TX.

Couture, R., & Schwehm, J. (2017, March). *False Consensus and FERPA*. NASPA Annual Conference, San Antonio, TX.

Couture, R., Couture, V., & Schwehm, J. (2015, March). *Helicopter colleges: The revolving nature of institutions' relationships with parents.* NASPA Annual Conference, New Orleans, LA.

Couture, R., & Nichols, M. (2014, October). *The helicopter advisor: A student's co-pilot.* [Commission Sponsored] NACADA Annual Conference, Minneapolis, MN.

Couture, R. (2013, March). *The new normal: Why students have so many transcripts*. ACPA Annual Convention, Las Vegas, NV.

Couture, R. (2011, October). *First-generation college student subgroups*. NACADA Annual Conference, Denver, CO.

Couture, R. (2010, March). *The first-again generation: First-generation students whose grandparents went to college*. ACPA Annual Convention, Boston, MA.

Barratt, W., Corn, A., Couture, R., Costello, P., Harkness, S., & VanLue, A. (2003, March). *Integrating online and interpersonal residence hall communities.* ACPA Annual Convention, Minneapolis, MN.

Regional Presentations (peer reviewed)
Tyson, M., & Couture, R. (2021, April.) *Becoming an Academic Advisor: Understanding who Chooses the Profession*. NACADA Region VI/X Virtual Conference.

Couture, R. (2019, May). *Cognitive bias in academic advising,* Session 1. NACADA Region VI Conference, Sioux Falls, SD.

Couture, R. (2019, May). *Cognitive bias in academic advising,* Session 2. NACADA Region VI Conference, Sioux Falls, SD.

Couture, R. (2018, February). *Avoiding FERPA faux pas.* NACADA Region VII Conference, Little Rock, AR.

Brock, T., & Couture, R. (2018, February). *Establishing relationships with nontraditional students in academic advising*. NACADA Region VII Conference, Little Rock, AR.

Couture, R., Cassidy, C., & Scarborough, S. (2017, February). *Advising Generation Z.* NACADA Region VII Conference, Tulsa, OK.

Couture, R. (2016, October). *Rediscovering purpose by returning to our profession's past.* NASPA Region IV-W. Conference, St. Louis, MO.

Couture, R., & Farrin, R. (2016, May). *First-generation with a twist*. Memphis in May Student Affairs Conference, Memphis, TN.

Patrick, T., & Couture, R. (2015, May). *Self-efficacy and resiliency in first-generation students*. Memphis in May Student Affairs Conference, Memphis, TN.

Couture, R., & Marley, D. (2014, February). *Learning how to learn*: *Applying Kolb's Learning Theory to academic advising.* NACADA Region VII Conference, St. Louis, MO.

Couture, R. (2014, February). *They'll thank you later*: *Graduate student reflections on undergraduate advising*. NACADA Region VII Conference, St. Louis, MO.

Couture, R. (2005, March). *Increasing retention: Analyzing first-year student journals.* NACADA Region 10 Conference, Denver, CO.

State Presentations
Couture, R. (2020, April). *Who is a first-generation student?* Student Persistence & First-Generation Student Conference (co-sponsored by NASPA), Russellville, AR. *Cancelled due to coronavirus pandemic.*

Dettra, J., & Couture, R. (2020, April). *The missing link to success: Improving students' sense of belonging.* Student Persistence & First-Generation Student Conference (co-sponsored by NASPA), Russellville, AR. *Cancelled due to coronavirus pandemic.*

Couture, R. (2019, October). *Helping international students transition amid neo-racism on campus*. Partners for Student Success Conference, Hot Springs, AR.

Couture, R., & Wohlford, L. (2017, October). *Losing their religion*: *Perspectives on a changing religious landscape in higher education.* Partners for Student Success Conference, Hot Springs, AR.

Couture, R. (2015, October). *Theories of academic advising.* Partners for Student Success Conference, Hot Springs, AR.

Invited Presentations
Advising Beyond the Schedule, ATU (2021, January). Spring Tech Talk Professional Development Series.

Overview of Graduate Student Research, ATU (2020, October).
New Faculty Academy, Advising and Registration, ATU (2020, March).
Considering doctoral programs, ATU (2018, April).
Considering a doctoral journey, ATU (2018, April). On-Track Series
Careers in student affairs, ATU (2017, August).
Considering doctoral programs, ATU (2017, April).
Marketing yourself for an interview, ATU (2016, February).
Reading skills workshop. Student Success Series (September, 2015).
How parents and family members can help their students succeed. University Honors Orientation
    for Parents, ATU (2015, May).
10 Habits of a successful college student. Invited presentation for Student Support Services,
    ATU (2014, September).
Avoiding college regret: How to maximize this once-in-a-lifetime opportunity, ATU [On-Track
    Series] Series (2014, April).
Marketing yourself for an interview, ATU (2014, April).
Men in predominately female occupations, panelist, ATU (2013, October).
Successful careers in student affairs, ATU (2013, April)
Should I change my major? Getting to Year 2 Conference, Colorado State University (2012,
    February). With P. Jacobson.
Should I change my major? Getting to Year 2 Conference, Colorado State University (2011,
    February). With P. Jacobson & M. Smith Nichols.
Invited panelist for Transfer Process Panel, Colorado State University.
The First-Again Generation. Student Affairs Staff Development, Colorado State University
    (2010, November).
Panelist for TransAction Community College workshops, Colorado State University (2009-
    2011).
What does it mean to be a sophomore? Student Affairs Professional Development Day, Colorado
    State University (2006, November). With H. Richards.
An ethnography of a university center. Paper presented at SRM research evening, University of
    Northern Colorado (2004, December). With S. Cribelli, V. Lee, A. Renee, and L.
    Sappington.
Multimedia integrity teaching tool. Workshop presented to the Academic Integrity Task Force,
    University of Northern Colorado (2004, November).
Mentoring new Student affairs professionals. Paper presented at SRM research day, University
    of Northern Colorado (2004, May). With K. Black and S. Chase.

Awards and Recognitions

2019	Recognized by ATU Diversity and Inclusion at 2019 stole ceremony
2019	$650 Professional Development Grant
2019	Invited to offer two sessions of presentation at NACADA VI conference
2018	Recognized by ATU Diversity and Inclusion at 2018 stole ceremony
2018	Tenure awarded, ATU
2018	ACPA Commission Sponsored conference presentation, Houston, TX
2018	$1,200 Professional Development Grant
2017	$1,125 Professional Development Grant
2016	"Recognized for making a difference in the education of two graduates," ATU

2015	Chi Sigma Alpha, International Honor Society in Student Affairs
2015	$1,581 Professional Development Grant
2014	NACADA Commission Sponsored conference presentation, Minneapolis, MN
2012	$1,681 Professional Development Grant
1997	Psi Chi, International Honor Society in Psychology
1997	Judge Frank Mahady Award, St. Michael's College, VT

Service to Institution

2021	Graduate College Virtual Fair SAA Representative
2020-2021	SAA Graduate Program Director
2021	Department Promotion and Tenure Committee
2021	Faculty Professional Development: "Advising Beyond the Schedule"
2020-2021	Chair, Student Affairs Committee
2020-2021	Academic Appeals Committee
2020	Search Committee for CSP Assistant Professor position
2020	Faculty representative, Facebook Live SAA recruiting event
2020	Student Voter Registration Advocate
2020	Jim Ed McGee Award Selection Committee
2020	Chair, Department Promotion and Tenure Committee
2019	Education Career Fair Volunteer
2019-2020	Spring 2020 CETL Tech Talks Professional Development Committee
2019	Oshkosh Placement Exchange Recruiting event (Oshkosh, WI)
2019	Department Promotion and Tenure Committee
2018-2020	Leadership Tech cohort 3: Tech's Global Family Training
2018-2019	Graduate Student Professional Development Committee
2018	Completed Quality Matters Rubric Training Certification
2017-2019	College of Education Budget Committee
2017-2020	Graduate Council Committee
2017-2018	Academic Appeals Committee
2017-2018	Student Services Accessibility Committee
2016-2018	Adjunct Support Committee
2016-2017	New Faculty Mentor Committee
2016-present	Advisor, Chi Sigma Alpha
2015-2016	Chair, College of Education Professional Development Committee
2015-2016	College of Education Budget Committee
2015	College Student Personnel faculty search Committee
2015	Be The Match campaign volunteer
2014-2015	Search Committee for Director of Advising
2014-2016	Faculty Advisor for College Student Personnel Association
2013-2015	Bridge-2-Excellence Mentor
2014-2015	College of Education Awards Committee
2013-2014	Student Affairs Committee
2013	Awarded travel grant of $1,300 from Professional Development Committee
2013	Workshop: "Successful careers in student affairs"
2012-2014	Facilitator for Office of Residence Life Professional development series
2012-present	Search Committee for CSP Graduate Assistant positions
2012-present	Advisor for over 30 graduate students each year

2012-present	Assist CSP department in selection process for CSP applicants
2012	Awarded travel grant of $1,641 from Professional Development Committee
2012	Successfully defended a new course (CSP 6163) before the Graduate Council
2012, 2014	College of Education Professional Development Committee
2012	Facilitated CSPA workshops

Service to Profession

2020	ACPA Awards Selection Committee for Research, Writing, and Teaching
2019	Reviewer, 2020 ACPA Annual Convention
2019	Reviewer, 2020 NACADA Region VII Conference
2018	Volunteer, NACADA Region VII Conference
2018	Reviewer, 2019 NACADA Region VII Conference
2017	Reviewer, 2018 ACPA Annual Convention
2017	Reviewer, Canadian Association of College and University Student Services Annual Conference
2017	Reviewer, Global Conference on Education and Research
2016-present	Reviewer, *College Student Affairs Journal*
2016	External Program Reviewer for Angelo State University's Student Development and Leadership in Higher Education master's program
2016	Reviewer, 2016 Higher Education Diversity Summit
2015-2018	Reviewer, *Journal of College Student Development*
2015	Reviewer, ACPA Professional Preparation Commission Faculty Research Grant
2015	Reviewer, Canadian Association of College and University Student Services Annual Conference
2015	Reviewer, 2016 ACPA Annual Convention
2014	Reviewer, 2015 NASPA National Conference
2013	Reviewer, 2014 NASPA National Conference
2013	Reviewer, 2014 ACPA Annual Convention
2013	Reviewer, 2013 NASPA Regional Conference
2012	Reviewer, 2013 ACPA Annual Convention
2012	Reviewer, 2013 NASPA National Conference
2010	Reviewer, 2011 NASPA National Conference

Service to Community

2020	Trail maintenance, Ouita Mountain Bike Trail
2019	Mock Interviewer, Russellville Junior High School (December 13)
2019	Volunteer at September 11 First Responder's event
2018	Team Manager, Arkansas Valley Soccer Association
2017	Volunteer at September 11 First Responder's event
2016	Paint the Town Green and Gold
2016	Volunteer at September 11 First Responder's event
2016	Volunteer with Arkansas Dream Center "Thankserving"
2016	Special Olympics Polar Plunge volunteer
2015, 2016	Martin Luther King, Jr., Day activities
2014	Presentation: "Strengthening alliances between high schools and universities," Hector High School, Hector, AR (August 13)

2014	Guest speaker: "Agriculture and Enterprise," St. John Elementary School, Russellville, AR (August 22)
2014-present	Volunteer, local Boy Scout troop
2013-2015	Member, Main Street Russellville
2013	Assistant Tennis Coach for Arkansas Valley Tennis Association
2012-present	Volunteer with local elementary school in areas of event planning and fundraising
2007-2012	First-Generation Awards Dinner, Colorado State University
2010-2012	Adopt-a-Natural Area, Fort Collins, CO
2007-2011	City of Fort Collins, CO, various events
1999	AmeriCorps—Mesa State College, Grand Junction, CO
1997-1998	AmeriCorps—National Civilian Community Corps, Aurora, CO

Professional Memberships

2001-present	ACPA
2003-present	NASPA
2012-present	Arkansas Student Affairs Association
2013-present	International Association of Student Affairs and Services (IASAS)
2005-present	National Academic Advising Association (NACADA)
2010-2012	Colorado/Wyoming Advising Association, inactive
2003-2006	College Personnel Association of Colorado, inactive

Former committees at previous institutions

2011-2012	Member, Selection Committee of Graduate student cohort, CSU
2011-2012	Member, Professional Development Committee, CASA, CSU
2011-2012	Member, Transfer Committee, CSU
2010	Chair, Search Committee for Native American Cultural Center, CSU
2009	Member, Search Committee for CASA, CSU
2008	Member, Search Committee for Department of Psychology, CSU
2007-2012	Chair, Probation Committee for CASA, CSU
2007-2012	Chair, Tuition Assessment Appeals Committee, CSU
2006-2012	Serve as liaison to College of Agricultural Sciences, College of Engineering, Native American Cultural Center, and Front Range Community College
2006-2012	Faculty advisor for Hesperia Honor Society, CSU
2005	Member, Search Committee for Disability Services, FRCC
2005	Member, Re-accreditation Steering Committee, FRCC
2004	Member, Selection Committee of Orientation Leaders, UNC

Technical Skills

- Banner, Blackboard, Kaltura
- Good knowledge of French

CURRICULUM VITAE – BIOGRAPHICAL SKETCH

NAME: Gray, Elizabeth (Beth) Anne

POSITION TITLE/RANK: Associate Professor

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	COMPLETION	FIELD OF STUDY
Hendrix College	B.A.	06/1994	Economics with an Emphasis in Accounting
University of Arkansas at Little Rock	M.B.A.	05/1999	Business
University of Arkansas at Little Rock	J.D.	05/1999	Law

Positions and Employment

2010-presesnt	Associate Professor, Arkansas Tech University, Russellville, AR
2005-2010	Assistant Professor, Arkansas Tech University, Russellville, AR
2004-2005	Legislative Aid, United States Senate, Washington
2003-2004	State Director, Clark for President Campaign, Little Rock, AR
2001-2003	Owner, Of Counsel, Wilson and Ledbetter, LLC, Little Rock, AR

Teaching

Courses Taught

Advanced Legal Issues in Emergency Management and Homeland Security; Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security; Emergency Management Doctrine; Introduction to Ethical and Legal Issues in Emergency Management; Public Policy and Politics in Emergency Management, Disaster and Emergency Management Ethics; Politics of Disaster; Action Research Practicum; Aim and Scope of Emergency Management; Living in a Hazardous Environment; Emergency Management Internship; Emergency Management Capstone; Emergency Management Skills; Orientation to the University.

Synergistic Teaching and Mentoring Activities

"Power Hour" Bi-Weekly Workshops for Empowering Student Success: Academic and Career Tips, 2019-Present

EM Capstone and Skills Course Students Weekly Workshops, 2017-2018

Honors

Stole Presenter, Multicultural Stole Ceremony hosted by the Department of Diversity and Inclusion. Selected by an undergraduate student as the professor who played an instrumental role in their success at ATU, 2019

Stole Presenter, Multicultural Stole Ceremony hosted by the Department of Diversity and Inclusion. Selected by two students, one undergraduate, and one graduate to present their stoles as the professor who played an instrumental role in their success at ATU, 2017

Faculty Development

"Integrating Online Course and Program Assessment" Online Professional Development Series, Dr. Jeremy Schwehm, Arkansas Tech University (ATU) Center for Excellence in Teaching and Learning (CETL), November 2019

"Implement Teaching Strategies that Engage Generation Z" Seminar Series, Arkansas Tech University (ATU) Center for Excellence in Teaching and Learning (CETL), September 2019

"National Response Framework Update: *2017 Hurricane Season FEMA After-Action Report;* Community Lifelines; Emergency Support Function 14-Cross Sector Business & Infrastructure, United States Department of Homeland Security Seminar, June 2019

"Quality Matters: Applying the Quality Matters (QM) Rubric" - Two Week Facilitated Online (Asynchronous) Faculty Development Course, Quality Matters (QM) MarylandOnline, Inc., June 2018

Scholarship

Publications

Peer Reviewed Publication

Zhang, K., Chen, X., Zhang, S., & Wilson-Gray, B. (2018). *Towards a healthy ride: locating public toilets in the Shanghai metro system. Applied Spatial Analysis and Policy*, 11(2), 381-395.

Reviewer

Peters, E.K., & Ugonma, B. O. (2020). *Understanding the Concept of Scholarship of Scholarship of Teaching and Learning and Its Application in Academic Programs.* Unpublished manuscript.

Peters, E.K., Hackerott, C., & Hardy, K. (2020). *A model nuclear planning and response program: Evaluating public awareness of risk and emergency information by reading an emergency instructions booklet.* Unpublished manuscript.

Contributor

Provided criteria for a specific behavioral anchor and key actions for *The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement,* August 2017

Presentation Research and Preparation

National

Collaborative Instructional Design: Articulating across undergraduate-graduate courses, FEMA 21st Annual Emergency Management Higher Education Symposium, June 3-7, 2019 – Co-led the study, wrote the successful peer-reviewed abstract and co-developed the presentation. The presentation is disseminated on the Emergency Management Institute Higher Education website, 2019

State

Utilization of UAS in Emergency Management and Its Legal and Ethical Considerations, Arkansas Emergency Management Conference - Provided the research and materials for the presentation, 2017

Research with Students

Completed Research Grants

Awarded NASA EPSCoR Arkansas Space Grant Consortium underrepresented minority undergraduate research grant for September 21, 2009-April 14, 2010. Faculty advisor for student research pursued via the grant: Anderson, G. & Boe, T. Adapting NASA Technologies to Emergency Management Practices. Eighteenth Annual Arkansas Space Grant Symposium. Morrilton, AR. April, 2010.

Graduate Theses Committee Chair

Thesis Committee Chair. "Emergency Mental Health Care in Arkansas Disaster Response – Crucial Components to Effectively Assist Disaster Victims." Lauren M. Reynolds (EMHS graduate program), Arkansas Tech University. 2009.

Thesis Committee Chair. "An Analysis of Job Tracking With ArcGIS (JTX) Version 3 With Regard to: Geographic Information Systems (GIS) Disaster Response and Recovery." Jack Malone (EMHS graduate program), Arkansas Tech University. 2008.

Thesis Committee Chair. "Developing Earthquake Mitigation and Preparedness Policy for Northeast Arkansas." Jamie Earls (EMHS graduate program), Arkansas Tech University. 2008.

Graduate Theses Committee Member

Thesis Committee Member. "County-level pandemic preparedness planning: Trends, Barriers, and Opportunities" Samuel Cockrell (EMHS graduate program), Arkansas Tech University. 2019.
Thesis Committee Member. "The Department of Defense and Homeland Security: Improving Collaboration in Emergency Management" Randi Hendrix (EMHS graduate program), Arkansas Tech University. 2019.

Thesis Committee Member. "Potential Roles of Unmanned Aerial Vehicles in Search and Rescue for Emergency Manager" Julius Ola Oshodi (EMHS graduate program), Arkansas Tech University. 2019.

Thesis Committee Member. "The Intangible Benefits of a Business Continuity Program: A Perception of Organizational Senior Leadership" Bohdana Sardak (EMHS graduate program), Arkansas Tech University. 2017.

Thesis Committee Member. "Industrial Incidents in Bangladesh and the Ability of Emergency Management System to Respond" Sayed Fazle Kader Ahmed (EMHS graduate program), Arkansas Tech University. 2017.

Thesis Committee Member. "Perceptions of New Orleans Regarding Emergency Public Information during Hurricane Katrina." Christine Titus (EMHS graduate program), Arkansas Tech University. 2010.

Thesis Committee Member. "Applying Collective Intelligence to Social Networks to Determine the Effectiveness of Early Warning Systems." Timothy Boe (EMHS graduate program), Arkansas Tech University. 2010.

Thesis Committee Member. "Interstate Emergency Response Support Plan: A FEMA Region VI States' Initiative to Improve Response to Catastrophic Events." Carol A. Walton (EMHS graduate program), Arkansas Tech University. 2010.

Thesis Committee Member. "Is there a Measurable Regional Bias in Students' Understanding of Local Hazard and Risk?" Chunyiu Fung (EMHS graduate program), Arkansas Tech University. 2010.

Thesis Committee Member. "Integrating a Leadership and Team Building Module in Community Emergency Response Team Training." J.O. Bailey (EMHS graduate program), Arkansas Tech University. 2009.

Thesis Committee Member. "Psychosocial Curriculum Development for Emergency Management Programs." Kathryn Loyd Wilson (EMHS graduate program), Arkansas Tech University. 2009.

Thesis Committee Member. "Why Disaster Volunteers Volunteer." Tonya Roberts (EMHS graduate program), Arkansas Tech University. 2008.

Graduate Research Practicum Advisor

Improving Flood Risk through Flood Insurance. Taofeek Oladimeji Muhammed, 2018.

Analysis of the City of Ola With Regard to: Emergency Management Resources and Planning. Charles W. Boster (EMHS graduate program), Arkansas Tech University. 2010.

Emergency Operations Centers: What Kind of Equipment Will Produce the Best Output? Alyson M. Brooks (EMHS graduate program), Arkansas Tech University. 2010.

Challenges and Suggested Solutions With Regard to: Arkansas Volunteer and Donations Management After Disaster Strikes. Shannon M. Crews (EMHS graduate program), Arkansas Tech University. 2010.

An Analysis of Vehicle Accidents in Pope County Arkansas With Regard to: the Arkansas State Police Reporting System. Kyle L. Drown (EMHS graduate program), Arkansas Tech University. 2010.

Alert & Notification Updates For The Nuclear Industry. Jason A. Gillett (EMHS graduate program), Arkansas Tech University. 2010.

Procedures for Recreation Areas due to high water. Alyson K. Lentz (EMHS graduate program), Arkansas Tech University. 2010.

Arkansas Citizen Volunteers Advisory Council: An initiative to utilize today's technologies in coordinating the local mitigation, response and recovery efforts. Samantha D. Minster (EMHS graduate program), Arkansas Tech University. 2010.

Assessment of Preparedness for Disease Outbreak in Springdale Schools. Ann V. Phillips (EMHS graduate program), Arkansas Tech University. 2010.

A Review of Interview and Interrogation Techniques and Outline for Advanced training for the Wildlife Officer. Jerry D. Smith (EMHS graduate program), Arkansas Tech University. 2010.

An Analysis of the Necessary Transition to National Incident Management System (NIMS) Compliance

With Regard to: the Oklahoma Variety Care Health Center. My D. Vuong (EMHS graduate program), Arkansas Tech University. 2010.

Arkansas Continuity of Operations Program Participation. Amber Styles-Emberson (EMHS graduate program), Arkansas Tech University. 2010.

Planning for Animals in Disasters. Jason Dotson (EMHS graduate program), Arkansas Tech University. 2010.

Arkansas. The Case for Homeland Security Funding. Chad Stover (EMHS graduate program), Arkansas Tech University. 2010.

An Analysis of the Russellville Police Department With Regard to: Health and Wellness Strategies. Sammy Hugen (EMHS graduate program), Arkansas Tech University. 2010.

A Focus On Local Fire Department and EMS Agency Infection Control Needs. Lisa Kay Robles (EMHS graduate program), Arkansas Tech University. 2010.

An Analysis of Emergency Training at Arkansas Nuclear One. Martha Jane Worsham (EMHS graduate program), Arkansas Tech University. 2010.

An Analysis of the City of North Little Rock's Continuity of Operations Plan. Michael Schuller (EMHS graduate program), Arkansas Tech University. 2010.

Undergraduate Research Advisor

Planning and Operations of an Online Discussion Forum for Emergency Management Students. Christopher Caveney (EAM undergraduate program), Arkansas Tech University. 2018.

Technology as a Hazard. Wade Van Pelt (EAM undergraduate program), Arkansas Tech University. 2016.

The Mind of a Terrorist: An Overview Concerning the Mentality of Terrorists. Gabrielle R. Pennington (EAM undergraduate program), Arkansas Tech University. 2016.

Faculty-Student Presentations

Anderson, G. & Boe, T. (2010). Adapting NASA Technologies to Emergency Management Practices. Eighteenth Annual Arkansas Space Grant Symposium. Morrilton, AR.

Gray, B. & Boe, T. (2009). The Getting Sued Blues: How a Lack of Emergency Preparedness Could Have You Singing the Liability Blues. Sixth Annual Arkansas Preparedness Conference. Little Rock, AR.

Easter, S. & Jin, L. (2009). "Use it or Lose it!": exploring non-disaster CERT utilization. International Association of Emergency Managers 57th Annual Conference Poster Presentation. Orlando, FL.

Boe, T. & Foulk, D. (2009). The Fractured State of Volunteer Liability. International Association of Emergency Managers 57th Annual Conference Poster Presentation. Orlando, FL.

Gray, B., Jin, L., & Griffin, T. (2008). Disaster Recovery and Business Continuity for Self Storage Businesses. Arkansas Self Storage Association State Board Meeting. Little Rock, AR.

Gray, B. & Jin, L. (2008). Disaster Recovery and Business Continuity for Self Storage Businesses. Arkansas Self Storage Association Annual Meeting. Little Rock, AR.

Development of Curricular Materials – Complete

Undergraduate Public Policy and Politics in Emergency Management, eTech course

Undergraduate Capstone, six-hour program culminating course

Graduate Capstone Action Research

Undergraduate Emergency Management Doctrine

Graduate Emergency Management and Homeland Security Doctrine

Graduate Advanced Legal Issues in Emergency Management and Homeland Security

Graduate Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security

Development of Curricular Materials – in Progress

Undergraduate Emergency Management Doctrine, eTech course

Undergraduate Introduction to Ethical and Legal Issues in Emergency Management, eTech course

Service

Service to the Institution

Member, Center for Excellence in Teaching and Learning (CETL) Advisory Board, 2020

Chair, Department Promotion and Tenure Committee DPTC (previously Department Peer Evaluation Committee, 2007-Present.

Chair, Graduate Appeals Committee, 2013-2018

Member, Peer Evaluation Committee Professional Studies, 2013-2018

University Salary and Sabbatical Committee, 2016-2017

Faculty Oversight of Undergraduate Student Development of Database of Department of Emergency Management Internships with Corresponding Mapping, 2016-2017

Co-Chair, Department Undergraduate Curriculum Committee, 2017

Physical Sciences Faculty Search Committees, 2015-2016

Faculty Advisor to Graduate and Undergraduate Student Development of International Database of Emergency Management Higher Ed Programs, 2015-2016

University Safety and Security Committee, 2013-2014

University President Search Committee, 2013

Member, Institutional Review Board, 2013

Tech Strategic Planning and Resource Council, Arkansas Tech University, 2006-2010

Advisor, International Emergency Management Student Association (IEMSA), Arkansas Tech University, 2007-2009

Advisor, Pope County Community Emergency Response Team (CERT), 2007-2009

Member, Faculty Senate, Arkansas Tech University, 2008-2009

Member, Faculty Senate Subcommittee on Tech Free Speech Guidelines, Arkansas Tech University, 2008-2009

Co-Chair, New Faculty Orientation Committee, Arkansas Tech University, 2009

Member, HLC Self-Study Committee, Arkansas Tech University, 2008-2009

Member, HLC Subcommittee on Student Learning and Effective Teaching, Arkansas Tech

University, 2008-2009

Member, New Faculty Orientation Committee, Arkansas Tech University, 2006-2008

Member, University Assessment Committee, Arkansas Tech University, 2008

Member, Student Evaluation Form Task Force, Arkansas Tech University, 2008

Member, Tech Strategic Planning Driving Forces Subcommittee, Arkansas Tech University, 2008

Co-Chair, Tech 1001, Freshman Course Development Task Force, Arkansas Tech University, 2008

Member, Graduate Council, Arkansas Tech University, 2007-2008

Awarded, Outstanding Club and Organization Faculty Advisor, 2007/2008

Service to the Profession and Community

Member, UALR William H. Bowen School of Law Roxanne Tomhave Wilson Scholarship Committee, fall 2009-present.

Member, State Board Citizen Corps, 2007-2018

Member, Arkansas Voluntary Organizations Aiding in Disaster (ARVOAD), fall 2009-2013

Member, ARVOAD Communications Subcommittee, 2009-2013

Member, ARVOAD Public Policy Subcommittee, fall 2009-2013

Co-founder/Co-Chair, Arkansas Citizen Volunteer Advisory Council (ACVAC), 2009-2011

Director and Trainer, Pope County Community Emergency Response Team (CERT), 2007-2009

$7,000. Arkansas Department of Emergency Management Citizen Corps Community Emergency Response Team Training Program for Pope County/Tech, 2007.

$6,847. Arkansas Department of Emergency Management Citizen Corps Community Emergency Response Team Training Program for Pope County/Tech, 2007.

$10,000. Pope County/City of Russellville Hurricane Katrina Volunteer Training Fund Grant, 2006.

$5,000. Arkansas Department of Emergency Management Citizen Corps Community Emergency Response Team Program Grant for Pope County/Tech, 2006.

Community Honors

Awarded, Governor's Volunteer Excellence, 2010

Awarded, River Valley, Arkansas "Woman of the Year Award", 2008

REJINA MANANDHAR

Department of Emergency Management, Arkansas Tech University
Dean Hall, Room 107 A, 402 West O Street, Russellville, AR 72801
Phone: 479-356-2014 / Fax: 479-356-2091
Email: rmanandhar@atu.edu

EDUCATION

Ph.D.	Public Administration and Management Specialization: Emergency Management Dissertation title: "Return-Entry Risk Communication Following 2012 Hurricane Sandy" University of North Texas, Denton, TX	2015
M.C.R.P.	City & Regional Planning University of Texas at Arlington, Arlington, TX	2010
B.Arch.	Architecture Tribhuvan University Institute of Engineering, Nepal	2007

RESEARCH AND TEACHING INTERESTS

Risk Communication, Disaster Vulnerability, Disaster Return-Entry, Risk Perception and Protective Action Decision-Making, Organizational Behavior

AWARDS

2018	*Gilbert White Award.* American Association of Geographers, Hazards, Risks, and Disasters Specialty Group. Awarded for outstanding dissertation on hazard research.
2015	*SECM Dissertation Honorable Mention Award.* American Society for Public Administration, Section on Emergency & Crisis Management. Awarded for novel research in the field of emergency management.
2014	*GATS Award.* Toulouse Graduate School, University of North Texas. Awarded for superior academic achievement and exceptional promise for scholarly success in graduate studies.

GRANTS

Funded

2018	*Professional Development Grant*, Arkansas Tech University. $1,223.68.
2018	*Professional Development Grant*, Arkansas Tech University. $1,500.
2018	*Online Course Development Grant*, College of eTech, Arkansas Tech University. $4,000.

2017	*Professional Development Grant*, Arkansas Tech University. $1,771.
2015	*Graduate Student Travel Grant*, Toulouse Graduate School, University of North Texas. $500
2014	*Public Affairs and Community Service Travel Grant*, University of North Texas. $400.
2014	*Raupe Travel Grant*, Student Government Association. University of North Texas. $500.
2013	*Public Affairs and Community Service Travel Grant*, University of North Texas. $400.

Not funded

2018	"Analysis of Hazardous Material Transportation Incidents in Arkansas" Interdisciplinary Research Center (IRC) Grant, Arkansas Tech University Mebi, C. (PI), Manandhar, R. (Co-PI) & Peters, E. (Co-PI). $5,740.

SCHOLARSHIPS & FELLOWSHIPS

2015-2016	*Wachira Public Service Award*. Department of Public Administration, University of North Texas. $1000. Competitive scholarship provided for students pursuing doctoral degree in public administration and management.
2011- 2013	*Doctoral Academic Achievement Scholarship*. Toulouse Graduate School, University of North Texas. $3,000. Scholarship provided in recognition of outstanding academic achievements.
2009	*R.L. "Jerry" and Lucille "Lucy" Mebus Public Service Graduate Fellowship*. Department of Public Affairs and Planning, University of Texas at Arlington. $1,000. Competitive fellowship for graduate students interested in pursuing careers in public service.

ACADEMIC APPOINTMENTS

August 2021 - Present
Associate Professor of Emergency Management (Tenured)
Department of Behavioral Sciences
College of Arts & Humanities
Arkansas Tech University, Russellville, AR

Past

Aug. 2015- May 2021	Assistant Professor of Emergency Management Department of Emergency Management College of Applied Sciences & Engineering Arkansas Tech University, Russellville AR

2014 -2015	*Teaching Fellow*, Department of Public Administration University of North Texas, Denton TX
2013 - 2014	*Research Assistant-* to Dr. Laura Siebeneck, Department of Public Administration, University of North Texas, TX
2012 - 2013	*Teaching Fellow*, Department of Public Administration University of North Texas, Denton TX
2011 - 2012	*Graduate Assistant*, Department of Public Administration University of North Texas, Denton TX
2009	*Graduate Teaching Assistant* - to Dr. Michan Connor Department of Interdisciplinary Studies, UT Arlington, Arlington TX
2008	*Graduate Student Grader* Department of Interdisciplinary Studies, UT Arlington, Arlington TX

TEACHING EXPERIENCE

Courses Instructed
Arkansas Tech University, Russellvile, AR
(Full-time faculty, *****in-class session, **@**online session)

@EAM 1003: Living in Hazardous Environment
@EAM 1013: Aim and Scope of Emergency Management
@EAM 3003: Developing Emergency Management Skills
@EAM 3023: Principles of Preparedness and Response Operations
*@EAM 3033: The Social Dimension of Disaster
*@EAM 4003: Principles of Disaster Relief and Recovery
*@EAM 4993: Grant Writing
@EMHS 5003: Principles and Practice of Disaster Relief and Recovery
*@EMHS 5993: Grants
@EMHS 5993: Social Vulnerability
@EMHS 5993: Preparedness
*@EMHS 6063: Principles of Emergency Management
*@EMHS 6103: Research Design and Methods
@EMHS 6203: Crisis Communications
*EMHS 6413: Capstone Practicum II
*@EMHS 6123: Applied Data Analysis
*@EMHS 6943: Research II

University of North Texas, Denton, TX
(Teaching Fellow, *****in-class session)

*EADP 3010: Introduction to Emergency Management
*EADP 3080: Leadership and Organizational Behavior
*PADM 3020: Public Management

Courses Assisted
University of North Texas, Denton, TX
(Graduate Assistant, *****in-class session)
*EADP 4060: Technology in Emergency Management
*EADP 4065: Disaster Exercise Design
*EADP 3055: EOC Design and Operations
*PADM 5700/6710: Introduction to GIS for Public Administrators

University of Texas at Arlington, Arlington, TX
(Graduate Assistant, *****in-class session)
*INTS 4301: Interdisciplinary Research Process

SCHOLARSHIP

Under Review   Siebeneck, L.K., Zavar E., **Manandhar, R**. (Submitted March 12, 2021). An Overview of Local Floodplain Administrators in FEMA Region 6. *Journal of Homeland Security and Emergency Management.*

Published (Peer-Reviewed)

2021   **Manandhar, R**., & Siebeneck, L.K. (2021). Information Management and the Return-Entry Process: Examining Information Needs, Sources, and Strategies after Superstorm Sandy. *International Journal of Disaster Risk Reduction.* . Doi https://doi.org/10.1016/j.ijdrr.2020.102015. Available at: https://authors.elsevier.com/a/1cOJw_oJVmJWuT

2018   **Manandhar, R**., & Siebeneck, L.K. (2018). Return-entry risk communication challenges: Experiences of local emergency management organizations following Superstorm Sandy. *International Journal of Mass Emergencies and Disasters* 36 (2):120-148.

2018   Chen, X., Frazier, C., **Manandhar, R**., Han, Z., & Jia, P. (2018). Inequalities of nuclear risk communication within and beyond the evacuation planning zone. *Journal of Applied Spatial Analysis and Policy.* Pp 1-18.

2014   **Manandhar, R**., & McEntire, D. A. (2014). Disasters, Development and Resilience: Exploring the Need for Comprehensive Vulnerability Management. In Kapucu, N. & Liou, T. K. (Eds.), *Disaster and Development: Examining Global Issues and Cases* (pp. 19-37). New York, NY: Springer.

Other Publications

2020   **Manandhar, R**. Cultural Competence in Hazards and Disaster Research Training Module Assignment. CONVERGE Assignment Bank. Natural Hazards Center. Boulder CO.

2014   Siebeneck, L.K., Gaston, R., Byerly, A., **Manandhar, R.,** & Samuel, C. Texas tornado hazard analysis. Report prepared for the Texas Department of Public Safety Division of Emergency Services.

2010   Vega, J., Hernandez, R., **Manandhar, R.,** & Neergaard., L. Industrial and employment resources for the City of Kennedale, TX. Economic analysis and planning report prepared for the City of Kennedale, TX.

2008   Kunde, J., Tees, D., Cucca, R., **Manandhar, R**., McDonald, S.M., Navarro, C., Nunn, G., Santiago, S., & Schaffer, N. Strategic plan for Fort Worth Texas Fire Department. Report prepared for the Fort Worth Texas Fire Department.

Conference Presentations (Peer-Reviewed)

2021   **Manandhar, R.** Make Converge Training Modules Part of Your College/University Course – Here's How! Panel Presentation in the 46th Annual Natural Hazards Research and Applications Workshop Researcher's Meeting. Virtual Conference. July 15, 2021.

2021   **Manandhar, R** (Presenter), Ekong J. Peters and Bethany Swindell**.** Risk Communication during 2019 Arkansas River Floods. Poster Presentation in the 46th Annual Natural Hazards Research and Applications Workshop. Virtual Conference. July 11- 14, 2021.

2021   Charles Mebi, **Manandhar, R** (Presenter) and Ekong J. Peters**.** An Analysis of Hazardous Transportation Incidents in Arkansas. Poster Presentation in the 46th Annual Natural Hazards Research and Applications Workshop. Virtual Conference. July 11- 14, 2021.

2018   **Manandhar, R.** Communicating risk in the immediate aftermath of a disaster: Challenges and opportunities. Poster Presentation in the Society for Risk Analysis Annual Meeting. New Orleans, LA. December 2-6, 2018.

2018   **Manandhar, R.** Collaborative Emergency Management for Effective Risk Communication: The Findings from Hurricane Sandy. Poster Presentation in the Society for Risk Analysis Annual Meeting. New Orleans, LA. December 2-6, 2018.

2018	**Manandhar, R.** Communicating Post-Disaster Risks and Return-Entry Information. Panel Presentation in the 43rd Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. July 8-11, 2018.
2018	**Manandhar, R.** Social Media Use in a Post-Disaster Context: An Examination of Risk Communication at an Organizational Level. Poster presented in the 43rd Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. July 8-11, 2018.
2017	**Manandhar, R.** Managing Information to Assess Post-Disaster Risks. Poster accepted in the 42nd Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. July 9-12, 2017.
2015	**Manandhar, R.** Risk Communication during Return-Entry Phase: Lessons Learned from 2012 Hurricane Sandy. Poster presented in the 40th Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. July 19-22, 2015.
2014	**Manandhar, R.** Protective Action Adoption during the 2012 West Nile Outbreak. Poster presented in the 39th Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. June 22-25, 2014.
2014	**Manandhar, R.** Risk Perception and Protective Action Adoption: The Case of 2012 West Nile Outbreak. Paper presented in the 44th Urban Affairs Association Conference. San Antonio, TX. Mar. 19-22, 2014.
2013	**Manandhar, R.** (presenter) and McEntire, D.A. Disasters, Development and Resilience: Exploring the Need for Risk Reduction and Capacity Building. Paper presented at the 2013 Annual Conference of the American Society for Public Administration. New Orleans, LA. Mar. 15-19, 2013.
2012	Collins, B.K. (presenter), Holt, A., Hyder, A., Kamau.,F, **Manandhar, R**., and Silah, A. Public Service Motivation: An Exploratory Evaluation of an Internship Maturation Effect. Paper presented at the Annual Meeting of the National Association of Schools of Public Affairs and Administration. Austin, TX. Oct.18-22, 2012.

Other Presentations

2019	**Manandhar, R.,** Grant Writing 101. Graduate Student Council On-Track Session. Arkansas Tech University. September 4, 2019.

2019	Mebi, C**., Manandhar, R**., Peters, E. Hazardous Material Transportation in Arkansas: A Risk and Vulnerability Assessment. Interdisciplinary Research Series. Arkansas Tech University. April 19, 2019.
2019	Mebi, C. (presenter**), Manandhar, R.**, & Peters, E**.** Analysis of HAZMAT Transportation Incidents in Arkansas from 2007-2017. Mid-south Inorganic Chemists Association (MICA) Spring 2019 Meeting. Batesville AR. March 9, 2019.
2018	Chen, X. (presenter), Frazier, C., & **Manandhar, R.** Risk Communication within and beyond Evacuation Planning Zone: Case of Arkansas Nuclear One. Presented during the 2018 College of Engineering and Applied Sciences Colloquium Series. Arkansas Tech University. Mar. 9, 2018.
2014	Veteto, J., Morrissey, N. (presenter), Shade, M. **Manandhar, R**....Cramb K. North Texas Foodshed Assessment. Poster Presented during the 2nd Graduate Exhibition at University of North Texas. Denton, TX. Mar. 1, 2014
2013	**Manandhar, R.** Risk Perception & Protective Action Adoption: A Case of 2012 West Nile Outbreak. Paper presented during the Spring 2013 Public Administration Colloquium Series. University of North Texas. Denton, TX. Mar.8, 2013.

PEER-REVIEW ACTIVITIES [40]
Journals
Natural Hazards [1]
Disasters [1]
Disaster Prevention and Management [1]
International Journal of Disaster Risk Reduction (IJDRR) [5]
International Journal of Environmental Research and Public Health (IJERPH) [6]
International Journal of Geo-Information (IJGI) [4]
Journal of Risk Analysis and Crisis Response (JRACR) [1]
Journal of Contemporary Eastern Asia (JCEA) [1]
JAMBA: Journal of Disaster Risk Studies [4]
Annals of Disaster Risk Sciences [1]
Progress in Planning [1]
Environment International: A Journal of Environmental Science, Risk & Health [1]
INQUIRY: The Journal of Health Care Organization, Provision and Financing [1]
Current World Environment: An International Research Journal of Environmental Science [1]
Sustainability [3]
Applied Sciences [3]
Healthcare [4]
Water [2]

Book Chapter and Book Proposal Reviews
SAGE Publication [1]
Rowman & Littlefield [1]
Routledge | Taylor & Francis Group [1]

THESIS & PRACTICUM COMMITTEES

Practicum Research Committee Chair. Guannan He. "Psychological resilience through meditation" Graduated December 2019.
Committee Member. Kristi Higgs. "Awareness of mitigation and risk management at Arkansas Tech University" Graduated December 2019.
Committee Member. Jessica Lynn Risbell. "Tornado Preparedness in U.S. Elementary Schools" Graduated May 2019.
Committee Member. Daniel Plum. "Police preparedness in Northwest Arkansas for active shooter events" Graduated December 2018.
Practicum Research Committee Chair. Zarea Alshehri. "Tornado Emergency Procedure Guide for elementary schools in River Valley" Graduated May 2018.
Committee Member. Sayed Ahmed. "Industrial incidents in Bangladesh and the ability of emergency management system to respond" Graduated May 2018
Committee Member. Megan Staudt. "Tornado preparedness of resettled refugees in the United States." Graduated December 2017.
Committee Member. Robert A. Jackson. "An investigation into hazard mitigation tools at institutes of higher education" Graduated May 2016.

FEMA Independent Studies Courses

IS-00363: Introduction to Emergency Management for Higher Education
IS-100c: Introduction to Incident Command System, ICS-100

SOFTWARE PROFECIENCES

SPSS, ATLAS ti, ArcGIS / ArcMap, AutoCAD, Sketch up, Blackboard Learn, RefWorks, Tegrity Lecture Capture, Kaltura Lecture Capture, Microsoft Office, Adobe Acrobat

SERVICE
Service to the University

Apr. 2021	14th Annual Online Innovation Award Selection Committee, Arkansas Tech University. *Committee Member*
Aug. 2020 –	Admissions, Academic Standards & Student Honors Committee, Arkansas Tech University. *Committee Member*
Oct. 2018-	Online Learning Advisory Board, Arkansas Tech University. *Committee Member*

Jan.- May 2020	Faculty Search Committee, Department of Computer and Information Science, Arkansas Tech University. *Committee Member*
2018-2019	Self-Study via Assessment for EAM and EMHS Program Department of Emergency Management. Arkansas Tech University. *Team Member*
June 2019	Emergency Management Student Travel Fund Committee. *Guidelines Committee Chair*
Apr. – June 2019	Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Oct. 2018- Mar. 2019	Faculty Search Committee, Department of Physical Sciences, Arkansas Tech University. *Committee Member*
Feb. 2018	Graduate Assistant (GA) Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Jan. 2016 -	Emergency Management Graduate Curriculum Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Sept. 2015 -2019	Red Cross at Arkansas Tech University. *Faculty Advisor*
Aug. 2015-	Department of Emergency Management, Arkansas Tech University. *Faculty Advisor*
Dec. 2016	Faculty Search Committee, Department of History and Political Science, Arkansas Tech University. *Committee Member*
Dec. 2016	Graduate Assistant (GA) Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Nov. 2016	Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
2016 -2017	Student Recognition Committee, Emergency Management and Homeland Security Conference. Arkansas Tech University. *Committee Member*
Sept. 2015	IAEM Scholarship Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

Service to the Profession

July 2021	Researcher's Meeting Natural Hazard Research and Applications Workshop, July 15, 2021. *Participant*

July 2021	Natural Hazard Research and Applications Workshop, July 11- July 15, 2021. *Participant*
June 2021	International Association of Emergency Managers (IAEM) Encore Virtual Conference, June 7-8, 2021. *Participant*
June 2021	Society for Risk Analysis (SRA) Webinar Series - Resilience and the Human Superorganism: Give Us this Day our Daily Microbes. June 2, 2021. Participant
June 2021	Disaster Conference Online from University College London. "Enhancing Post-Pandemic Sustainability and Resilience: Paving the Way for Systemic Change". June 1, 2021. University College London. *Participant*
Oct. 2019	FEMA Region VI Higher Education Collaborative Conference, Oct. 22, 2019. Arkansas Tech University. *Participant*
Mar. 2019	*Gilbert White Award*, American Association of Geographers Hazard Specialty Group. *Award Jury Member/ Reviewer*
Mar. 2018	2018 Integrated Warning Team Meeting. *Participant*
Sept. 2017	Arkansas Natural Hazards Resilience Discussion Meeting. Climate data utilization in planning and hazard mitigation efforts in Arkansas. Bentonville, AR. September 29, 2017. *Participant*
June 2016	Understanding Homeland Security 2nd Edition Sage Publication Inc. Thousand Oaks, CA. *Reviewer*
June 22 - 25, 2014	2014 Natural Hazards Workshop, Broomfield, Colorado. *Volunteer*
2012 - 2013	PADM Doctoral Student Association, Department of Public Administration and Management, University of North Texas, Denton TX. *Secretary*
2012 - 2013	PADM Doctoral Student Association, Department of Public Administration and Management, University of North Texas, Denton TX. *Emergency Management Specialization Chair*

Service to the Community

2017-	NWS Certified Volunteer Storm Spotter.
2017-	INSPARK Earthquake Damage Assessment Volunteer.

Oct. 25, 2016	2016 Emergency Preparedness Expo, Dardanelle, AR. *Volunteer*
Apr. 14, 2016	2016 Emergency Preparedness Expo, Russellville, AR. *Volunteer*
Sep.-Dec. 2015	Student Grant Projects for the Arkansas Rural Community Grant Program, Arkansas Tech University. *Instructor & Coordinator*
2010	Go Solar Texas Campaign in Dallas, TX, Environment Texas, Austin TX. *Campaign Member*
2008 – 2009	Nepalese Students' Association, University of Texas at Arlington, Arlington TX. *Treasurer & Event Coordinator*
2005	The 2005 Earthquake Safety Day Exhibition, Lalitpur, Nepal National Society for Earthquake Technology-Nepal. *Volunteer*

TRAININGS & CERTIFICATIONS

July 2021	CONVERGE Training Module –*Broader Ethical Considerations for Hazards and Disaster Researchers,* Natural Hazards Center. University of Colorado Boulder.
July 2021	CONVERGE Training Module –*Understanding and Ending Gender-Based Violence in Fieldwork,* Natural Hazards Center. University of Colorado Boulder.
July 2021	CONVERGE Training Module –*Collecting and Sharing Perishable Data*, Natural Hazards Center. University of Colorado Boulder.
Apr. 2021	Transitioning to Teaching Online - T2TOL-eTech*,* Arkansas Tech University.
Dec. 2020	CONVERGE Training Module –*Conducting Emotionally Challenging Research*, Natural Hazards Center. University of Colorado Boulder.
Dec. 2020	CONVERGE Training Module –*Institutional Review Board (IRB) Procedures and Extreme Events Research*, Natural Hazards Center. University of Colorado Boulder.
Aug. 2020	Researcher Academy Module – *Writing a persuasive cover letter for your manuscript*. Elsevier.
Aug. 2020	Researcher Academy Module – *Guide to reference managers: How to effectively manage your references*. Elsevier.

Aug. 2020	Researcher Academy Module – *How to produce highly visible research: Useful tips for researchers*. Elsevier.
Aug. 2020	Researcher Academy Module – *How to secure funding - ECR edition*. Elsevier.
Aug. 2020	Researcher Academy Module –*10 reasons to get – and use – an ORCID ID*. Elsevier.
Apr. 2020	CONVERGE Training Module – *Disaster Mental Health*, Natural Hazards Center. University of Colorado Boulder
Apr. 2020	CONVERGE Training Module – *Cultural Competence in Hazards and Disaster Research*. Natural Hazards Center, University of Colorado Boulder
Apr. 2020	CONVERGE Training Module – *Social Vulnerability and Disasters*. Natural Hazards Center, University of Colorado Boulder
2018	CITI Program – Collaborative Institutional Training Initiative. Arkansas Tech University
2017	SKYWARN Storm Spotter Training, The National Weather Service Little Rock, AR.
2017	ACT-20, Post-earthquake Safety Evaluation of Buildings, Arkansas Department of Emergency Management, Earthquake Program.
Mar. 2016	eTech Certification Course, Arkansas Tech University
Mar. 2016	Diversity, Equity, and Inclusion Training Webinar. Arkansas Tech University
2015 -	Professional Development Series, Arkansas Tech University
2015	Active Shooter Training, College of Engineering & Applied Sciences, Arkansas Tech University
2012	"Protecting Human Research Participants", NIH Web-based Training
2012	International TA/TF Teaching Training Program. University of North Texas, Denton, Texas
2005	Earthquake Resistant Building Design Training, National Society for Earthquake Technology-Nepal

Special Projects

2021	Student Grant Project for Moreland Fire Department, AR. Arkansas Rural Services Grant Program. *Instructor & Coordinator*
2017	Student Grant Project for Desha County, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
2017	Student Grant Project for Desha County, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
2017	Student Grant Project for River Valley Food 4 Kids, Russellville, AR. Winthrop Rockefeller Foundation. *Instructor & Coordinator*
2015	Student Grant Project for Appleton Fire Department, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
2013	North Texas Foodshed Assessment Project for Growth North Texas University of North Texas. *Contributor*
2013	Sustainable Development Study: "How do we make transit stations in the North Texas Region a magnet for development?", University of North Texas. *Contributor*
2010	Economic Analysis & Planning Study for City of Kennedale, TX University of Texas at Arlington. *Contributor*
2010	Go Solar Texas Campaign in Dallas, TX. Environment Texas. *Contributor*
2009	Downtown Revitalization Project for City of Cleburne, TX. University of Texas at Arlington. *Contributor*
2008	The Fort Worth Texas Fire Department Strategic Plan, University of Texas at Arlington. *Contributor*

OTHER WORK EXPERIENCES

July 2007- Dec. 2007	Kriti Design Pvt. Ltd., Kathmandu, Nepal, *Architect*
Feb. 2007 - Apr. 2007	Asankhya Pvt. Ltd., Jhamsikhel, Nepal. *CAD-Designer*
Nov. 2004 -Apr. 2005	Lalitpur Sub-Metropolitan City Office, Pulchowk, Nepal. *Architectural Intern*

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

2018-2019	Society for Risk Analysis (SRA)
2018-2019	SRA Risk Communication Specialty Group (RCSG)

2012 - 2017	American Society for Public Administration (ASPA)
2012 - 2017	ASPA Section on Emergency and Crisis Management (SECM)
2012 - 2017	ASPA Texas Chapter
2014 -2015	Urban Affairs Association
2008 - 2010	American Planning Association (APA)
2007 - 2008	Nepal Engineers Association (NEA)
2006 - 2008	Society of Nepalese Architects (SONA)
2002-2005	Association of Students of Architecture (ASA)

Last updated: August 5, 2021

CURRICULUM VITAE

Ekong J. Peters, PhD

8054 Tech Lane
Russellville, AR 72801
(479)356-2159 (office); (479)219-3783 (h); (214)577-2727 (cell)
epeters@atu.edu
epeters7851@sbcglobal.net

EDUCATIONAL BACKGROUND

PhD, Public Administration, College of Public Affairs & Community Service,
Department of Public Administration & Management, University of North Texas,
Denton, Texas (**Area of Specialization: Emergency Management**)

M.U.P., College of Architecture, Department of Landscape Architecture & Urban
Planning, Texas A&M University, College Station, Texas

B. Arch., School of Architecture, Prairie View A&M University, Prairie View, Texas

CURRENT POSITION

Assistant Professor of Emergency Management, Arkansas Tech University, Department
of Emergency Management, Dean Hall, Room 107F, 402 West O Street,
Russellville, AR 72801, August 2015 – Present, (479)356-2159 (Office);
(479)219-3783 (Home)

PREVIOUS POSITIONS

Adjunct Faculty, Tarrant County College District, 1500 Houston Street, Fort Worth,
Texas 76102, August 2014 – August 2015. Mr. Christopher Douglas, Discipline
Coordinator, Tarrant County College Trinity River Campus, Office TRCF 2101A,
300 Trinity Campus Circle, Fort Worth, TX 76102, (817)515-1440

Teaching Fellow, Department of Public Administration & Management, University of
North Texas, Denton, Texas, Fall 2011 – May 2013

Graduate Student Assistant, Department of Public Administration & Management,
University of North Texas, Denton, Texas, Fall 2010 – May 2011

Adjunct Faculty, Social Science Department, North Central Texas College, Gainesville,
Texas, Fall 2010. Ms. Donna Hooper, Government Department Chair, (940)498-
6266
Teaching Assistant, Department of Public Administration & Management, University of
North Texas, Denton, Texas, Spring 2010 – Summer 2010

Economic Planner, Research and Information Services, North Central Texas Council of Governments, P. O. Box 5888, Arlington, Texas 76005, April 2005 - February 2010. Ms. Karen Richard, HR Manager, (817)695-9129

Business Analyst, Business Information and Research, Greater Dallas Chamber, 700 North Pearl Street, Dallas, Texas 75201, October 2004 - April 2005. Dr. Lyssa Jenkens, Vice President, (214)746-6772

Information Specialist, Lockheed Martin, 1445 Ross Avenue, Dallas, Texas 75202, September 1996 - October 2004. Ms. Melody Lister, Supervisor, (214)665-8564

Planner, City of Beaumont, 801 Main St, Beaumont, Texas 77701, July 1994 – 1995. Mr. Steve Richardson, Planning Director, (409)880-3764

PUBLICATIONS

Ekong J. Peters, Carline S. Hackerott, & Weijia Jia. (forthcoming). Exploring a model nuclear planning and response program: Evaluating public awareness of written risk and emergency. *Journal of Emergency Management*.

Benavides, Abraham and Peters, Ekong (2015). Social Norms Theory, Enforcement, and Management Concepts: An Analysis of Local Smoking Ban Ordinances. *International Journal of Public Administration, 38*(5), 335-345.

McEntire, David, Souza, Jill, Collins, Matthew, Peters, Ekong J., and Sadiq, Abdul-Akeem (2012). An Introspective Glance into Damage Assessment: Challenges and Lessons Learned from the Paso Robles (San Simone) Earthquake. *Natural Hazards 61*(3), 1389-1409.

Urby Jr., Heriberto, McEntire, D. A. and Peters, Ekong J. (2011). Peru: An Andean Country with Unpredictable Emergency Management Challenges. In *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from around the World*, edited by David A. McEntire

McEntire, D.A., Crocker, C. G. and Peters, E. (2010). Addressing vulnerability through an integrated approach. *International Journal of Disaster Resilience in the Built Environment 1*(1), 50-64.

Peters, Ekong J. and McEntire, D. A. (2010). Emergency Management in Australia: An Innovative, Progressive and Committed Sector. In *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from around the World*, edited by David A. McEntire.

RESEARCH PROJECTS IN PROGRESS (*AT ADVANCED STAGES*)

Ekong J. Peters, Ugonma Benita Onuegbu, & David A. McEntire. The Scholarship of Teaching and Learning: Understanding the concept and its application in academic programs and emergency management (**Under review at the *Journal of Emergency Management***)

Charles Mebi, Rejina Manandhar, & Ekong J. Peters. Assessing hazardous material (HAZMAT) transportation incidents in Arkansas (***final review stage before submission to a Journal***)

Rejina Manandhar, Ekong J. Peters, & Bethany Swindell. 2019 Arkansas River Flooding event and risk communication (***transcription and data analysis completed***)

SUPERVISED STUDENTS' RESEARCH

Committee Chair

Jennifer Weber (2020, continuing). Red, white and boom at Scioto Audubon operational plan

Kristi Higgs. (Dec. 2019). Awareness of mitigation and risk management within the Arkansas Tech University community

Jessica Lynn Risbell (May 2019). Tornado preparedness in U.S. elementary schools

Raja Ashahrani. (May 2018). Development of an improved flood response plan for Jeddah in Saudi Arabia

Majed Ashfei. (August 2018). The development of mitigation plan against Riyadh flood in Saudi Arabia

Sayed Ahmed. (August 2018). Awareness and knowledge of safety by garment industry workers in Bangladesh: The case of fire incidents ready-made garment sector

Committee Member
Shawnasia James (2018). The incorporation of community-based organizations into the response planning process: A military emergency management perspective

Megan Patricia Staudt (2018). Tornado preparedness of resettled refugees in the United States: Evaluating resettled refugee's preparedness for tornadoes

Tamara Dougan (2018). Law enforcement physical fitness training effects on stress-related job performance

Charles Canan (2017). An examination of the emergency water supply of healthcare facilities in Southeast Louisiana

Brian Kendall (2016). Emergency preparedness education for K12: A pretest posttest design

Assumpta Esiaka (2016). Through the eyes of faith: The role of religious organizations in disaster response and recovery in Nigeria

Tina Phouthavong (2016). Do first responders find ACTIVE911 useful?

Andrew J. Smith (2016). Local Christian churches and disaster preparedness: Are they ready?

ACADEMIC TRAINING SEMINAR ATTENDED

Risk Management Series: Incremental seismic rehabilitation of hospital buildings. Providing protection to people and buildings. Organized by FEMA and Applied Technology Council. Webinar: June 24, 2021, 12:00 pm – 4:00 pm CDT.

Risk Management Series: Incremental seismic rehabilitation of school buildings (K-12). Providing protection to people and buildings. Organized by FEMA and Applied Technology Council. Webinar: June 3, 2021, 12:00 pm – 3:00 pm CDT.

Safer, stronger, smarter: A guide to improving school natural hazard safety. Organized by FEMA and Applied Technology Council. Webinar: May 27, 2021, 12:00 pm – 2:00 pm CDT.

Motivating Virtual Learners course, June 22 – July 3, 2020, organized by the Gardner Institute.

FEMA Pilot Course: E2460 Advanced Building Science Series at the Emergency Management Institute (EMI) National Emergency Training Center (NETC) in Emmitsburg, Maryland, May 13-16, 2019

GRANT AWARD

2020 Professional Development Grant award to attend the 22nd Annual Emergency Management Higher Education Symposium organized by FEMA-EMI at Emmitsburg, MD

2019 College of Engineering & Applied Sciences Faculty Development Grant to attend the Academic Training Seminar of FEMA Pilot Course: E2460 Advanced Building Science Series at the Emergency Management Institute (EMI) National Emergency Training Center (NETC) in Emmitsburg, Maryland, May 13-16, 2019

2018 Professional Development Grant award to attend the 20th Annual Emergency Management Higher Education Symposium organized by FEMA-EMI at Emmitsburg, MD

PROFESSIONAL CONFERENCES/PAPER PRESENTATIONS

2020 Annual Emergency Management Higher Education Symposium, "Imagination, improvisation, Innovation in Emergency Management Education," June 1-4, 2020, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: Dr. Ekong J. Peters, "The Scholarship of Teaching and Learning: Understanding the concept and its application in academic programs and emergency management"

2019 ATU Interdisciplinary Research Series presentation, "Hazardous Materials Transportation Incidents in Arkansas: A Risk and Vulnerability Assessment" by Dr. Charles Mebi, Dr. Rejina Manandhar, & Dr. Ekong J. Peters

2018a 20th Annual Emergency Management Higher Education Symposium, "Honoring our History and Future," June 4-7, 2018, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: Dr. Ekong J. Peters, "Collaborating with practitioners to realize emergency management student learning: 'Incorporating research into undergraduate hazard and disaster class: A process approach'"

2018b 20th Annual Emergency Management Higher Education Symposium, "Honoring our History and Future," June 4-7, 2018, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: Dr. Sandy Smith, Dr. Caroline Hackerott, Dr. Jamie Earls, Dr. Ekong Peters, and Dr. Christine Austin, "Undergraduate Curriculum: Application of NGCC, Assessment, and Accreditation"

2018c Emergency Management Region VI Higher Education Academic Collaboration, University of North Texas, Denton, Texas. February 23, 2018 from 10:00 am to 2:00 pm CST

2017 19th Annual Emergency Management Higher Education Symposium, "Meeting Community Needs," June 5-8, 2017, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenters: Dr. Sandy Smith, Dr. Caroline Hackerott, Dr. Jamie Earls, and Dr. Ekong Peters, "Challenge Met: Graduate EMHS Curriculum and Assessment Development"

2012 Federal Emergency Management Agency (FEMA) Region 6, 2012 Mitigation Conference "Recipes for Resilience," May 1-3, 2012, University of North Texas, Denton, Texas; Paper Presented: "Exploring Motivational Behavior Contributing to helping Hurricane Katrina Survivors" by Ekong J. Peters

MANUSCRIPT REVIEWED

2019 Review of manuscript ID DISA-Cct-18-2597 in the *Disasters Journal*

2019 Review of manuscript ID jhsem-2019-0053 in the *Journal of Homeland Security and Emergency Management*

2018b Review of manuscript ID jhsem-2018-0063 in the *Journal of Homeland Security and Emergency Management*

2018a Review of manuscript ID jhsem-2018-0051 in the *Journal of Homeland Security and Emergency Management*

2016 Review of manuscript ID IJDRBE-10-2015-0054 in the *Journal of Disaster Resilience in the Built Environment*

RESEARCH INTEREST

Disaster response, community preparedness, organizational response to extreme events, risk and vulnerability reduction, risk communication, business continuity, social and economic impacts of disasters, homeland security, and international disasters.

PROFESSIONAL SOCIETIES MEMBERSHIP

American Society for Public Administration (ASPA)

Natural Hazard Mitigation Association (NHMA)

HONORS AND AWARDS

2017 Department of Emergency Management Professor of the year

2013-2014 A recipient of the prestigious University of North Texas Toulouse Graduate School Dissertation Fellowship during the 2013 – 2014 academic year. According to the award letter, the fellowship provides a monthly stipend of $2,076.85, tuition support for three dissertation hours per semester for up to three semesters, and health insurance benefits for the academic year.

EmeraldLiteratiNetwork for 2011 Outstanding Paper Award

Tau Beta Pi Honor Society, Texas Chapter

Phi Eta Sigma Honor Society

ADMINISTRATION AND SERVICE

2020 ATU Graduate Symposium Competition Judge
Search Committee member for Visiting EM instructor
DEM Graduate Program Director (2020 - present)
Graduate Student Advisor (2019 – present)

Faculty Recruiter for Epsilon Pi Phi, EM Honor Society (2020 - present)
Active Faculty Member, DEM Power Hour (2020 – present)
Member, DEM Search Committee Member for a Visiting EM Instructor (2020)
Member, Graduate Curriculum Committee
IRB Committee Member (2018 – August 2021)
Undergraduate Student Academic Advisor (2015-2018)
B2E mentor
Usher/Greeter, Russellville First Assembly
Spring 2016 & Fall 2016 Expo Volunteer
Boy Scout of America – Adult Volunteer
Founding Faculty Advisor to Epsilon Pi Phi, EM Honor Society (Fall 2015- Spring 2019)
Member of the Committee Interviewing Administrative Assistant for EM Department 2X
Immediate-past General Secretary of Ibibio People's Union (IPU)
Immediate-past Treasurer of Ubium Development Association (UDA)
Member and immediate-past Vice President UDA
Usher and Greeter at Russellville First Assembly
Ikot Eyo Development Association, Public Relations Officer

COURSES TAUGHT

ARKANSAS TECH UNIVERSITY

EAM 3033: Social Dimensions in Disaster (online)
EAM 3013: Public Policy & Politics in Emergency Management (EM) (face-to-face)
EAM 3063: Emergency Management Doctrine (online)
EAM 4003: Principle of Disaster Relief & Recovery (face-to-face)
EAM 4013: Mitigation & Continuity Operations (face-to-face and online)
EAM 4033: EM Research Methods/Analysis (face-to-face and online)
EAM 4993: SP International Emergency Management (face-to-face and online)
EAM 4993: SP Critical Infrastructure (online)
EMHS 5003: Principle & Practice of Disaster Relief & Recovery (face-to-face)
EMHS 5993: SP Critical Infrastructure (online)
EMHS 6003: Design & Management of Preparedness & Mitigation Systems (online)
EMHS 6023: Risk & Vul. Assessment for Business & Industry (face-to-face and online)
EMHS 6043: Contemporary Issues in EM & Homeland Security (face-to-face)
EMHS 6093: Fundamentals of Homeland Security (face-to-face and online)
EMHS 6123: Applied Data Analysis
EMHS 6193: Intro to International Emergency Management (face-to-face and online)
EMHS 6413: Graduate Capstone
EMHS 6423: Internship & Professional Practice
EMHS 6893: IND: Introduction to International Emergency Management (online)
EMHS 6933: Research 1 (face-to-face and online)

OTHER COURSES TAUGHT - TEXAS

EADP 3055: EOC Design & Operations (University of North Texas, Denton)
PADM 4450: Public Policy Analysis (University of North Texas, Denton)

PADM 2100: Diversity in Urban Governance (University of North Texas, Denton)
PADM 4900: Cultural Competency in Urban Governance (UNT, Denton)
GOVT 2305: Federal Government (Tarrant County College, Fort Worth, Texas)
GOVT 2305: American National Government (North Central Texas College, Gainesville, Texas)
GOVT 2306: American State & Local Government (Texas) (North Central Texas College, Gainesville, Texas)

COMPUTER / RESEARCH SKILLS ACQUIRED / FAMILIAR WITH

eTech Course Development Designer
Certified eTech Online Instructor
Certified Online/eLearning Instructor (TCC, Fort Worth, Texas)
Trained Blackboard User
MS Word, MS Excel, MS Access, and MS PowerPoint
Stata, SPSS, & QuestionPro
Geographic Information System (GIS)

SANDY MAXWELL SMITH
(Sandra Joe Maxwell Smith)

EDUCATION:	Ph.D. in Nursing, May, 2006 Loyola University Chicago
	Masters of Science in Nursing, May, 1999 University of Central Arkansas, Conway, AR
	Bachelor of Science in Nursing, May, 1981 Duke University, Durham, NC

LICENSURE
(R25396)

Registered Nurse, Arkansas State Board of Nursing

PROFESSIONAL EXPERIENCE:

7/21 - Current	Professor, Program Coordinator of EM & EMHS Graduate Director
7/18 - 6/21:	Professor and Head, Department of Emergency Management, Arkansas Tech University
9/18 – 1/20:	Interim Associate Dean, Graduate College, Arkansas Tech University
1/12 - 6/18	Associate Professor and Head, Department of Emergency Management, Arkansas Tech University
8/11 - 12/11	Visiting Assistant Professor: Department of Nursing; Adjunct: Department of Emergency Management, Arkansas Tech University
1/11 - 5/11	Visiting Assistant Professor: Departments of Emergency Management and Nursing, Arkansas Tech University
10/10 - 02/11	Consultant: TIPS writer for UAMS Psychiatric Research Institute
4/09 - 11/09	RN Case Manager: Baptist Home Health Network, Little Rock, AR
8/07 - 12/08	Associate Professor: Department of Nursing, University of Arkansas at Little Rock
1/06 - 7/07	Health Education Coordinator, Academic Affairs: Arkansas Department of Higher Education
4/03 - 12/05	Assistant Professor: Henderson State University
8/99 - 4/03	Nursing Instructor: Henderson State University
8/98 - 12/98	Clinical Instructor: Psychiatric/Mental Health, University of Central Arkansas
1/96 - 5/96	Clinical Instructor: Adult Health I, Henderson State University
8/94 - 12/94	Clinical Instructor: Community Health, Henderson State University
1/83 - 2/86	School Nurse: Jenkins Memorial Center, Pine Bluff, AR
9/81 - 2/82	RN Staff Nurse: Bradley County Memorial Hospital, Warren, AR

PUBLICATIONS:

Feldmann-Jensen, S., Jensen, S., Smith, S. M. (2019). Next generation core competencies (NGCC): Building a workforce with the knowledge, creativity, and policy expertise for disaster risk reduction. *Global Assessment Report (GAR).*

Feldmann-Jensen, S., Jensen, S., Smith, S. M., & Vigneaux, G. (2019). The next generation core competencies for emergency management. *Journal of Emergency Management, 17*(1), 17-25.

Feldmann-Jensen, S., Jensen, S., & Smith, S. M. (2017). *The next generation core competencies for emergency management professionals: Handbook of behavioral anchors and key actions for measurements.* Emmitsburg, MD: FEMA Higher Education Program.

Feldmann-Jensen, S., Jensen, S., Smith, S., & Etkin, D. (2016). Toward a substantive dialogue: The case for an ethical framework in emergency management, Part 1. *Australasian Journal of Disaster and Trauma Studies, 20* (1), 45-47.

Etkin, D., Feldmann-Jensen, S., Smith, S., & Jensen, S. (2016). Toward a substantive dialogue: The case for an ethical framework in emergency management, Part 2. *Australasian Journal of Disaster and Trauma Studies, 20* (1), 49-53.

Smith, S. M. (2012). The lived experience of doing the right thing: A Parse method study. *Nursing Science Quarterly, 25,* 82-89.

Smith, S. M. (2010). Humanbecoming: Not just a theory- it is a way of being. *Nursing Science Quarterly. 23,* 216-219.

Smith, S. M. (2006). The art of becoming a nurse healer: A book review. *Nursing Science Quarterly, 19,* 376-378.

Smith, S. M. (2006). *The lived experience of doing the right thing: A Parse method study.* (UMI No. 3212987)

INTERNATIONAL / NATIONAL PRESENTATIONS:

June, 2019: "Integrating the next generation core curriculum into your assessment and accreditation strategy", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2019: "Creating multi-course program assessment rubrics", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2019: "Ethics SIG", FEMA Higher Education Symposium, Emmitsburg, MD

October, 2018: "Ethical considerations for Emergency Management Leaders", Center for Homeland Defense and Security Leadership Symposium, Grand Rapids, MI

June, 2018: "Core Competencies", Plenary Speaker for FEMA Higher Education Symposium, Emmitsburg, MD

June, 2018: "The Next Generation Core Competencies: Handbook of Behavioral Anchors & Key Actions for Measurement (Workshop/Measures)", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2018: "Academic Issues, Challenges, and Potential Solutions" panel presenter, FEMA Higher Education Symposium, Emmitsburg, MD

June, 2018: "Undergraduate Curriculum: Application of NGCC, Assessment, & Accreditation: Workshop", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2018: "Emergency Management and Homeland Security Program Directors and Department Heads: Dialogue" panel presenter, FEMA Higher Education Symposium, Emmitsburg, MD

June, 2018: "Ethics in Emergency Management Academia SIG: A Substantive Dialogue Toward an Ethical Framework", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2017: "Development of Internships", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2017: "Next Generation Core Competencies: Refinement and Measurements", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2017: "Challenge Met: Graduate EMHS Curriculum and Assessment Development", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2016: "Challenge Met: Increasing Academic Rigor While Integrating Program Core Competencies in Expanded Discipline-Specific Required Credit

Hours", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2016: "Workshop: Toward a Substantive Dialogue: The Need for a Code of Ethics in Emergency Management, Part 2", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2016: "Accreditation Focus Group – Final Report", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2016: "Developing and Sustaining Bachelors' Level Emergency Management Programs" panel presenter, FEMA Higher Education Symposium, Emmitsburg, MD

June, 2016: "Next Generation Core Competencies: Building the Emergency Management Workforce for 2030", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2015: "Developing Meaningful Undergraduate Capstone Courses", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2015: "Bachelor's Level Emergency Management Programs" panel presenter, FEMA Higher Education Symposium, Emmitsburg, MD

June, 2015: "Lessons Learned in Assessing Program Learning Objectives at the Undergraduate Level", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2015: "Accreditation of Emergency Management Programs in Higher Education", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2014: "Gleanings of Graduate Research: Ethics is Fundamental to Emergency Management", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2014: "Making the Leap: Transitioning from In-Class to Online Instruction and Back Again", FEMA Higher Education Symposium, Emmitsburg, MD

June, 2014: "Determining Research Standards for Emergency Management" panel presenter, FEMA Higher Education Symposium, Emmitsburg, MD

June, 2014: "From MOOCs to Mandates: Online Program Challenges for Emergency Management" panel presenter, FEMA Higher Education Symposium, Emmitsburg, MD

November, 2013: "Disaster Preparedness and Mitigation Strategies in Non-profit Organizations: Does Prior Experience Influence Readiness?" ARNOVA Conference, Hartford, CT

STATE – LEVEL PRESENTATIONS:

September, 2017: "Utilization of sUAS in Emergency Management and its Legal and Ethical Considerations", Arkansas Emergency Management Conference, Rogers, AR

August, 2017: "Next Generation Emergency Management Core Competencies: Applicable for Arkansas Practitioners?" Arkansas Emergency Management Conference, Rogers, AR

July, 2016: "Arkansas Tech Emergency Management Program", InfraGard Arkansas Members Alliance, Ozark, AR

June, 2016: "Arkansas Tech Internship Program", AEMA Northwest Region Quarterly Meeting, Fort Smith, AR

March, 2015: "National Service Project: Emergency Preparedness", EAST Conference, Hot Springs, AR

July, 2014: "Preparedness Projects for Your Community", EAST Conference, Arkadelphia, AR

September, 2013: "Ethical and Legal Considerations for Emergency Preparedness", Arkansas Bankers Coalition for Disasters and Emergencies "ABCDE" 2013 Conference, Russellville, AR

April, 2013: "Emergency Management Internship Opportunities", Arkansas Association of Contingency Planners Quarterly Meeting, Little Rock, AR

April, 2013: "Making the Leap: Transitioning from In - Class to Online Instruction", ARBUG Conference, Russellville, AR

Fall, 2012: "Emergency Management Internship Opportunities", Arkansas Department of Human Services, Little Rock, AR

February, 2012: "Discover Emergency Management", Girls of Promise Conference, Russellville, AR

COMMUNITY PRESENTATIONS:

October, 2016: "How Prepared Are You?" Dardanelle Rotary Club, Dardanelle, AR

April, 2016: "Russellville Preparedness Expo", Russellville Rotary Club, Russellville, AR

March, 2016: "Being Prepared in Russellville, AR", Downtown Rotary Club, Russellville, AR

August, 2015: "Emergency Preparedness", Arkansas Society of Medical Assistants, Russellville, AR

September, 2014: "Risk Assessment and Capabilities of Your Community", Fayetteville, AR

Winter, 2011: "Healthy Living, Healthy Relationships",
    Russellville, AR
Spring, 2011: "Living Fully, Dying Well", Russellville, AR
July, 2010: "Healthy Living", Subiaco, AR

PROFESSIONAL MEMBERSHIPS:
Arkansas Emergency Management Association
Arkansas Governor's Earthquake Advisory Council
International Association of Emergency Managers
Sigma Theta Tau International, Kappa Rho Chapter

ATU COMMITTEES:

Online Quality Committee, Spring 2020
Physical Sciences Faculty Search Committee, Spring 2020
Emergency Management Faculty Search Committee Chair,
    Spring 2020
Leadership Tech Cohort 5 Selection Committee, Spring
    2020
Faculty Welfare Committee Chair, Fall 2019 - Current
Online Learning Advisory Board, Fall 2019 - Current
Professional Development Committee, Fall 2019 - Current
Leadership Tech Governing Council, Fall 2018 - Current
Faculty Welfare Committee Vice-Chair, Fall 2018 – Spring
    2019
DPTC for Health and Physical Education, Fall 2018 -
    Current
Graduate Council Vice-Chair, Fall 2017-Spring 2018
Faculty Welfare Committee Vice-Chair, Fall 2017
Graduate Council, Fall 2013-Current
Faculty Welfare Committee, Fall 2016 – Current
Emergency Management & Safety Committee, Fall 2018 -
    Current
Professional Development Committee, Fall 2016-Fall 2018
Graduate College Coordinator of Graduate Student Support
    Services Search Committee, Summer 2018
Emergency Management Faculty Search Committee Chair,
    Spring 2017
Arkansas Tech Museum Director Search Committee, Fall
    2016
Emergency Management Faculty Search Committee Chair,
    Fall 2016
MS SCS Director Search Committee, Fall 2016
Arkansas Tech Museum Director Search Committee, Fall
    2016
EDD Faculty Search Committee, Spring 2016
Exercise Science Faculty Search Committee, Spring 2016

eTech Advisory Committee, Spring 2016 – Spring 2018
University as Public Institution Strategic Planning
Committee, Fall 2015
Graduate College Council Composition Committee,
November, 2015-January, 2016
Exercise Science Faculty Search Committee, Fall 2015
Emergency Management Faculty Search Committee Chair,
Summer 2015
Emergency Management Administrative Specialist Search
Committee Chair, Summer 2015
Graduate College Assessment Committee, Spring 2014-
Spring 2015
Department of Emergency Management Assessment
Committee, Summer 2014-Current
Emergency Management Faculty Search Committee Chair,
Spring 2015
Emergency Management Faculty Search Committee Chair,
Fall 2014
Emergency Management Administrative Specialist Search
Committee Chair, Summer 2014
Nursing Faculty Search Committee Member, Spring 2014
Emergency Management Faculty Search Committee Chair,
Spring 2014
University Closed POD Committee, Co-chair, 2013-
Current
University Curriculum Committee, 2013-14
Emergency Management Faculty Search Committee Chair,
Summer 2013
Physical Science Faculty Search Committee Member,
Spring 2013
Graduate College Thesis Committee, 2012
Emergency Management Faculty Search Committee Chair,
Spring 2012

PROFESSIONAL COMMITTEES:
Chair, Mission Integration Committee of Methodist
LeBonheur Healthcare System, July 2019 – Current
Executive Committee Member, Methodist LeBonheur
Healthcare System, July 2019 - Current
Board Member, Methodist LeBonheur Healthcare System,
July 2018 - Current
Assessor Manager for the Council for the Accreditation of
Emergency Management Education (CAEME), July
2017-Current
Member, FEMA Higher Education 22nd Annual Symposium
Planning SIG, July 2019 – Current

Ethics SIG Co-Chair, FEMA Higher Education Program, June 2017 - Current

Evaluation Co-Chair, FEMA Higher Education 21st Annual Symposium Planning SIG, July 2018- June 2019

Member, FEMA Higher Education 21st Annual Symposium Planning SIG, June 2018- June 2019

Board Member Representative, Quality & Safety Committee, Methodist LeBonheur Healthcare System, July 2018 - Current

Board Member Representative, Faith & Health Committee, Methodist LeBonheur Healthcare System, February 2019 - Current

Evaluation Co-Chair, FEMA Higher Education 20th Annual Symposium Planning SIG, June 2017- June 2018

FEMA Higher Education 20th Annual Symposium Planning SIG, June 2017- June 2018

FEMA Higher Education Ethics SIG Chair, August 2017- Current

FEMA Higher Education Next Generation Core Competencies Group, Co-Facilitator, Fall 2015 - Current

FEMA Higher Education Accreditation Group, Fall 2013- Current

Arkansas State Disaster Training Site Advisory Board member, Fall 2016-Current

Arkansas Department of Health Northwest District, Southern Counties, Multidisciplinary Advisory Group, 2014-Current

FEMA Higher Education Research Group, Fall 2013-2015

Arkansas Crisis Response Team, Fall 2013-Fall 2017

Arkansas Volunteer Organizations Active in Disaster, Spring 2012-Current

Arkansas Nurses Association Continuing Education Review Team, Spring 2009-2014

Executive Committee of ARNOVA VRAD Section, Fall 2013-2015

Education Committee of the Arkansas Governor's Earthquake Advisory Council, Summer 2014 - Current

FBI Citizens Academy Alumni Group, Summer 2014 - Current

COMMUNITY COMMITTEES:

Member, Pope County Jail Board

Vice-President Elect, Rotary International Rotary Club of Russellville, January 2019-August 2019

Rotary International Rotary Club of Russellville, May 2014-Current

P.E.O., Chapter CC, 2012-Current
Paint the River Valley Steering Committee, Fall 2015
Arkansas Military Child Coalition, 2012-2014
P.E.O., Chapter CG, 2011-2012

GRANTS AWARDED: Spring 2018: Faculty Development Grant, ATU

Spring 2017: Faculty Development Grant, ATU

Spring 2016: Faculty Development Grant, ATU

Fall 2013: Faculty Development Grant, ATU

Spring 2013: Faculty Research Grant, ATU

2003, 2004, 2005: United Way, Clark County

Spring 2004: Faculty Research Grant, HSU

Fall, 2002: Ellis College Margin of Excellence Grant, HSU

May, 2001: Graduate Studies Award, Sigma Theta Tau
Kappa Rho Chapter

HONORS:

Fall, 2019: Nominated by Graduating Student as a "Faculty
Who Made a Difference"

Spring, 2019: Nominated by 2 Graduating Students as a
"Faculty Who Made a Difference"

Spring, 2018: Selected as a Facilitator for Leadership Tech
Cohort 3

Spring, 2018: Nominated for Excellence Award in Service

Fall, 2017: Nominated by Graduating Student as a "Faculty
Who Made a Difference"

Spring, 2017: Selected as a member of Leadership Tech
Cohort 2

Spring, 2017: Nominated by 2 Graduating Students as a
"Faculty Who Made a Difference"

Fall, 2016: Nominated by 2 Graduating Students as a
        "Faculty Who Made a Difference"

Spring, 2016: Nominated by 3 Graduating Students as a
        "Faculty Who Made a Difference"

Fall, 2015: Nominated by Graduating Student as a "Faculty
        Who Made a Difference"

Fall, 2014: Nominated by Graduating Student as a "Faculty
        Who Made a Difference"

Spring, 2012: Nominated for Faculty of the Year by ATU
        Student Board

Spring, 2011: Selected for Arkansas Tech University
        Graduate Faculty

Fall, 2005: Selected as a faculty member of HSU Honors
        College

Spring, 2004: Nominated for Ellis College Faculty Service
        Award

TRAINING EVENTS AND WORKSHOPS:

January 2020: United Methodist Committee on Relief
        Disaster Academy, Little Rock, AR
January 2020: Trustees Summit, The Academy, Scottsdale,
        AZ
June 2019: 21st Annual FEMA Emergency Management
        Higher Education Symposium, Emmitsburg, MD
October 2018: International Association of Emergency
        Management Conference, Grand Rapids, MI
October 2018: Center for Homeland Defense and Security
        Leadership Symposium, Grand Rapids, MI
August 2018: Assessment/Assurance of Learning
        Workshop, Russellville, AR
June 2018: 20th Annual FEMA Emergency Management
        Higher Education Symposium, Emmitsburg, MD
September 2017: Arkansas Natural Hazards Resilience
        Discussion, Bentonville, AR
August 2017: Arkansas Emergency Management
        Conference, Rogers, AR
June 2017: 19th Annual Emergency Management Higher
        Education Conference, Emmitsburg, PA

September 2016: Zika Virus: What People Need to Know,
      Arkansas Department of Health, Morrilton, AR
August 2016: Arkansas Emergency Management
      Conference, Rogers, AR
June 2016: 18th Annual Emergency Management Higher
      Education Conference, Emmitsburg, PA
May 2016 Teaching Innovation Conference, ATU
March 2016: Diversity, Equity & Inclusion Training for
      Faculty & Staff, ATU
Summer 2015: Safe Zone Ally Training, ATU
June 2015: 17th Annual Emergency Management Higher
      Education Conference, Emmitsburg, PA
Spring 2015: E-Tech Online Certification Course, ATU
Fall 2014: College of Engineering and Applied Sciences
      Teaching and Learning Seminar Series, ATU
September 2014: Storm Spotter Training Course,
      Russellville, AR
August 2014: Arkansas Emergency Management
      Conference, Springdale, AR
June 2014: 16th Annual Emergency Management Higher
      Education Conference, Emmitsburg, PA
April 2014: Conference on Preparedness and Recovery,
      Russellville, AR
November 2013: Association for Research on Nonprofit
      Organizations and Voluntary Action Conference,
      Hartford, CT
October 2013: Arkansas Crisis Response Team Annual
      Meeting
June 2013: Naval Post Graduate School Faculty
      Development Workshop, Monterey, CA
May 2013: Mass Antibiotic Dispensing Workshop,
      Arkansas Department of Health, Russellville, AR
April 2013: Conference on Preparedness and Recovery,
      Russellville, AR
April 2013: Arkansas BlackBoard Users Conference
October, 2012: International Association of Emergency
      Managers 60th Annual Conference, Tampa, FL
October 2012: Military Child Coalition Living in the New
      Normal Public Engagement
September 2012: Suicide Awareness and Prevention
      Strategies: Support for Veterans and Service
      Members, Webinar
August 2012: Arkansas Emergency Management
      Conference, Rogers, AR
June 2012: 15th Annual Emergency Management Higher
      Education Conference, Emmitsburg, MD
June 2012: Institute of Human Becoming, Pittsburgh, PA
      (15 hours of instruction)

February 2012: Americorps Grant Writing Workshop,
Little Rock, AR
May 2011: Red Cross Disaster Drill, Russellville, AR

ADDITIONAL ACCOMPLISHMENTS:

Fall, 2019: Department surveyed and prepared the
Educational Disaster Needs Assessment for the Arkansas
Metropolitan Region Healthcare Coalition

Fall, 2019: Evaluator for California State University Long
Beach's Master of Science in Emergency Management and
Response Services degree

Summer, 2019: Department accredited by CAEME for 10
years

Spring 2019: Established the endowment for the Beatrice
Patterson Smith and Roy Hull Smith Student Travel Fund
for the benefit of emergency management students

Fall, 2018 – Spring, 2019: Department prepared Self-Study
for accreditation by Council for Accreditation of
Emergency Management Education (CAEME)

Fall, 2018: Led the Assessment and Evaluation Team for
Portland State University's Master of Science in

Fall, 2018: Department prepared and led a Table Top
Exercise for City Corporation

Fall, 2017: Department prepared and led a Table Top
Exercise for City Corporation

Fall, 2016: Department led and co-sponsored the
Dardanelle Disaster Preparedness Expo

Spring, 2016: Department led and co-sponsored the
Russellville Disaster Preparedness Expo

Spring, 2015: Prepared and Led a Pandemic Table Top
Exercise for the Tech Executive Committee

Fall, 2014 – Fall, 2015: Guided students in leading and
writing of Washington County Pre-Hazard Mitigation Plan

Spring, 2014: Co-established the Dr. Richard Ihde
Emergency Management Communication Scholarship

Spring, 2012: Established the Ed Leachman Emergency Management Scholarship

Summer, 2008: Wrote and submitted Blue and You Grant for strengthening the UALR Champions Club to combat child/adolescent obesity

Spring, 2006: Coordinated 22 Faculty Transfer Teams for determination of transfer course criteria and coordinated ADHE staff review of institutional syllabi for statewide transfer

Fall, 2004: Instrumental in Congressman Mike Ross's securing $300,000.00 Congressional Appropriation for the Department of Nursing at Henderson State University

VOLUNTEER SERVICE:

Spring 2020: Chair, FEMA Higher Education Symposium Presentation Proposal Review Panel for the Policy & Administration track

February 2020: Mock-Interview Judge for Miss Tech

Spring 2019: Chair, FEMA Higher Education Symposium Presentation Proposal Review Panel for Policy & Administration track

February, 2019: Mock-Interview Judge for Miss Tech

February, 2018: Mock-Interview Judge for Miss Tech

February 2017: Mock-Interview Judge for Miss Tech

March, 2015: Judge for the EAST Conference National Service Project Competition

Spring 2014: FEMA Higher Education Symposium Presentation Review Panel

Fall, 2011 - 2017: ATU Bridge to Excellence Program (B2E) Mentor

Fall, 2013 – Summer 2018: Girls Impact Leader, FUMC

April, 2013: Judge for Student Research Posters, Sigma Theta Tau Kappa Rho-at Large Chapter

12/2012 - 8/2013: Chair, Information and Resources Committee of the Arkansas Military Child Coalition

5/2011 – 5/2014: Chair, United Methodist Foundation Board of Trustees

2011 - 2018: Red Cross Shelter Team, FUMC Russellville, AR

2010 - 2015: Reviewer for Continuing Education Activity Committee, Arkansas Nurses Association

2009 - 2012: Chair, Course of Study Board of Directors, Arkansas Conference United Methodist Church

2007 - 2010: Member, Philander Smith College
    Institutional Review Board
2007, 2008: Reviewer for Student Undergraduate Research
    Fellowship grants (Discipline of Nursing)
2005 - 5/2011: Chair, Personnel Committee, United
    Methodist Foundation Board
2006 - 2016: Chair, Scholarship Committee, United
    Methodist Foundation Board and Arkansas Area
    Board of Ordained Ministry
1999 - 2003: Secretary, United Methodist Foundation
    Board
1995 - 2016: Trustee, United Methodist Foundation

2019 Courses:

Spring: EMHS 5993 Disaster Fieldwork Research (5)
     EMHS 6413 Capstone Research (1)
     EMHS 6423 Prof Pract Exp & Project Development (1)
     (3 hours course release as GC Interim Associate Dean)

Fall: EAM 4993 Public Health Emergency Management (28)
     EMHS 6413 Capstone Research (11)
     EMHS 6423 Prof Pract Exp & Project Development (1)
     EMHS 6892 Independent Study (1)
     EMHS 6893 Independent Studies (3)
     EMHS 6943 Research II (1)
     (3 hrs course release as GC Interim Associate Dean)
     (3 hrs course release as EMHS Graduate Program Director)

SUSAN J. UNDERWOOD

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(479) 880-2262

1507 N. Boulder Avenue
Arkansas Tech University
Russellville, AR 72801
(479) 356-2156
sunderwood@atu.edu

Educational Preparation

5/90 **Ph.D. in Higher Education Administration, New Mexico State University.**
Minor: Counseling Psychology

8/82 **M.A.Ed. in College Student Personnel Administration,
Western Kentucky University.**

5/80 **B.S. in Health Care Administration, Western Kentucky University.**

Career Highlights

- Employed by 6 universities for a total of over 35 years in progressively challenging positions.
- Experience as tenured/tenure-track faculty member and working in Residence Life, Office of the Registrar, Academic Administration, Business and Finance, Career Counseling, Multicultural and International Student Services, Student Services Assessment, and Retention.
- As Program Director, oversaw the implementation of new master's program in College Student Personnel which grew to largest graduate program (180+ students) on campus in seven years.
- As Visiting Assistant Professor, proposed, gained university approval to teach, developed the course materials, and supervised the teaching of the first college success course on campus.
- As Assistant Professor of Higher Education Administration, developed, gained university approval to teach, and taught 3 new courses for a Ph.D. program in Higher Education Administration.
- Demonstrated successful instructional and presentation methods used in a variety of credit and non-credit settings.
- Developed and led Total Quality Management initiatives for a Division of Business and Finance employing over 700 staff.
- Using Southern Association of Colleges and Schools (SACS) accreditation guidelines, conducted an extensive program review and developed a model for improvement for a Technical College Continuing Education program.
- Led a team in the development and implementation of an integrated promotional and staff development program for over 300 facilities employees.
- Worked with university business service operations to assess and enhance student satisfaction.
- Developed career services materials to include 5 off-the-shelf career service workshops, 10 sample resumes, and a host of other career development self-help materials.
- Maintained Indiana University's extensive student database containing over 30,000 active records.
- Developed and administered a recruiting and retention program for a College of over 800 students.
- Extensive experience providing, coordinating, and administering pre-admission, academic, career, and placement advising for a variety of students.

Professional Experience

8-15 Present &	**Professor, College Student Personnel (CSP),** **College of Education, Arkansas Tech University, Russellville, AR.**
7/12 to 7-15	**Associate Professor, College Student Personnel (CSP),** **College of Education, Arkansas Tech University, Russellville, AR.**

- Teach full load of graduate level, web and face-to-face, CSP courses to include CSP 6143 Administration in College Student Personnel; CSP 6123 Assessment and Evaluation in Higher Education; CSP 6113 Research Design and Analysis, CSP 6083 and CSP 6093 Practicum in CSP; and CSP 6063 CSP Capstone..
- Provide effective advising for over 30 graduate students.
- Assist in the development and evaluation of the comprehensive exam to CSP graduating students each Fall and Spring semesters.
- Serve/served on university, college, and departmental committees to include Faculty Senate, Graduate Council, Faculty Welfare Committee, University Assessment Committee, Peer Review Committees, and etc.
- Participate in scholarly activities to include serving as program reviewer for national and regional NASPA conferences, conducting research projects, developing manuscripts for publication consideration, and presenting at professional meetings.

7/10 to 7/12	**Department Head & Associate Professor, College Student Personnel,** **College of Education, Arkansas Tech University, Russellville, AR.**

- Managed the Department of College Student Personnel (CSP) which offers a Master of Science in College Student Personnel (180+ students) and a three credit freshmen transition course (taken by 950+ students annually).
- Oversaw the hiring, evaluation, and supervision of four full-time faculty, numerous adjuncts, nine graduate assistants, and two student workers.
- Administered a budget of over a quarter of a million dollars.
- Taught graduate level, web and face-to-face, courses.
- Scheduled and hired, trained, and evaluated faculty teaching CSP 1013, a three credit freshman transition course.
- Worked with faculty to determine the departmental course offerings and coordinated with the Graduate College, Office of the Registrar, and the Bookstore to set up course schedule and adopt textbooks.
- Developed and coordinated annual assessment program for the CSP program.
- Advised all incoming students and over 50 continuing graduate students.
- Developed and administered the comprehensive exam to CSP graduating students each Fall and Spring semester.
- Served on university, college, and departmental committees such as Faculty Senate, Graduate Council, University Assessment Committee, Higher Learning Commission (HLC) Self-Study Steering Committee, Chair Criteria 4 HLC Self-Study Committee, College Nominating Committee, College Appeal Committee, and Departmental Peer Review Committees.

8/04 to 7/10	**Program Director & Associate Professor, College Student Personnel, College of Education, Arkansas Tech University, Russellville, AR.**

- Taught graduate, web and face-to-face, courses to students in the master's program in CSP to include: Introduction to CSP, American College Student, CSP Capstone, Counseling with College Students, Research Design and Analysis, Assessment and Evaluation in Higher Education (HE), Ethical Leadership in HE, and Practicums.
- Developed, gained university approval to offer, and administered the first freshman transition course offered at Tech.
- Coordinated with the Graduate College, Office of the Registrar, and the Bookstore to set up course schedule and adopt textbooks.
- Hired and supervised all faculty, adjuncts, graduate assistants, and student workers.
- Developed and conducted annual assessment program for the CSP program.
- Advised students on course selection and program requirements.
- Developed and administered the comprehensive exam to CSP graduating students.
- Developed and implemented an online orientation program for CSP students.
- Served as faculty advisor to the College Student Personnel Association.
- Served on departmental, school, and university committees to include Graduate Council, Faculty Search Committees, College of Education Admission Appeals Committee, University Assessment Committee, Student Affairs Committee, Chair Criteria 4 Higher Learning Commission Self-Study Committee, Higher Learning Commission Self-Study Steering Committee, Freshman Orientation Course (TECH 1001) Development Committee, and Alcohol and Other Drug Prevention Campus Coalition.

8/03 to 8/04	**Assistant to Vice President, Student Services & Visiting Assistant Professor, College Student Personnel, Arkansas Tech University, Russellville, AR.**

- Administered the Bridge to Excellence Program, a freshman mentoring program serving over 800 students and coordinated over 120 faculty/staff volunteers.
- Directly supervised a professional staff member, a graduate assistant, and two student workers.
- Oversaw the work of all graduate assistants reporting in Student Services.
- Oversaw the online administration of the campus-wide Noel Levitz's Student Satisfaction Inventory (SSI) to include marketing, data analysis, and reporting.
- Served on the Student Services' Executive Council.
- Co-chaired the student orientation task force to revamp the campus-wide orientation program for new undergraduate students.
- Chaired a committee to develop a career development advising protocol for undeclared students.
- Taught graduate level courses in the College Student Personnel program.
- Advised all College Student Personnel students.
- Developed and administered the comprehensive exam to CSP students.

8/08/01 to
5/03

Adjunct Faculty Member, Arkansas Tech University, Russellville, AR

Taiwanese Cohort Program
- Taught graduate level courses to groups of students from Taiwan including: Educational Research and Educational Guidance.
- Provided questions for comprehensive exams for graduate students.

College Student Personnel Program
- Taught graduate level courses to students enrolled in a Master's program in College Student Personnel to include: Introduction to College Student Personnel Work, Assessment and Evaluation in Higher Education, The American College Student, and Practicum I.
- Advised students on course selection and program requirements.
- Advised administrators on course sequencing, scheduling, and administrative policy for the new program.
- Approved by Arkansas Tech University as graduate faculty to teach all courses in College Student Personnel program, Educational Guidance and Educational Research.
- Developed and taught Introduction to College Student Personnel Work, Assessment and Evaluation in Higher Education, and The American College Student as web-based courses.
- Reviewed the program proposal documents and made appropriate suggestions for improvement.
- Assisted in the development of a Skill Development Matrix detailing curricular experiences and demonstrated knowledge to be gained by students from each course.

1/99 to
7/01

Institutional Effectiveness Consultant, Division of Student Affairs
University of Houston – Clear Lake, Houston, TX.
- Assisted Associate Vice President/Dean of Students and 6 Directors with Division's planning, assessment, and research efforts.
- Provided division-wide institutional effectiveness and accreditation training.
- Led and implemented qualitative and quantitative assessment strategies.
- Provided support for accreditation activities and strategic planning initiatives.
- Developed, analyzed, and maintained data for reporting and decision making to include comparative and trend analyses.
- Developed and administered data collection tools to include survey instruments, focus groups, phone surveys, and interviews.
- Identified and evaluated potential assessment methodologies.
- Prepared and disseminated reports.

Spring 00

Grant Support Consultant, Tri-County Community College, Pendleton, SC.
- Provided data entry and analysis of state-wide distance education assessment data.

1/00 to 7/00	**Acting Coordinator, Multicultural and International Student Services, University of Houston – Clear Lake, Houston, TX.**

- Coordinated the international student services to include overseeing orientation, programming, advocacy, and advising.
- Assisted with budget planning and allocation.
- Developed and implemented outcomes assessment program.
- Coordinated multicultural and international services with other university offices.
- Developed recommendations for improved processes and programs.

1/99 to 5/99	**Career and Counseling Services Consultation, University of Houston – Clear Lake, Houston, TX.**

- Developed numerous self-help job search materials for current and former students.
- Created 5 off-the-shelf career service workshops.
- Redesigned the Career Services Orientation to include streamlining and documenting the enrollment procedures.
- Designed an intake survey and results reporting format to provide client data such as demographics and expected service needs.
- Served as site host for a 200-hour student intern completing a Master's in Behavioral Sciences.
- Provided individual and group career advising to current and former students.

8/95 - 8/98	**Assistant Professor, Counseling and Educational Leadership, Clemson University, Clemson, SC.**

- Developed and taught master's and doctoral level courses in Educational Leadership including American College Student, Higher Education Finance, Ethics in Educational Leadership, College Student Development Theory, Administration and Leadership in Higher Education, Research in Higher Education, and Dissertation Writing.
- Conducted research, which led to the production of manuscripts and presentations.
- Provided service to include consulting with Tri-County Technical College's School of Continuing Education, offering a variety of training programs for Clemson University employees and advising the university graduate honor society, Alpha Epsilon Lambda.
- Advised all new higher education doctoral students.
- Chaired or served on over 12 doctoral committees.
- Served on departmental and university committees to include Graduate School Advisory Committee, Faculty Senate Select Committee to Consider Faculty and Administrator Evaluations, University Graduate Curriculum Committee, College Curriculum Committee, Chaired the Department of Counseling and Educational Leadership Curriculum Committee, and Educational Leadership Admissions Committee.

2/92 – 8/95 **Director Administration and Quality Management, Business and Finance, Clemson University, Clemson, SC.**
- Developed, coordinated, administered, and integrated Total Quality Management initiatives for the 700+ employee Business and Finance Division.
- Led communication efforts to include marketing, publications, newsletters, and media coordination.
- Planned and directed computing and information management efforts including the development and implementation of customer service initiatives.
- Served as team leader for the development, implementation, and administration of a comprehensive, integrated staff advancement and development program for division employees.
- Investigated and developed recommended resolutions for division level grievances and affirmative action, discrimination, and disabled complaints.
- Selected, trained, and lead a diverse staff of 12, including 3 at the Director level.
- Administered 5 departmental budgets totaling in excess of $750,000.
- Developed and taught numerous university-wide professional development courses.
- Chaired numerous committees including Computing and Information Management Committee and Copier Management Committee.
- Served on a number of University and Division Committees including Joint City/University Committee, University Assessment Committee, Pay for Performance Committee, Quality and Leadership Committee, Executive Council, the Quality Review Advisory Committee for Business and Finance, and the Human Relations Council.
- Conducted numerous customer satisfaction surveys, analyzed data, and reported findings for Business Services Departments.

6/95 – 10/95 **Program Review Consultant to School of Continuing Education, Tri-County Community College, Pendleton, SC.**
- Conducted a school-wide assessment of the continuing education program including generating new data through the development and distribution of surveys, analyzing existing data, and interviews with key administrative staff.
- Utilized findings to develop a model for program improvement to maximize efficient use of resources, enhance customer satisfaction, and to bring School in compliance with Southern Association of Colleges and Schools (SACS).

1/88 - 5/90 **Doctoral Graduate Assistant, Educational Management and Development, New Mexico State University, Las Cruces, NM.**
Assisted a professor of Educational Administration with all of his assigned duties including teaching, research, public service, and a recurring grant of over $200,000.
- Co-taught an educational administration computer applications course.
- Served as policy and procedure advisor for faculty searches and one Dean search.
- Coordinated student computing and computer acquisition for the department of Educational Management and Development.

1/89 - 5/89 **Career Planning and Placement Doctoral Intern, New Mexico State University, Las Cruces, NM.**
Completed an intensive counseling internship exceeding 300 hours in the Office of Career Planning and Placement.
- Provided individual and group career/placement services to students in all disciplines.
- Developed and conducted a customer satisfaction survey, analyzed data, and reported findings to the Director.

3/86 - 1/88 **Assistant to the Associate Dean for Instruction, College of Agriculture and Home Economics, New Mexico State University, Las Cruces, NM.**
Assisted the Associate Dean in administering a college instruction program enrolling 800 students and employing over 50 faculty and 100 staff members.
- Hired, trained, and supervised the Associate Dean's staff.
- Administered the academic advising and registration process for new and returning students.
- Assisted with faculty and staff personnel matters including grievances, searches, tenure, and promotions.
- Implemented a college recruiting program including representing the college at a variety of recruiting functions, providing faculty with recruiting suggestions, and communicating with potential students.
- Developed and taught a freshman orientation course.
- Administered the college academic scholarship program awarding 200 scholarships annually.

2/84 - 9/85 **Student Records Manager, Office of the Registrar, Indiana University – Bloomington, Bloomington, IN.**
- Administered, operated, and directed a computerized student records program for approximately 30,000 current and 100,000 former students.
- Selected, trained, evaluated, and supervised the data entry staff.
- Served as student record technical advisor to regional and main campus staff.
- Assisted in the development and documentation of student record policies.

8/80 - 5/83 **Residence Hall Director, Western Kentucky University, Bowling Green, KY.**
- Administered a 360-student residence hall.
- Selected, trained, supervised, and evaluated, an Assistant Director and 11 student staff members.
- Provided programming and social and personal 08/008/01/200407/01/201002/01/1992counseling for the residents.
- Administered a programming budget.
- Responsible for properly maintaining the facility.

Publications and Presentations

Publications (*_Peer Reviewed_ & ** _Invited_)

*Underwood, S. J. & Austin, C. (2016). Higher education graduate preparation programs: Characteristics and trends. _Journal of College Student Development, April 2016, 57(3), 326-331._

*Underwood, D. G. & Underwood, S. J. (2014). Using discriminant analysis to identify students for a corequisite college algebra course. _The Proceedings of the 10th Annual National Symposium on Student Retention,_ November 2014.

Underwood, S. J., Austin, C., & Giroir, C. (2010). Squeezing the virtual turnip: Introducing student affairs professionals to open source technologies. _StudentAffairs.com Ejournal_, Winter 2010, 11(1).

*Underwood, S. J., Cawthon, T. W., & Underwood, D. G. (2001). Designing and implementing a successful assessment program for university housing practitioners. _Journal of College and University Student Housing,_ 29(2), 5-11.

*Havice, P. A., Watson, L. W., Cawthon, T. W., & Underwood, S. J. (2000). Support of technology-based distance education: Administrators' attitudes and perceptions. _Quarterly Review of Distance Education_, 1(2), 129-38.

*Underwood, S. J. & Cawthon, T. W. (1999). Moving from administrator to faculty member: Look before you leap. _Journal of College Student Affairs_, 19(1), 75-83.

**Cawthon, T. W. & Underwood, S. J. (1998). The organizational structures of RHAs. In N. W. Dunkel, C. L. Spencer, & Associates (Eds.), _Advice for advisors: The development of a residence hall association_ (pp. 51-63). Columbus, OH: The Association of College and University Housing Officers-International.

*Underwood, S. J. & Underwood, D. G. (1998). _Starting from Somewhere: Modified Zero-Based Curriculum Review._ AIR 1998 Annual Forum Paper. (ERIC Document Reproduction Services No. ED 422 803)

*Underwood, S. J. & Copeland, S. E. (1997). Career path: A program's shortcomings offer many lessons. _CUPA Journal,_ 48(1,2), 41-44.

*Underwood, S. J., & Underwood, D. G. (1996). _Assessing continuing education: Difficult but not impossible._ AIR 1996 Annual Forum Paper. (ERIC Document Reproduction Services No. ED 397 718)

*Cooper, L. G. & Underwood, S. J. (1993). Evaluating the use of technology in your office. _Clearinghouse_, 66(4).

Dissertation

Underwood, S. J. (1990). *The attitude, knowledge, and motivation of faculty relative to their involvement with career planning and placement offices at select four-year universities.* New Mexico State University, Las Cruces, NM.

Presentations at Professional Meetings *(* Peer Reviewed & ** Invited Presentations)*

*Austin, C. E. & Underwood, S. J. (2015, March), *Practical guidance for co-curricular assessment to meet updated HLC criteria. HLC Annual Conference, Chicago, IL.*

*Underwood, D. G. & Underwood, S. J. (2014, November). *Using discriminant analysis to identify students for a corequisite college algebra course.* 10th Annual National Symposium on Student Retention, Louisville, KY.

*Underwood, S. J. & Austin, C. (2014, March). *A national study of student affairs graduate programs: What is the current state and where do we go from here?* NASPA Annual Conference, Baltimore, MD.

*Austin, C. & Underwood, S. J. (2013, November). *Hot off the presses: Connecting student affairs leadership to accreditation standards.* NASPA Regional IV-W Annual Conference, Hot Springs, AR.

*Underwood, S. J. & Jackson, L. H. (2011, November). *Developing professionals through effective student affairs practicum.* NASPA Regional IV-W Annual Conference, Denver, CO.

*Austin, C., Underwood, S., & Giroir, C. (2011, March). *Engaging students and informing the future: Technology in grad prep.* NASPA Annual Conference, Philadelphia, PA.

*Underwood, D. & Underwood, S. (2010, September). *Thumbs up for thumb drives: Making free software portable.* Arkansas Distance Learning Association Annual Conference, Hot Springs, AR.

*Giroir, C., Underwood, S., Austin, C. (2010, July). *Connecting to the I generation.* Paper presented at the UAMS Teaching with Technology Symposium, Little Rock, AR.

*Underwood, S. J. & Norton, H. (2008, November). *Helping students help themselves: Developing, gaining approval, and teaching a required freshman orientation course.* Paper presented at NASAP-IV West, Annual Meeting, Tulsa, OK

*Underwood, S. J., McDonald, L., and Thone, T. (2007, November). *It takes a campus to retain a student.* Paper presented at NASPA-IV West/ArCPA, Joint Annual Meeting, Little Rock, AR.

*Underwood, D. G. & Underwood, S. J. (2007, October). *Linking the impact of a course assessment to strategic institutional initiative of improved student retention.* Poster session presented at the UALR Assessment Expo 2007, Little Rock, AR.

*Underwood, S. J., Watson, W., & Underwood, D. G. (2006, October). *Separating fact from fiction: One school's approach to overcoming self selection in program assessment.* Paper presented at the Southern Association for Institutional Research Forum, Annual Meeting, Arlington, VA.

*Underwood, S. J., Watson, W., & Underwood, D. G. (2006, May). *Separating fact from fiction: One school's approach to overcoming self selection in program assessment.* Paper presented at the Association for Institutional Research Forum, Annual Meeting, Chicago, Illinois.

**Underwood, S. J. & Underwood, D. G. (2005, March). *Proven retention strategies.* Breakout Session for the ACT Ready to Succeed Statewide Conference, Little Rock, AR.

**Underwood, D. G., & Underwood, S. J. (2004, December). *Assessing institutional effectiveness.* Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Atlanta, GA.

**Underwood, D. G., & Underwood, S. J. (2003, December). *Assessing institutional effectiveness.* Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Nashville, TN.

*Biller, G., Pennington, A., & Underwood, S. (2003, October). *Beyond theory: Retention strategies in action.* Presentation at the Arkansas Higher Education 2nd Annual Retention Conference, Little Rock, AR.

Underwood, D. G., & Underwood, S. J. (2002, December). *Assessing institutional effectiveness.* Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, San Antonio, TX.

**Underwood, D. G., & Underwood, S. J. (2001, December). *Assessing institutional effectiveness.* Post conference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, New Orleans, LA.

*Underwood, D. G. & Underwood, S. J. (2001, February). *Assessing institutional effectiveness.* Preconference workshop presented at the 23rd Annual Conference of the Texas Association for Institutional Research, Houston, TX.

**Underwood, D. G., & Underwood, S. J. (2000, December). *Assessing institutional effectiveness.* Preponderance workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Atlanta, GA.

*Underwood, S. J. & Underwood, D. G. (1998, May). *Starting from somewhere: A modified, zero-based curriculum review process.* Paper presented at the meeting of the Association for Institutional Research Annual Forum, Minneapolis, MN.

*Underwood, D. G., & Underwood, S. J. (1997, November). *Starting from somewhere: A modified zero-based curriculum review.* Paper presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Underwood, D. G. . & Underwood, S. J. (1997, November). *Assessing curriculum: A faculty driven approach.* Paper presented at the South Carolina Higher Assessment Network Annual Conference, Myrtle Beach, SC.

**Underwood, S. J. & Cawthon, T. W. (1997, November). *Group facilitation: Producing the dream team.* Preconference workshop presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Cawthon, T. W. & Underwood, S. J. (1997, April). *Moving from administrator to faculty member: Look before you leap.* Paper presented at the South Carolina College Personnel Association Spring Conference, Myrtle Beach, SC.

*Underwood, S. J., Kolb, M., & Sedgwick, T. J. (1997, February). *Students partnering with university administrators to evaluate a faculty/staff program.* Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

*Cawthon, T. W. & Underwood, S. J. (1997, February). *A cost effective approach to measuring and improving stakeholder satisfaction with a university program.* Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. & Underwood, D. G. (1996, November). *Assessing continuing education: Method and model.* Paper presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. & Underwood, D. G. (1996, June). *Management skill building through support teams.* Poster session presented at the American Association for Higher Education Assessment Forum, Washington, D.C.

*Underwood, S. J. & Underwood, D. G. (1996, May). *Assessing continuing education: Difficult but not impossible.* Paper presented at the Association for Institutional Research Annual Forum, Albuquerque, NM.

*Underwood, S. J. & Underwood, D. G. (1996, February). *Continuing education evaluation: Methodology and model.* Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

**Underwood, S. J. (1996, February). *Group and leader facilitation skills.* Workshop presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

**Underwood, S. J. (1995, November). *Careers paths for trade's personnel.* Invited presentation at the South Carolina Association of Physical Plant Administrators of Universities and Colleges Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. (1995, November). *The use of assessment data by university bookstore managers to improve services.* Invited poster session presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. & Underwood, D. G. (1989, October). *Does the placement office place? Conducting and using a placement follow-up survey.* Paper presented at Rocky Mountain Association for Institutional Research Conference, Las Vegas, Nevada.

Invited Workshops/Presentations

Underwood, S. J. (2020, January). Facilitated discussion on classroom engagement techniques, College of Education Professional Development, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2018, April). *Handling stress and anxiety.* CSP Graduate Assistants Professional Development, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Norton, H. (2018, March). *HLC reaffirmation preparation.* Presentation to the ATU Executive Council, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Norton, H. (2018, January). *HLC reaffirmation preparation.* Faculty Professional Development General Session, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, April). *Learning how to relax under pressure.* OnTrack Session, Student Services, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *Handling anxiety and stress.* Graduate Assistant Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *High impact practices.* New Faculty Presentation, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *What research tells us about helping college students succeed?* New Faculty Academy, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, November). *Relaxing in times of stress.* Video Training for the OnTrack Program – Graduate Scholar Track, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, September). *Conquering cyberspace.* SSS Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Austin, C. (2016, August). *Careers in Student Affairs.* RA Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, April). Contributed to Video – *Tips for success at ATU* for New Faculty Training. Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, March). *Moving beyond the master's degree.* Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, March). *Dealing with stress.* CSP 1013 Class Presentation, Arkansas Tech University, Russellville, AR.

Pennington, A., Underwood, S. J., Austin, C. (2016, January). *First -Year initiatives.* Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2015, August). *TECH 1001 Instructor training.* Arkansas Tech University, Russellville, AR.

Austin, C. & Underwood, S. J. (2015, July). Prairie State University Webinar, *Assessment: Nuts and bolts.* Russellville, AR.

Austin, C. & Underwood, S. J. (2015, June). Prairie State University Webinar, *Assessment 101.* Russellville, AR.

Underwood, S. J. (2015, March). *Is a doctorate right for you?.* Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2014, December). *Relaxation exercise.* College Student Personnel Association, Arkansas Tech University, Russellville, AR.

Austin, C. & Underwood, S. J. (2014, November). *Connecting student affairs professionals to accreditation standards: Take two..* Student Services Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J, & Underwood, D. G. (2014, September). *Learning to relax.* Upward Bound Students, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2014, April). *Guided relaxation exercise.* Campus Life Graduate Assistants In-Service, Arkansas Tech University, Russellville, AR.

Austin, C. & Underwood, S. J. (2014, March). *Hot off the presses: Connecting student affairs professionals to accreditation standards.* Student Services Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2014, January). *Conquering cyberspace: Succeeding in online classes.* Student Support Services, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2013, February). *Professionalism in higher education.* College Student Personnel In-Service, Arkansas Tech University, Russellville, AR.

Underwood, S. J, & Underwood, D. G. (2012, September). *Overcoming Test Anxiety.* Upward Bound Students, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, Summer). *Succeeding academically.* Panelist Six Parent Orientation Sessions, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, April). *Time management and organization for student success.* Brown Bag Presentation for the Student Support Services program. Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, February). *Preparing effective resumes.* Presentation to Delta Zeta Sorority, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, February). *Making the most of student affairs practicums.* Panelist, CSPA Brown Bag, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2010, Summer). *Succeeding academically.* Panelist Four Parent Orientation Sessions, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2009, May). *Academic success: What it takes in college.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2009, February). *Geographically limited job searches.* CSPA Brown Bag Series, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2009, January). *Why work in student affairs.* Residence Hall Directors Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. *College success initiatives.* (2008, August). High School Counselors Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Underwood, D. G. (2008, July). *Assessment is not a four letter word.* Ozarka College Staff Workshop, Ozarka College, Melbourn, AR.

Underwood, S. J. (2008, May). *Academic success: What it takes in college.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Watson, J. W. & Underwood, S. J. (2008, April). *Issues in non-academic assessment.* Presentation for the AR Assoc. for the Assessment of Collegiate Learning State Conference, Russellville, AR.

Underwood, D. G. & Underwood, S. J. (2008, April). *Telling out stories: Assessing the effectiveness of programming activities.* Presentation for the Arkansas NAFSA: Association of International Educators Annual State Meeting, Russellville, AR.

Underwood, S. J. & Thone, T. (2007, June). *Academic success: how to excel in the classroom.* Techknowledge, Summer Orientation, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2007, May). *Academic success.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2004, May). *Bridge to excellence: Supporting the transition to college.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Bogue, J. M. (2004, May). *Bridge to excellence: Preparing for year 4.* Recruiting meetings, Arkansas Tech University, Russellville, AR.

Morell, L., Underwood, S. J., Kirkconnell, S., Zimmer, C., Lombardo, S, & Morton, R. (2004, April). International Student Needs Panel Discussion, Professional Development Workshop, Arkansas Tech University, Russellville, AR.

Biller, G. M. & Underwood, S. J. (2003, August). Bridge to Excellence Mentor Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2000, October). *Basic Questionnaire Development.* Workshop presented to graduate class, University of Houston-Clear Lake, Houston, TX.

Underwood, S. J. (2000, March). *Assessment.* Workshop presented to Division of Student Services, University of Houston-Clear Lake, Houston, TX.

Underwood, S. J. (1999, January-May). *Orientation to Career and Counseling Services.* Developed and presented throughout 1999 Spring for University of Houston – Clear Lake, Houston, TX.

(1993 to 1998). Workshops presented for Clemson University's Department of Employee Development, Clemson, SC. (Many offered multiple times).
Underwood, S. J. & Holbrook, B. *Conducting effective meetings.*
Underwood, S. J. *Facilitation skills.*
Underwood, S. J. *Gender differences.*
Underwood, S. J. *Groupthink.*
Underwood, S. J. *Making OJT work.*
Underwood, S. J. & Cawthon, T. W. *Strategies to assist administrative assistants negotiating the university jungle.*
Underwood, S. J. & Cawthon, T. W. *Team building.*
Underwood, S. J. & Crawford, S. *Transition from worker to supervisor.*

Reviewer Higher Learning Commission Reviewer
2019   Change Panel Review – 3 Program Requests, July 2019
2019   Change Visit – Missouri Valley College, March 2019
2017   Change Panel Review – 3 Program Requests, December 2017
2017   Additional Location Visit – National Park College, April 2017
2015   Completed Training for Peer Reviewer Standard and Open Pathways and Distance Education
2014   Completed Training for Peer Reviewer Standard and Open Pathways

Manuscript Review

2019   Manuscript Reviewer for the *Journal of Education Human Resources*, (10-19). Reviewed
       Manuscript title: I was going to be in residence life for life: Exploring the experiences of former
       student affairs professionals turned faculty.

Peer Review for National/Regional Associations

2019   Served as program reviewer for NASPA, National Conference, March 2020
       Reviewed proposals for both scholarly paper sessions and general sessions
2019   Served as program reviewer for NASPA IV-West Regional Conference, October 2019
2018   Served as program reviewer for NASPA, National Conference, March 2019
       Reviewed proposals for both scholarly paper sessions and general sessions
2018   Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2018
2017   Served as program reviewer for NASPA, National Conference, March 2018
2017   Served as program reviewer for NASPA IV-West Regional Conference, November 2017
2016   Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2017
2016   Served as program reviewer for NASPA, National Conference, March 2017
       Reviewed proposals for both general sessions and scholarly paper sessions
2015   Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2016
2015   Served as program reviewer for scholarly papers, NASPA National Conference, March 2016
       Reviewed proposals for both general sessions and scholarly paper sessions
2015   Served as program reviewer for NASPA Strategies Conference, January 2016
2014   Served as judge for poster session, National Symposium on Student Retention, November 2014
2014   Served as program review for scholarly papers, NASPA National Conference, March 2015
2014   Served as program reviewer for NASPA National Conference, March 2015
2014   Served as program reviewer for NASPA Mental Health Conference, January 2015
2013   Served as program reviewer for NASPA National Conference, March 2014
2013   Served as program reviewer for NASPA IV-West Conference: November 2013
2012   Served as program reviewer for NASPA National Conference, March 2013
2012   Served as program reviewer for NASPA TECH: SA Technology Conference, October 2012
2011   Served as program reviewer for NASPA National Conference, March 2012
2011   Served as program reviewer for NASPA IV-West Conference, November 2011
2010   Served as program reviewer for NASPA IV-West Conference, November 2010
2009   Served as program reviewer for NASPA National Conference, March 2010
2008   Served as program reviewer for NASPA National Conference, March 2009
2006   Served as a program reviewer for ACPA/NASPA National Conference, March 2007
2005   Served as program reviewer for NASPA National Conference, March 2006
2005   Served as program reviewer for NASPA IV-West Conference, November 2005
2004   Served as program reviewer for NASPA 2005 National Conference, March 2005

Consulting

Co-Owner of Underwood Consulting (formerly Educational Consulting Services). Providing
consultation, training, survey research and data analysis. Clients range from technical colleges (Tri-
County Technical College) to four-year institutions (University of Houston – Clear Lake & Clemson
University) to hospitals (Henderson Community Methodist Hospital).

Grants

Underwood, S. J. (2014). Arkansas Tech University Professional Development Grant, *Practical guidance for co-curricular assessment to meet updated HLC criteria.* HLC Annual Conference, Chicago, IL, ($1,286) Funded.

Underwood, S. J. (2013). Arkansas Tech University Professional Development Grant, *A National Study of Student Affairs Graduate Preparation Programs? What is the Current State and Where do we go from Here?,* NASPA Annual Conference, Baltimore, MD, ($1,854) Funded.

Underwood, S. J. (2011). Arkansas Tech University Professional Development Grant, *Developing Professionals Through Effective Student Affairs Practicums*, ($1,693) Funded.

Underwood, S. J. (2008). Arkansas Tech University Professional Development Grant, *It Takes a Campus to Retain a Student*, ($2,905) Funded.

Underwood, S. J., Bogue, M., & Biller, G. (2003). Arkansas Tech University Assessment Project Grants, *Student Perceptions of College Environmental Factors.* ($2,000) Funded.
Underwood, D. G. & Underwood S. J. Co-Principle (1997). Investigators and Griffin, B. J. and Cawthon, T. H. Co-Investigators. TRIO Grant Application, *Student Support Services.* ($1 million) (Missed funding by 2 points).

Underwood, D. G., Nowaczyk, R. H., Underwood, S. J., St. John, K. & Foltz, B. J. (1996). Clemson University Innovation Fund Proposal, *Industry Driven Graduate Skills Identification.* ($37,850) Funded.

Underwood, S. J. & Irvin, D. Clemson University Innovation Fund Proposal, (December 1995). *Assessment of Advisement for Undeclared Majors.* ($5,100) Unfunded.

Underwood, S. J. & Others. Clemson University Innovation Fund Proposal, (Fall 1994). *Development of Cultural Diversity Trainers.* ($5,000) Unfunded.

University Teaching

Graduate Courses Taught
- Student Development Theory, Arkansas Tech University (2020)
- CSP Capstone, Arkansas Tech University (2003–2014, 2018, 2020)
- CSP Practicum I, Arkansas Tech University (2007-Present)
- CSP Practicum II, Arkansas Tech University (2004-Present)
- CSP Advising Practicum, Arkansas Tech University (2018-Present)
- Administration in College Student Personnel (2012-Present)
- Assessment and Evaluation In Higher Education, Arkansas Tech University (2002 & 2012-Present)
- Research Design and Analysis, Arkansas Tech University (2005 & 2013-2019)
- CSP Applied Research, Arkansas Tech University (2011-12)
- Introduction to College Student Personnel Work, Arkansas Tech University (2002-2006)
- Ethical Leadership in Higher Education, Arkansas Tech University (2004-2006)
- The American College Student, Arkansas Tech University (2003)

- Counseling College Students, Arkansas Tech University (2003-2004)
- Educational Research, Arkansas Tech University (2002)
- Guidance in Education, Arkansas Tech University (2001 - 2003)
- *American College Student, Clemson University (1995 - 1998)
- *Higher Education Finance, Clemson University (1995 - 1998)
- *Ethics in Educational Leadership, Clemson University (1995 - 1998)
- Research in Higher Education, Clemson University (1995 - 1998)
- Administration and Leadership in Higher Education, Clemson University (1995 - 1998)
- Advanced Doctoral Seminar I, Clemson University (1995 - 1998)
- Student Development Theory, Clemson University, (1993)
- Introduction to Computing for Educational Leadership, Co-taught with Dr. Lloyd Cooper, New Mexico State University (1988 - 1990)
- Student Development Theory, Clemson University, (1993)

Undergraduate Courses Taught
- *Orientation to the University, Arkansas Tech University (2008-2009, 2014, 2015)
- *Principles of Collegiate Success, Arkansas Tech University (Administered 2004 - 2012)
- *Freshman College Orientation, New Mexico State University (1986-1987)

*Denotes Courses I Developed and Secured University Approval to Teach
Service

Arkansas Tech University
16-20	Appointed Member, University Service Excellence Committee
16-20	Chair, University Service Obstacles Committee
13-20	Peer Review Committee, CSP
	Chair 2019, 2017, 2015, 2013
	Member 2018, 2016, 2014
04-20	Reader for CSP Comprehensive Exam
	Wrote Exam Question Spring 19
	Served as On Call Faculty for Comprehensive Exam Administration, Fall 18 & Spring 15
16-19	Appointed Member, Higher Learning Commission Reaccreditation Steering Committee
16-19	Appointed Chair, Higher Learning Commission Reaccreditation Criteria 3 Committee
16-19	Elected Member, Faculty Senate
	Chaired, Subcommittee on ePortfolio Guidelines
	Co-Chaired, Subcommittee on Faculty Evaluations
17-19	Appointed Member, College of Education Professional Development Committee
	Elected Chair 18-19
18-19	Appointed Member, College of Education Nominating Committee
17-18	Appointed Member, ATU Tuition Waiver Committee
16 & 18	Peer Review Committee, CLL
17 & 18	Appointed Member, Faculty Excellence Awards Committee
17-18	Elected Member, Faculty Welfare Committee
08-17	Elected Member, Graduate Council
	Elected Vice Chair 2016-17
	Member, Graduate Faculty Qualifications Committee
	Member, Graduate Assistant Handbook Review Committee

	Member, Subcommittee Graduate Faculty Reappointment Reviews
	Chair, Subcommittee Graduate Faculty Review Process
	Chair, Subcommittee on Grade Format
	Member, Subcommittee Graduate Faculty Review Policy
16	Budget Advisory Committee – College of Education
16	COE Mission/Vision Committee – College of Education
16	CSP Scholarship Committee
15	Member, Strategic Planning Working Group on Enrollment and Marketing
15	Appointed Member, University Online Growth and Future Practices Committee
13-15	Elected Member, Faculty Welfare Committee
	Member Subcommittee to Investigate Grievance
14-15	Appointed Member, College of Education Technology Committee
04-15	Participated in Resident Director Recruiting for Residence Life
15	Served on Panel on Career Path, Residence Life Professional Development Session
14	Appointed Member, Faculty Excellence Award Committee
14	Faculty Usher for Graduate Graduation Ceremony, May
13 & 14	Resume Reviewer for Student Services Professional Development Committee
11-14	Conducted Mock Interview for Student Service Graduate Assistants
05-14	Appointed Member, University Assessment Committee
	Member, Subcommittee Structured Department Assessment Retreats
	Chair, Subcommittee on Assessment of Online Instruction
	Chair, Subcommittee on Dean's Assessment Role
13	Member, College of Education Grade Appeal Committee
13	Member, Academic Advisor Search Committee
13	Member, Director of Assessment & Institutional Effectiveness Search Committee
10-13	Elected Member, Faculty Senate
	Facilitated Standing Committee Elections via Blackboard
	Member, Subcommittee on Faculty Senate Membership
	Member, Subcommittee on Revamping Online Course Evaluations
12 & 13	Member, Peer Review Committee, Health & Physical Education
12	Member, Art Faculty Search Committee
12	Member, CSP Faculty Search Committee
12	Chair, Department Head Search Committee, CSP
12	Member, Conduct Review Board, Student Services
03-11	Served as Bridge to Excellence Mentor
11	Appointed Member, Student Success Committee
11	Chair, Faculty Search Committee, CSP
11	Chair, Administrative Assistant Search Committee, CSP
10 & 11	Served on Panel for Parent Orientations, Summers 2010 & 2011
07-11	Chair, Higher Learning Commission Self-Study Criteria 4 Committee
	* Only Chair not a Twelve Month Employee (Dean/Department Head)
07-11	Higher Learning Commission Self-Study Steering Committee
06-11	Chair, CSP Graduate Assistant Search Committee
10	Faculty Usher May Graduation
07-10	College of Education TEC Appeals Committee
07-10	Chair, CSP Portfolio Peer Review Committee

04-10	Serve as Advisor for the College Student Personnel Association
09	Chair, Visiting Instructor of CSP Search Committee
09	Chair, CSP Administrative Assistant Search Committee
08-09	Served on Underage Drinking Prevention Committee, City of Russellville, AR
08-09	Selected and served as International Student Work Program Mentor
08	Chair, CSP Faculty Search Committee
08	Freshman Orientation Course Development Committee – TECH 1001
08	School of Education Task Force on Enhancing Online Instruction
07-08	Student Affairs Committee, University Standing Committee
07-08	Strategic Planning Initiatives Committee
07	School of Education Nominations for Standing Committees Committee
07	Chair, CSP Faculty Search Committee
06-07	Alcohol and Other Drug Prevention Campus Coalition
05-06	Luminis Portal Content Committee
03-04	Guidance and Counseling Committee, University Standing Committee
03-04	Student Personnel Committee, University Standing Committee
03-04	New Student Orientation Committee, Division of Student Services
03-04	Career Advising Committee, Division of Student Services
03	Development Officer Search Committee, Division of Development

University of Houston - Clear Lake

99-01	Served as evaluator for student presentation and poster sessions at an annual research conference at University of Houston-Clear Lake.
00	Served as an information provider for the University of Houston-Clear Lake back to school assistance program.
99	Taught basic survey design and development to a graduate class at the request of the instructor at University of Houston-Clear Lake.

New Mexico State University

86-88	Member Dean's Advisory Counsel
87	Member University Student Retention Task Force
88	Resource Member and Procedural Advisor, Faculty Search Committee
89	Resource Member and Procedural Advisor, Faculty Search Committee
89	Resource Member, Dean Search Committee

Clemson University

97-98	College Representative to the Graduate School Advisory Committee
96-98	College of Health, Education, and Human Development Representative to University Graduate Curriculum Committee
95-98	Member of Educational Leadership Admissions Committee
95-98	Department of Counseling and Educational Leadership Representative to College of Health, Education, and Human Development Curriculum Committee
96-97	Member Faculty Senate Committee to Consider Faculty and Administrator Evaluations
95-97	Chair of the Department of Counseling and Educational Leadership Curriculum Committee
95-96	Served on Department of Counseling and Educational Leadership Faculty Search Committee

95-96   Chair of Ad Hoc Departmental Committees on Student Evaluation Form Development and Comprehensive Examination Procedures
96   Chair of the Departmental Handbook Committee

Student Organization Service
18-20   Faculty Advisor, College Student Personnel Association, Arkansas Tech University
04-10   Faculty Advisor, College Student Personnel Association, Arkansas Tech University
96-98   Faculty Advisor, Alpha Epsilon Lambda - Eta Chapter, (Graduate Honor Society), Clemson University
96-98   Mentor for the Student Personnel Association, Clemson University
96-98   Member, Clemson University's S.A.F.E. Team

Other Service
09   Participated in capstone project research for student at University of Central Arkansas.
08-09   Served as External Reviewer for Master of Science in Higher Education and Services Program at Northeastern State University, Tahlequah, OK
07-08   Served on a dissertation committee for doctoral student at University of Arkansas Little Rock
06   Served as participant in a research study titled, Faculty Working in the Hinterlands: Different Experiences, Different Lives
06   Served as proctor of rising junior exam, Arkansas Tech University.
03   Developed and conducted Bridge to Excellence Mentor Training
96   Led a group of students as they conducted an evaluation of the Professional Development Program at Clemson University. Provided Director of Human Resources with a final report and model for future evaluations.
95   In conjunction with David G. Underwood, conducted a review of the Continuing Education Program at Tri-County Technical College. Provided Dean with report of current status and model for improvement.

Professional Activities

Memberships
- National Association of Student Personnel Administrators (NASPA)
- Higher Learning Commission, Member Peer Review Corp
- Chi Sigma Alpha, Honorary Member
- National Guild of Hypnotists, Certified Hypnotist

Professional Development
19   15 hours of Continuing Education Units in Hypnosis – Autogenic Training & Energy Healing
19   Kaltura Lecture Capture Training, Arkansas Tech University, October 2019
19   Webinar on 7th ed. APA Formatting
19   Title IX online Training, Arkansas Tech University
19   Portfolio Training, Arkansas Tech University, August 2019
19   The Importance of Student Involvement in Retention Training with Dr. Bruner, Arkansas Tech University, February 4, 2019
18   Completed Quality Matter Applying the QM Rubric Course
18   Higher Learning Commission Annual Conference, Chicago, IL

17	Higher Learning Commission Annual Conference, Chicago, IL
17	Teching Innovation Professioanl Development, Arkansas Tech University
16	Emergency Preparedness & Active Shooter Training, Russellville, AR
16	Hypnosis Training in Perceptions and Dreams
16	Higher Learning Commission Annual Conference, Chicago, IL
15	Hypnosis Training in the Use of Regression
15	Higher Learning Commission Annual Conference, Chicago, IL
14 & 15	Peer Reviewer Training, Higher Learning Commission, July 9-11, St. Charles, IL
15	Flipped Classroom Training, Russellville, AR
14	Hypnosis Training for Post-Traumatic Stress Disorder, Fayetteville, AR
14	Student Success Summit Participant, February 19, ATU, Russellville, AR
13	Making a Difference in Student Learning: Assessment as a Core Strategy, Higher Learning Commission, July 24-26, St. Charles, IL
13	Early Workshop, Current Expectations for Assessment of Student Learning, General Education, and Student Success, Higher Learning Commission, July 23-24, St. Charles, IL
13	Smart Board Training, Arkansas Tech University, November 14, Russellville, AR
13	Awarded 15 .5 Hours of Continuing Education Units by the National Guild of Hypnotists
12	Hypnotists Certification Training, (January-February, 2012), Fayetteville, AR
11	Collaboration Training, (November 14, 16, & January 10, 11), ATU, Russellville, AR.
11	Student Success Symposium, March 30-31, UCA, Conway, AR
10	Facebook Training, December, 2010, ATU, Russellville, AR.
10	The College Success Course in the Great Recession: Doing More with Less, Online Seminar, December, 2010.
10	CSPA Brown Bag: Preparing Effective Resumes, November 18, 2010, ATU, Russellville, AR.
10	Arkansas Distance Learning Association Annual Conference, September 21-23, Hot Springs, AR.
10	UAMS Teaching with Technology Symposium, July 22-23, 2010, Little Rock, AR.
10	Student Success Symposium, March 31 & April 1, 2010, UCA, Conway, AR.
10	Curricular Change Workshops – March and September, ATU, Russellville, AR.
10	Identifying and Managing Classroom Aggression and Violence, Online Seminar, February 23, 2010, P. Francis & B Van Brunt.
10	Arkansas Department of Higher Education Meeting Achieving the Dream, January, 2010, Little Rock, AR.
09	Webinar, Meet the Millennials, R. Onorato.
09	Webinar, Other Ways In: Hands-On Activities to Help Students Discover a Major, K. Hartman.
09	Webinar, Teaching with Focus, C. Staley.
09	Student Success Symposium, April 1-2, 2009, UCA, Conway, AR.
08	Campus Toolkit Demonstration via phone and web, January, 2008.
08	NASPA-IV West Annual Conference, November 2008, Tulsa, OK.
08	The Fourth Annual National Symposium on Student Retention , September 29 – October 1, 2008, Little Rock, AR.
08	Arkansas Tech University Workshop on Clicker Technology, August, 2008, Russellville, AR.
08	Program to Evaluate and Advance Quality (PEAQ) HLC Preconference Workshop on Self-Study, April 2008, Chicago, IL

08	Annual Conference, Higher Learning Commission, April 2008, Chicago, IL
07	NASPA-IV West/ArCPA Joint Meeting, November 7-9, Little Rock, AR.
07	Program to Evaluate and Advance Quality (PEAQ) WorkDay, The Higher Learning Commission, September 10, Chicago, IL.
07	ATU's Leadership Development for Academic Department Head's Workshop, Lakepoint, May 23-24, Russellville, AR.
07	Thomson Online Events - The Power of Possiblity: How Facebook is Changing the First Year, February 13.
07	Online Student Services for Online Success Teleconference, February 8.
07	Teleconference - Developmental Education: Student Services, January 30.
06	Arkansas College Personnel Assoc. Annual Meeting, November 16 -17, Little Rock, AR.
06	Arkansas Tech University, Sexual Harassment Policy Update, Sept. 27, Russellville, AR.
05	*X-treme University Renovation: Student Affairs Edition – Constructing Learning Outcomes that Foster Student Development*, Arkansas College Personnel Association, November 17-18, 2005, Hot Spring, AR.
05	Ready to succeed: *All students prepared for college and work*, ACT state-wide conference. (March, 2005), Little Rock, AR.
05	*EAST (Environmental and Spatial Technology) national conference*. (March, 2005), Little Rock, AR.
04	*Students First: Making it Happen Assessment, Service, and Collaboration*, Arkansas College Personnel Association, November 18-19, 2004, Hot Spring, AR.
04	*Legislative and Student Issues in Higher Education*, Spring Drive-In Conference Sponsored by the Arkansas College Personnel Association and the Arkansas Collegiate Drug Education Committee. April, 2004, Conway, AR.
03	*Noel Levitz's national retention conference*, (July, 2003), San Diego, CA.
98	*Workshop on Covey's Principle-Centered Leadership*, Presented by Steve Kukic, Sponsored by the University of Houston Clear Lake Student Life Office, Houston, TX.
96	*Workshop on Faculty Evaluation*, Presented by Peter Seldin, Sponsored by The South Carolina Higher Education Assessment Network, SC.
95	*Workshop on Assessment in Major*, Presented by Jim Nichols, Sponsored by Clemson University's Office of Assessment, Clemson, SC.
93 & 94	Attended *College Business Management Institute (CBMI)*, University of Kentucky, Lexington, KY.
92	Association for Quality and Participation's *Malcolm Baldridge National Quality Award Self Assessment Workshop*, Nashville, TN.

Honors

- Recognized by Alexis Smith at Department of Diversity and Inclusion's Multicultural Stole Cememrony, April 19
- Presented with a Service WOW for Service Excellence, Arkansas Tech University, 2018
- Selected as Peer Reviewer, Higher Learning Commission, 2014
- Faculty Award of Excellence for Service, Arkansas Tech University, 2013
- Arkansas Academic Advising Network (ArkAAN), Outstanding Faculty Advisor of 2011
- Nominated for NACADA Regional Faculty Advising award. Presented with a Certificate of Merit. NACADA Regional VII Conference - 2011

- Nominated as Faculty Member of the Year, Arkansas Tech University – 2007 & 2009
- SC Commission on Higher Education & SCHE Assessment Network Exemplary Assessment Program Award. *The Use of Assessment Data by University Bookstore Managers to Improve Services,* 1995

References

Available Upon Request

Curriculum Vitae

Ryan L. Van Dusen
PO Box 57
Wamego, KS   66547
(806) 283-2857
vandusen.ryan@gmail.com
Gallup *StrengthsQuest* Strengths: Achiever, Competition, Context, Learner, Belief

EDUCATION

Texas Tech University, Lubbock, TX
Doctor of Philosophy, Higher Education   2011
Dissertation: *A Quantitative Study of Student Veterans' Intent to Persist*
Dissertation Chair: Michael Shonrock, PhD, Associate Professor of Higher Education

University of Memphis, Memphis, TN
Master of Business Administration   2017

Edinboro University of Pennsylvania, Edinboro, PA
Master of Arts, Communication Studies   2005
Thesis: *Comparative Perceptions of U.S. Army Leadership: An Analysis of Reports from Noncommissioned Officers and Enlisted Personnel*

Edinboro University of Pennsylvania, Edinboro, PA
Bachelor of Arts, History, Minor: Political Science   1995
Honors: Phi Alpha Theta (History Honor Society)

GRANTS & EXTERNAL FUNDS RAISED

Texas Association of College and University Student Personnel Administrators   2010
Research Development Grant ($1,000)

Department of Defense Service Grant ($35,291) for a Career and College   2012
Workshop

Aurora Foundation Veteran Education Grant ($5,000)   2012

Tournament for Heroes Scholarship Golf Tournament ($11,500)   2014

Sun's Up Guns Up! 5K Reveille Run ($5,000)   2014

Tournament for Heroes Scholarship Golf Tournament ($10,750)   2015

TEACHING EXPERIENCE

Adjunct Graduate Faculty
Arkansas Tech University, Russellville, AR   2015-Present

- SAA6053: Legal Issues for Professionals in CSP
- SAA6153: Advising Student Groups

Adjunct Instructor
University of Memphis, Memphis, TN   2016-Present

- ACAD 1100: Academic Strategies
- UNIV 3526: War and American Society

Adjunct Instructor
Bethany College, Lindsborg, KS   2018-2020

- ID 101: Interdisciplinary Topics
- PL 202: Business Ethics
- BU 202: Leadership
- BU 302: Profiles in Leadership
- BU240: Business Communication

Adjunct Instructor   2011-2015
Texas Tech University, Lubbock, TX

- PADR 0021: Strategies for Learning
- UCIS 3350: Team Leadership and Interdisciplinary Problems
- EDHE 5332: Student Affairs in Higher Education
- EDHE 6311: Higher Education Research Design
- INTS 3350: Team Leadership and Interdisciplinary Problems
- EDHE 5001: Resource Management and Efficiencies in Higher Education
- EDHE 5321: Administration of Higher Education

Adjunct Instructor   2009
Kaplan College, Lubbock, TX

- CS115: Academic Strategies for Associates Degree Program in Criminal Justice

Adjunct Instructor   Fall Semesters 2005, 2006
New Mexico State University, Las Cruces, NM

- UNIV150: Freshman Year Experience

PROFESSIONAL EXPERIENCE

Bethany College, Lindsborg, KS

Dean of Student Development   July 2017—May 2020

- Chief Student Affairs Officer with responsibility for Residence Life, Student Activities, Orientation, Retention, Career Services, Campus Ministry, Campus Security, Greek Life, Intramurals, and Counseling and Health Services. Staff of 8 professional staff that serves over 750 students and a budget of approximately $2.1 million
- Student Government Association Advisor
- Disability Accommodations Officer
- Deputy Title IX Coordinator
- Chair of the Retention Committee
- Chair of the Scheduling Matrix Task Force

University of Memphis, Memphis, TN

Associate Dean of Students, Student Conduct   June 2015—July 2017

- Department Head of a department consisting of 3 professional staff, 2 graduate assistants, 4 student assistants with a budget of approximately $275,000 that serves approximately 21,000 students on two campuses including behavioral referrals, academic integrity, and student Title IX referrals
- Deputy Title IX Coordinator
- Chair of Title IX Community Taskforce
- Chair of the CARE Team
- Coordinator Behavior Intervention Team
- Serves as the acting Dean of Students in the absence of the Dean of Students
- Educate the campus community on ethical decision making, citizenship, and academic integrity
- Coordinate and train the University Disciplinary Committee and University Appeals Committee
- Created Sexual Assault Bystander Intervention Training and Education Program

Texas Tech University, Lubbock, TX

Director, Military & Veterans Programs   April 2011—June 2015

- Department Head of a department consisting of 4 professional staff, 7 student staff, and a budget of approximately $300,000 that serves over 1900 active duty members, veterans, and their dependents
- Department Recognized as Veteran Friendly by USA Today, U.S. News and World Report, G.I. Jobs, Military Advanced Education, and Military Times
- Created National Best Practice "Green Zone" Veterans Advocacy Program

- Awarded Aurora Foundation Veteran Education Grant ($5,000) and Department of Defense Service Grant in 2012 ($35,291) and 2013 ($16,432) for a Career and College Workshop for College Bound Dependents of Veterans
- Established private fundraising for scholarships
- Implemented Veteran Priority Registration
- Established Faculty and Staff Veterans Organization
- Established the Big 12 Veterans Services Coalition
- Hosted the West Texas Veterans Higher Education Summit (2012) and South Plains Veterans Summit (2013)
- Planned Veteran New Student Orientation
- Created a Veterans Graduation Recognition and Stole Ceremony
- Oversee the certification of state and federal veterans benefits
- Developed partnerships on and off campus to better serve the needs of student veterans
- Implemented veterans liaison program with academic colleges and student services

Unit Assistant Director, Office of Student Conduct   June 2007—April 2011

- University Hearing Officer
- Supervised 2 University Student Housing hearing officers and 1 Graduate Intern
- Coordinated and trained University Disciplinary Committee and University Appeals Committee
- Presented on various topics related to student conduct and academic integrity to various campus constituencies (students, faculty, staff, and parents)
- Developed departmental assessment tools
- Maintained Student Judicial Programs Webpage and database

New Mexico State University, Department of Housing and Residential Life, Las Cruces, NM

Area Coordinator   June 2004—June 2007

- Supervised 4 Residence Hall Complexes with 3 professional staff, 4 Graduate Assistants, 3 Office Assistants, and 50 student staff
- Advised the Residence Hall Association (2005-2007) and Student Staff Council (2004-2005)
- Planned and supervised budgets totaling over $150,000
- Disciplinary Eviction and Appeals Officer
- Designed, distributed, and analyzed Freshman Expectations Survey
- Planning Committee for NMSU Student Leadership Conference (2006)

Residence Hall Manager   June 2003—June 2004

- Supervised a Residence Hall Complex of over 500 students
- Adjudicated Residence Hall policy violations
- Advised Residence Hall Council
- Supervised and trained a staff of 14 students and 1 professional
- Provided student activities for a diverse population of students

- Coordinated departmental student staff selection process

Independence Community College, Residence Life and Student Activities, Independence, KS

Director   July 2002—June 2003

- Represented the Dean of Students during President's Cabinet meetings
- Designed and implemented Residence Life operational procedures
- Adjudicated policy violations
- Conducted facility tours for potential residents and athletic recruits
- Organized and supervised intramural basketball league
- Provided student activities for a diverse population of students
- Recruited, hired and trained a staff of eight resident assistants, five college staff assistants, and one Assistant Director
- Advised the first ever Residence Hall Council

U.S. Army, Ft. Riley, KS and Camp Casey, Republic of Korea

M1A1 Tank Gunner/ Assistant Tank Commander   January 1998—June 2002

- Operated and maintained an M1A1 Abrams Main Battle Tank
- Supervised a team of 10 soldiers
- Armor Company Top Gun Award (988/1000 points), July 2001
- Counseled soldiers on professional development, education, and life skills
- Honorable discharge

EXPERT TESTIMONY

Van Dusen, R. (2014, October). Expert testimony addressing Veterans in Higher Education, Texas House of Representatives Defense and Veterans' Affairs Committee.

PUBLICATIONS

Van Dusen, R. (2018). Where do they fit? Applying the Conceptual Model of Nontraditional Undergraduate Student Attrition to Student Veterans. In D. DiRamio (Ed.), *What's Next for Student Veterans? Research-Based Evidence of Success in College.* National Resource Center for the First-Year Experience and Students in Transition, Columbia, South Carolina.

Green, L. & Van Dusen, R. (2012). Welcome home: Utilizing and serving veteran transition and identity development in college. In *Ideas and research you can use: VISTAS 2012.* Retrieved from http://www.counseling.org/Resources/

Van Dusen, R. (2012, November). *A Study of Student Veteran Persistence.* Paper presented at the meeting of the Association for the Study of Higher Education. Las Vegas, NV.

PRESENTATIONS

Van Dusen, R. (October 2018). *So, You Want to Be a Dean?* NASPA Region IV Conference, Wichita, KS.

Van Dusen, R. (April 2018). *Green Zone*. Veteran Services Consulting. University of Houston-Downtown, Houston, TX.

Van Dusen, R. (May 2017). *Serving Those Who Served.* Memphis in May Student Affairs Conference, Memphis, TN.

Van Dusen, R. (September 2016). *Transition into the Civilian Workforce.* Student Veteran Business Organization, Memphis, TN.

Van Dusen, R. (February 2016). *At Ease: Working with Veterans in the Conduct Process*. Concurrent Program Association for Student Conduct Administrators, St. Pete Beach, FL.

Van Dusen, R., Dexter, L., Lawhead, J. (October 2015). *Student Title IX Training.* Southwest Tennessee Student Sexual Assault Conference, Memphis, TN.

Van Dusen, R., Dexter, L., Dick, K. (October 2015). *Hunting Ground Sexual Assault Panel.* University of Memphis, Memphis, TN.

Van Dusen, R., Wibberding, D., Dexter, L., Murry, M., Collins, K., Winborn, L. (September 2015). *Title IX Investigator Training*. University of Memphis, Memphis, TN.

Van Dusen, R. (August 2015). *Conflict Management.* University of Memphis, Memphis, TN.

Van Dusen, R. & Davis L. (January 2014). *Veterans On-Campus.* Texas Association of College and University Student Personnel Administrators Webinar, Lubbock, TX.

Van Dusen, R. (October 2012). *Strengths-Based Leadership.* University Student Housing Leadership Program. Texas Tech University, Lubbock, TX.

Van Dusen, R. (August 2012). *Green Zone: Train the Trainer and Making Your Campus Veteran Friendly.* Campus Guest Facilitator, Angelo State University, San Angelo, TX.

Van Dusen, R., Green, L., Harpster, A. (March 2012). *Student Veterans in Transition to College: Serving Those Who Served.* American Counseling Association Annual Conference, San Francisco, CA.

Van Dusen, R. (February 2012). *Green Zone: Train the Trainer and Making Your Campus Veteran Friendly.* Campus Guest Facilitator, Texas Women's University, Denton, TX.

Van Dusen, R. (October 2011). *Making Your Campus Veteran Friendly.* Texas Association of College and University Student Personnel Administrators Annual Conference, Austin, TX.

Van Dusen R., Kiser. M., Phillipe, L. (August 2011). *Changing Student Populations: Understanding Who is in Our Classrooms and Recognizing their Needs.* Faculty Jumpstart Training, Texas Tech University, Lubbock, TX.

Van Dusen, R. (April 2011). *Serving Those Who Have Served (Panelist).* Texas Tech University Diversity Summit. Lubbock, TX.

Van Dusen, R. (April 2011). *Mentor Leadership.* Student Organization Academy. Texas Tech University, Lubbock, TX.

Van Dusen, R. (February 2010). *Building Effective Partnerships: Collaborative Adjudication of Residential Life Student Conduct.* Alternate Program, Association of Student Conduct Administrators Annual Conference, St. Pete Beach, FL.

Van Dusen, R., Mellinger, V., Lozano, P., Williamson, P., Snow, H. (April 2009). *Current Trends in Student Conduct.* Panel Member, Texas Higher Education Law Conference, Denton, TX.

Van Dusen, R. (October 2008). *Building Departmental Partnerships for Effective Student Engagement.* Texas Association of College and University Student Personnel Administrators Annual Conference, Galveston, TX.

Van Dusen, R., Van Dusen, M. (February 2007). *What Do Students Want Out of Their Freshman Year?* Program Presenter, New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.

MASTERS THESIS/ DISSERTATION COMMITTEE MEMBERSHIP

Quiggens, A. (2012). Motivations and Barriers of Undergraduate Nontraditional Students in the College of Agricultural Sciences and Natural Resources at Texas Tech University. Texas Tech University, Lubbock, TX.

Pope, P. (2013). Missing Places: Small Town Decline in the Texas Panhandle Plains since 1945. Texas Tech University, Lubbock, TX. (Graduate School Representative).

EDUCATIONAL WORKSHOPS, SEMINARS, AND SPECIALIZED TRAINING

Jumpstart Your WHY for Veterans, Simon Sinek, Inc., Online Workshop   2020

Kansas Independent College Association ADA Compliance Workshop, Manhattan, KS   2019

Department of Homeland Security Active Shooter Preparedness Workshop, Wichita, KS   2018

Title IX Investigator Training, Bethany College, Lindsborg, KS   2017

Bringing in the Bystander, Tennessee Department of Health, Nashville, TN   2016

Bystander Intervention Summit, Tennessee Coalition to End Domestic & Sexual   2016
Violence, Murfiesboro, TN

Title IX Investigator Training, University of Memphis, Memphis, TN   2015

Donald D. Gehring Institute for Student Conduct Administration   2015
Association of Student Conduct Administrators, Indianapolis, IN

Communication Strategies for Difficult Conversations, Lubbock, TX   2015

West Texas Mentoring Summit, Lubbock, TX   2013

Put on Your OCR Hat, Texas Tech University, Lubbock, TX   2012

Question, Persuade, and Refer: Ask a Question, Save a Life.   2011
Student Counseling Services, Texas Tech University, Lubbock, TX

Upward Bound Institutional Member Proposal Writing Workshop   2011
Council for Opportunity in Education, Washington, DC

Mental Health on Campus: Counseling and Judicial Affairs Partnerships   2010
Association of Student Conduct Administration Webinar, Lubbock TX

DWI College   2010
Texas Center for the Judiciary, Austin, TX

Secret Service Safe Schools Initiative   2010
Criminal Justice Programs Continuing Education Division
Amarillo College, Amarillo, TX

Disney Institute: Keys to *Disney* Excellence   2009
Texas Tech University, Lubbock, TX

Seven Habits of Highly Effective People   2008
Franklin Covey, Texas Tech University, Lubbock, TX

Donald D. Gehring Institute for Student Conduct Administration   2007
Association of Student Conduct Administrators, Salt Lake City, UT

SERVICE*plus:* Management Development Series   2007
Texas Tech University, Lubbock, TX

Getting Started with Student Learning Assessment   2007
Teaching Academy, New Mexico State University, Las Cruces, NM

Improving Advising @ UF: One Step at a Time   2006
Teaching Academy, New Mexico State University, Las Cruces, NM

Critical Thinking Workshop for Helping our Students Become Better Thinkers   2006
Teaching Academy, New Mexico State University, Las Cruces, NM

Primary Leadership Development Course (Leadership Training)   2000
U.S. Army, Ft. Hood, TX

CLASSROOM AND TRAINING PRESENTATIONS

Conflict Management, Multicultural Student Leadership, 2015.

Faculty and Staff In-service, "Green Zone" Veteran Advocacy Program, 2011-2015, 2017

Presented Various Resident Assistant training sessions at NMSU Resident Assistant Training
and In-Service, 2003-2007

Guest Lecturer EMD 655: Education Finance, "*Financial Structure of NMSU Housing and
Residential Life*", March 2007

Classroom Presenter, "*StrengthQuest*" and "*Academic Integrity*", Texas Tech University,
2007-2010

Presented Student Judicial Programs Conduct Processes at University Student Housing
Professional and Student Staff Training, Texas Tech University, 2007-2010

Developed content and assisted University Printing Services in the university-wide publication
of the *Student Right to Know* and *Civility in the Classroom* brochures

Professional Service

Kansas Student Affairs Conference
Advisory Group (KICA SSAO Representative)   2018-Present

Peer Reviewer
Journal of Educational Policy   2016

Program Reviewer   2010, 2015
National Conference, Association of Student Conduct Administrators

Circuit 5 (Louisiana, Mississippi, Texas) Co-Representative   2008-2010
Association of Student Conduct Administrators

Conference Facilitator   2009
Texas Tech University System Community Engagement Conference, Lubbock, TX

Committees

Bethany College

- Retention Committee (Chair)
- Scheduling Matrix Task Force (Chair)
- Bethany Intervention Group (Chair)
- HLC Criterion II Committee
- SAP Review Committee
- Search Committee Member, Head Football Coach (2018)

University of Memphis

- Student Affairs Governance Transition Team (Co-Chair) (2016)
- CARE Team (Chair) (2016—2017)
- Title IX Community Taskforce (Chair) (2016—2017)
- Behavior Intervention Team (2015—2017)
- Traffic and Parking Standing Committee (2015—Present)
- Director of Institutional Equity Search Committee (2015—Present)
- Sexual Assault Response Team (2015—Present)
- Assistant Vice President of the Physical Plant Search Committee (2015—2016)
- Student Veteran Support Team (2015—Present)

Texas Tech University

- Graduate School Scholarship Reviewer (2012-2014)
- Access Compliance Task Force (2012—Present)
- Coordinate and train University Disciplinary Committee and University Appeals Committee (2007-2011)
- Tech Assessment Network (2009—Present)
- Student Affairs Assessment Advisory Group (2007—2012)
- Marketing Advisory Group (2009—2011)
- Connections Committee (2008-2009)
- *Strengths Quest* Advocates Committee, Chair of Assessment Sub-Committee (2007—2011)

- Search Committee Member, Assistant Director of Campus Life (2008), Unit Coordinator for Student Affairs Assessment and Retention (2010)
- Senior Staff Ambassadors (2009 –2011)
- *Code of Student Conduct* Review, Chairperson (2009)

New Mexico State University

- Search Committee Chairperson, Assistant Director of Residential Life (2004)
- Search Committee Chairperson, Coordinator of Residential Communities (2006)
- Aggie Welcome Week (New Student Orientation) Programming Committee (2005)
- Planning Committee for NMSU Student Leadership Conference (2006)
- Judicial Model Committee (2006)
- Professional Staff Training Committee (2005-2007)

Independence Community College

- Search Committee member, Enrollment Coordinator (2002), Head Volleyball Coach (2003)
- President's Cabinet (Rotational Basis with 4 Directors after Dean of Students vacated position)

Edinboro University of Pennsylvania

- University Senate
- Search Committee member, University President (1995)
- Search Committee member, Provost (1997)

Community Service

Edinboro University of PA, Alumni Association Board of Directors (1996)
Volunteered off-duty time to teach Republic of Korea soldiers English
Team Captain, JRDF Walk to Find a Cure (2004-2010, 2019)
Team Member, Alzheimer Walk (2007-2009)
Participant in State Employee Chartable Campaign, Lone Star Club (2008-Present)
Walk Coordinator, JDRF Walk to Find a Cure (2008), raised over $17,000
New Mexico Activities Association, Certified Football Official (2004-2006)
Texas Association of Sports Officials, Certified Football Official (2007)
Member, Pirates of the Plains (Community Service Organization), Lubbock, TX
Planning Committee, Celebrating Our Heroes (Summer 2012), Lubbock, TX
Planning Committee, Purple Heart Recognition (2013), Lubbock, TX
Member, Team Red, White and Blue (2012-present), Lubbock, TX
Judge, ABC Rodeo Queen (2014), Lubbock, TX
City of Lubbock Veterans Advisory Committee (Community Services Sub-Committee Chair), Lubbock, TX (2014-2015)
Veterans Court Mentor (2016—2017), Memphis, TN

Board Member, Camp Tomashinga, Junction City, KS (2019-Present)
Lindsborg Community Hospital Patient and Family Advisory Council (2019-Present)

PROFESSIONAL DEVELOPMENT

Conferences

Kansas Independent College Association Student Affairs Symposium, Ottawa, KS, January 2019

NASPA Region IV Conference, Wichita, KS, October 2018

Vocation of a Lutheran College Conference, Minneapolis, MN, July 2018

Kansas Independent College Association Student Affairs Symposium, Lindsborg, KS, January 2018

Kansas Student Affairs Conference, Wichita, KS, October 2017

Legal Issues Conference, Starkville, MS, April 2017

Case Management & Intervention Certification Course & SIVRA Training, NaBITA, Napierville, IL, 2017

Behavior Intervention and Threat Assessment Drive-In Conference, Tennessee Board of Regents, Nashville, TN, 2017

Everfi Annual Research Summit, National Harbor, MD, June 2016

Memphis in May Student Affairs Conference, Memphis, TN, 2016, 2017

Futuristic Leadership: Vision, Risk, and Change, San Antonio, TX, October 2013

Association for the Study of Higher Education, Las Vegas, NV, November 2012

West Texas Assessment Conference, Lubbock, TX, October 2012

West Texas Veterans Higher Education Summit, Chairperson of Planning Committee, Lubbock, TX, April 2012

Living-Learning Programs and Residential Colleges, Bloomington, IN, 2004

American College Personnel Association, Indianapolis, IN, 2006

Association of Student Conduct Administration (Formerly ASJA), 2007, 2008, 2010, 2016

New Mexico Higher Education Assessment and Retention Conference, Program Presenter, Albuquerque, NM, 2007

Texas Tech University System Community Engagement Conference, Lubbock, TX, 2009

Texas Association of College and University Student Personnel Administrators Annual Conference
- Program Presenter, Galveston, TX (2008)
- Ft. Worth, TX, (2010)
- Program Presenter, Austin, TX (2011)

Texas Higher Education Law Conference, Program Presenter, Denton, TX, 2009

Texas Higher Education Coordinating Board Transfer Success Conference, Lubbock, TX, 2009

Memberships

Association on Higher Education and Disability (2019-Present)
International Leadership Association (2015-Present)
Association for Student Conduct Administration (2006-2011, 2015-2018)
- Circuit 5 (Texas, Louisiana, and Mississippi) Co-Representative (2007-2010)
- National Conference Program Reviewer (2011, 2015)
Texas Association of College and University Student Personnel Administrators, (2008-2015)
Association for the Study of Transfer Students (2009-present)
Toastmasters International, (2012-present)
- Competent Communicator Award (2014)
- Vice President of Public Relations (2014-2015)
- Competent Leadership Award (2015)
- Advanced Leadership Bronze Award (2015)
- Table Topics Contest Runner Up, District 23, Area C1 (2015)
- International MBA Club Sponsor (2015)
- Treasurer (2016)
- Advanced Communicator Bronze (2016)
- Advanced Communicator Silver (2017)
- Pathways Ambassador (2017-2018)
- Advanced Communicator Gold (2018)
- Leadership Excellence (2019)
- Evaluation Contest Winner, District 23, Area T (2020)
- Club Mentor, Junction City Toastmasters (2020)
- Vice President of Education, Junction City Toastmasters (2020)
- Motivational Strategies Pathway Certificate (2020)
- Club Coach, Bonner Springs (KS) Toastmasters (2020)
Association for Interdisciplinary Studies (2013-2015)

AWARDS AND HONORS

Organization Advisor of the Year (2017-2018), Bethany College, Lindsborg, KS
Honorary Commander (2014-2016), 502nd Air Base Wing, Joint Base San Antonio
Raiders Who Rock, Community Service and Leadership (2014)
Recognized as "Hometown Hero" by KCBD Channel 11, January 2013
Texas Tech University Staff Senate Scholarship, 2008
Member, National Residence Hall Honorary (NRHH), Aggie Chapter
NRHH Educational Program of the Year, "Disability Awareness", 2005-2006
NRHH Rocky Mountain Regional Diversity Program of the Month, "Disability Awareness", April 2006
NRHH, Aggie Chapter, Advisor of the Year, 2003-2004
NRHH, Aggie Chapter, Educational Program of the Year, "Disability Awareness", 2005-2006
Various Awards and Citations from the U.S. Army
B co. 1-72 AR Top Gun Award (988/1000), 2001
Edinboro University of Pennsylvania Student Leadership Scholarship, 1995
Daniel Trainer Memorial Scholarship, 1995