

Teacher Education Committee - 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 Education – Department of Health & Physical Education

1. Delete PE 3103: Methods of Teaching Movement Patterns and Activities for Children, from the course descriptions;
2. Add PE 3543: Motor Development and Lifespan Applications in Pedagogy, to the course descriptions;
3. Change the title for PE 3583: Methods and Materials in Physical Education and Recreation for Kindergarten and Elementary Grades, TO: Methods and Materials in Physical Education for Kindergarten and Elementary Grades;
4. Change the title for PE 4203: Methods of Teaching Adapted Physical Education in the Schools, TO: Methods of Teaching Adaptive Physical Education;
5. Modify the Curriculum in Health and Physical Education Teacher Licensure, as follows: delete PE 3103: Methods of Teaching Movement Patterns and Activities for Children; and add PE 3543: Motor Development and Lifespan Applications in Pedagogy;

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

1. Add COMS 1011: Programing I Lab, to the course descriptions;
2. Change the course number for COMS 2104: Foundations of Computer Programming I, to COMS 1013; and change the title to Programming I; and modify the prerequisites FROM: Prerequisites: MATH 1113 or MATH 1914 or MATH 2223 or MATH 2243 or MATH 2914, and either COMS 1403 and 1411 or ELEG 1011 or consent of instructor; and modify the course description;
3. Modify the Curriculum in Computer Science for Teacher Licensure, as follows:
 - (a) Delete the following courses:
 - COMS 1403: Orientation to Computing, Information, and Technology;
 - COMS 1411: Computer and Information Science Lab;
 - COMS 2104: Foundations of Computer Programming I;
 - COMS 2701: Computer Architecture and Networks Lab;

- COMS 2903: Discrete Structures for Technical Majors;
COMS 3903: Systems Software and Architecture;
COMS 4033: Systems Analysis and Design I;
COMS 4701: Data Communications and Networking Lab;
COMS 4703: Data Communications and Networks; and
CSEC 2113: Introduction to Information Systems;
- (b) Add the following courses:
ENGL 2053: Technical Writing;
MATH 2703: Discrete Mathematics;
CSEC 1113: Introduction to Networking;
CSEC 2213: Forensics and Incident Response;
COMS 1013: Programming I;
COMS 1011: Programming I lab;
COMS 2713: Survey of Operating Systems;
COMS 4063: IT Project Administration; and
Elective - 3 hours;
- (c) Allow TECH 1013: Principles of College Success, as a substitution for TECH 1001: Orientation to the University; add footnote 2: TECH 1013: Principles of Collegiate Success is a substitution for TECH 1001: Orientation to the University; Elective would reduce from 3 hours to 1 hour; and
- (d) Allow COMS 3703: Operating Systems, as a substitution for COMS 2713: Survey of Operating Systems; add footnote 3: COMS 3703: Operating Systems is a substitution for COMS 2713: Survey of Operating Systems.

College of Arts and Humanities – Department of English and World Languages

- (a) Accelerated Bachelor of Arts in Spanish Education to Master of Art in Teaching English to Speakers of Other Languages.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

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

Title	Signature	Date
Department Head Dr. Theresa Cullen	<i>Theresa Cullen</i>	6/20/2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	6.21.2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.7.2021
Registrar	<i>Gammy Beauer</i>	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	<i>Theresa Cullen</i>	6/27/2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	7.1.2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.6.2021
Registrar	<i>Sammy Weaver</i>	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 from

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 program level learning outcome(s) it addresses. **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)

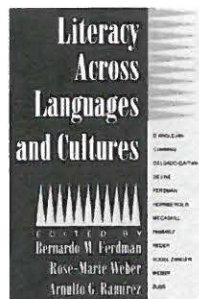
Prerequisites: DYS 5003, 5013, 5023, 5033, 5043

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).

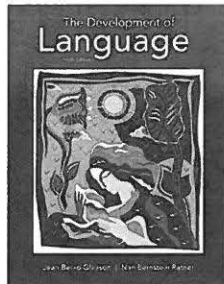
Fredman, B. M., Weber, R.-M., Ramirez, A. G. (Eds.). (1994). *Literacy across languages and cultures*. New York: State University of New York Press.



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).

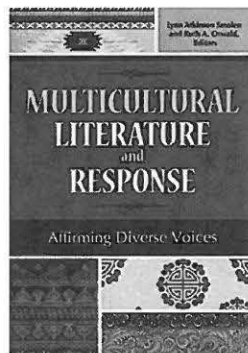
Gleason, J. B., & Ratner, N. B. (2017). *The development of language*. Boston, MD: Pearson.



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/IRA 4.2b 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/electref.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.

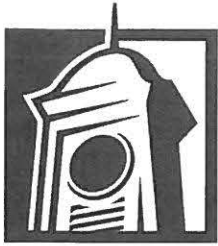
Examinations at the discretion of instructor. Some instructors give three equally weighted exams during the term; others give a mid-term exam and a final exam; others do not give exams and instead use projects and midterm and final self-evaluations. Preparing for and taking written examinations can help 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.
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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

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

Title	Signature	Date
Department Head Dr. Theresa Cullen	<i>Theresa Cullen</i>	6/20/2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	6.21.2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.6.2021
Registrar	<i>Gammy Quave</i>	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 Practicum

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 program level learning outcome(s) it addresses. **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): Upon completion 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 which diagnostic 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 and correlations 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 the difficulties that these readers may encounter.	TESS 1f, 4a ATC/ILA/IR A3.3
6.	Reflectively diagnose the literacy needs of students based on their strengths and weaknesses.	TESS 1f ATC/ILA/IR A 2.1
7.	Demonstrate the ability to effectively plan an instructional program based 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 an individual informal reading assessment	TESS 3b, 4b,4f ATC/ILA/IR A3.4
9.	Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community	TESS 1f ATC/ILA/IR A 3.4

ATC/ILA/IRA = Arkansas Teacher Competency/International Reading Association/International Literacy 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 provide a 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

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- 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 Taskstream 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](https://www.atu.edu/etech/privacy_accessibility.php) 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

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 integrity in 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	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Highly Effective</i>	Point Value
Background Information of your reader(s) <ul style="list-style-type: none"> • 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.	

<ul style="list-style-type: none"> • Results of initial interviews <p>TESS IS: 4f ATC/ILA/IRA: 1.3, 3.3</p>				<p>10 points_</p>
<p>Summary of Assessment Results of your reader(s).</p> <ul style="list-style-type: none"> • Formal/Informal • Evaluation of comprehension, fluency, writing, word recognition, vocabulary <p>Intervention Instruction</p> <ul style="list-style-type: none"> • Summarize strengths <ul style="list-style-type: none"> • Summarize weaknesses • Summarize strategies <p>Used/results/material used</p> <ul style="list-style-type: none"> • Factors that influence performance for student <p>TESS IS: 1a, 1f, 4a 4b ATC/ILA/IRA: 2.2, 3.3,</p>	<p>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.</p>	<p>Assessment results are collected and considered. Intervention instruction is connected to the assessment results and some specificity is present.</p>	<p>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.</p>	<p>30 points_</p>
<p>Recommendations for your reader(s)</p> <ul style="list-style-type: none"> • Additional assessments needed • Instructional intervention <p>TESS IS: 1c, 1d ATC/ILA/IRA: 2.2, 3.4</p>	<p>Recommendations are not aligned to previous findings and/or the instructional interventions are not clear.</p>	<p>Recommendations are aligned to the previous findings and instructional interventions are clear with some specificity present.</p>	<p>Recommendations are specifically and carefully aligned to previous findings and there is clarity and specificity in the instructional interventions noted.</p>	<p>10 points_</p>
<p>Organization of information for your reader(s)</p> <ul style="list-style-type: none"> • Appropriate format for communication of information • Information accumulated • Neatness <p>TESS IS: 4e, 4f</p>	<p>Information is communicated in a fashion that is grammatically incorrect or difficult to follow.</p>	<p>Information is communicated acceptably so that understanding occurs.</p>	<p>Information is communicated with specificity and clarity to encourage full understanding.</p>	<p>10 points_</p>

ATC/ILA/IRA: 3.4				
<p>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?).</p> <ul style="list-style-type: none"> • Formal/Informal • Evaluation of comprehension, fluency, writing, word recognition, vocabulary <p>Intervention Instruction consideration of and feedback to your teaching peer in a different grade level range (What were your insights?)</p> <ul style="list-style-type: none"> • Summarize strengths <ul style="list-style-type: none"> • Summarize weaknesses • Summarize strategies <p>Used/results/material used</p> <ul style="list-style-type: none"> • Factors that influence performance for student <p>TESS IS: 1a, 1f, 3b, 3c, 4a, 4b ATC/ILA/IRA: 2.2, 3.3,</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>30 points —</p>
<p>Recommendations for your different grade level range teacher's reader(s) (What recommendations did you make?)</p> <ul style="list-style-type: none"> • Additional assessments needed and recommendations 	<p>Recommendations are not aligned to previous findings and/or the instructional interventions are not clear.</p>	<p>Recommendations are aligned to the previous findings and instructional interventions are clear with some specificity present.</p>	<p>Recommendations are specifically and carefully aligned to previous findings and there is clarity and specificity in the instructional interventions noted.</p>	<p>10 points —</p>

<ul style="list-style-type: none"> Instructional intervention recommendations TESS IS: 1c, 1d, 3a, 3d, 3e ATC/ILA/IRA: 2.2, 3.4				
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**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	<i>Theresa Cullen</i>	6/20/2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	6.21.2021
Assessment Dr. Christine Austin	<i>Christ Austin</i>	7.6.2021
Registrar	<i>Gammy Weaver</i>	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 RONG 6043 ② change RDNG 6083 to

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

None

RONG 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	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Highly Effective</i>	Point Value
Background Information of your reader(s) <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • Formal/Informal • Evaluation of comprehension, fluency, writing, word recognition, vocabulary Intervention Instruction <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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	

<ul style="list-style-type: none"> Instructional intervention <p>TESS IS: 1c, 1d ATC/ILA/IRA: 2.2, 3.4 SOR: 6.2.c</p>	<p>instructional interventions are not clear.</p>	<p>interventions are clear with some specificity present.</p>	<p>previous findings and there is clarity and specificity in the instructional interventions noted.</p>	<p>10 points_</p>
<p>Organization of information for your reader(s)</p> <ul style="list-style-type: none"> Appropriate format for communication of information Information accumulated Neatness <p>TESS IS: 4e, 4f ATC/ILA/IRA: 3.4</p>	<p>Information is communicated in a fashion that is grammatically incorrect or difficult to follow.</p>	<p>Information is communicated acceptably so that understanding occurs.</p>	<p>Information is communicated with specificity and clarity to encourage full understanding.</p>	<p>10 points_</p>
<p>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?).</p> <ul style="list-style-type: none"> Formal/Informal Evaluation of comprehension, fluency, writing, word recognition, vocabulary <p>Intervention Instruction consideration of and feedback to your teaching peer in a different grade level range (What were your insights?)</p> <ul style="list-style-type: none"> Summarize strengths Summarize weaknesses Summarize strategies Used/results/material used Factors that influence performance for student <p>TESS IS: 1a, 1f, 3b, 3c, 4a, 4b ATC/ILA/IRA: 2.2, 3.3, SOR: 6.2.n</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>30 points —</p>
<p>Recommendations for your different grade level range teacher's reader(s) (What</p>	<p>Recommendations are not aligned to previous findings and/or the</p>	<p>Recommendations are aligned to the previous findings and instructional</p>	<p>Recommendations are specifically and carefully aligned to</p>	<p>10 points —</p>

<p>recommendations did you make?)</p> <ul style="list-style-type: none"> • Additional assessments needed and recommendations • Instructional intervention recommendations <p>TESS IS: 1c, 1d, 3a, 3d, 3e ATC/ILA/IRA: 2.2, 3.4</p>	<p>instructional interventions are not clear.</p>	<p>interventions are clear with some specificity present.</p>	<p>previous findings and there is clarity and specificity in the instructional interventions noted.</p>	
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RDNG 6403 Multicultural and Diverse Children's Literature Essay

	Basic	Proficient	Exceptional
Introduction/ Thesis	<p>*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.</p>	<p>proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.</p>	<p>*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.</p>
<p>Quality of Information/ Evidence</p> <p>_____</p> <p>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</p>	<p>*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.</p>	<p>*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.</p>	<p>*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.</p>
<p>Standards</p> <p>USA- ILA Teacher Educator Standards (2015)</p> <p>Standard: Standard 2: Curriculum and Instruction</p> <p>Element: 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p> <p>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.</p> <p>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.</p>			
Support of Thesis/Analysis	*some connections made between	*consistent connections made	*exceptionally critical, relevant and consistent

<p>_____</p> <p>ATC/ILA/IRA: 2.3, 5.1, 5.2</p> <p>TESS: 1a, 1b, 1d, 1e, 1f, 2a, 2b, 2c, 2e, 3a, 3b, 3c, 3d, 4c, 4d, 4e</p>	<p>evidence and thesis.</p> <p>**some analysis.</p>	<p>between evidence and thesis</p> <p>**good analysis.</p>	<p>connections made between evidence and thesis.</p> <p>**excellent analysis.</p>
<p>Standards</p> <p>USA- ILA Teacher Educator Standards (2015)</p> <p>Standard: Standard 2: Curriculum and Instruction</p> <p>Element: 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p> <p>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.</p> <p>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.</p>			
<p>Organization/ Development of Thesis</p>	<p>*somewhat clear and logical development with basic transitions between and within paragraphs.</p>	<p>*clear and logical order that supports thesis with good transitions between and within paragraphs.</p>	<p>*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.</p>
<p>Conclusion</p>	<p>*basic summary of topic with some final concluding ideas.</p> <p>**introduces no new information.</p>	<p>*good summary of topic with clear concluding ideas.</p> <p>**introduces no new information.</p>	<p>*excellent summary of topic with concluding ideas that impact reader.</p> <p>**introduces no new information.</p>
<p>Style/Voice</p>	<p>*style and voice somewhat appropriate to given audience and purpose.</p> <p>**word choice is often unspecific, generic, redundant, and cliché.</p> <p>***sentences are somewhat unclear; excessive use of passive voice.</p>	<p>*style and voice appropriate to the given audience and purpose.</p> <p>**word choice is specific and purposeful, and somewhat varied throughout.</p> <p>***sentences are mostly clear, active (SVO), and to the point.</p>	<p>*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity.</p> <p>**word choice is specific, purposeful, dynamic and varied.</p> <p>***sentences are clear, active (subject-verb-object), and to the point.</p>
<p>Grammar/ Usage/ Mechanics</p>	<p>*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.</p>	<p>*may contain few spelling, punctuation, and grammar errors.</p>	<p>*control of grammar, usage, and mechanics.</p> <p>**almost entirely free of spelling, punctuation, and grammatical errors.</p>

Course Rotation
MED Literacy K-12 Course Offering Schedule

Fall Semester Spring Semester Summer 1 Summer 2

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

ELED 5333-TC1 Teaching Reading and Study Skills in the Content Areas EDFDMAT 6003 – TC1 Educational Research	Educational Research			
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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	<i>Theresa Cullen</i>	6/30/2021
Dean Linda Bean	<i>Linda Bean</i>	6.30.2021
Assessment Christine Austin	<i>Christine Austin</i>	7.12.21
Registrar Tammy Weaver	<i>Tammy Weaver</i>	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		<i>Graduate Certificate</i>

PROPOSAL – 1
NEW DEGREE PROGRAM

Graduate Certificate in

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

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 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 \(atu.edu\)](https://www.atu.edu/etech-resources-links-and-videos)

Summarize the policies and procedures to keep the technology infrastructure current. Link to C-RAC Guidelines:

[EvalofDistanceEducation STA 2021.pdf \(hlcommission.org\)](https://www.hlcommission.org/EvalofDistanceEducation_STA_2021.pdf)

Summarize the procedures that assure the security of personal information.

Links to Privacy polices/procedures: [Privacy and Accessibility Policies | Arkansas Tech University \(atu.edu\)](https://www.atu.edu/privacy-and-accessibility-policies)

[Online Privacy Policy – Info Collected | Arkansas Tech University \(atu.edu\)](https://www.atu.edu/online-privacy-policy-info-collected)

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 Department of Education

Transforming Arkansas to lead the nation in student focused education

December 9, 2016

Johnny Key
Commissioner

State Board
of Education

Marcy Beath
*Fayetteville
Chair*

Dr. Jay Barril
*Little Rock
Vice Chair*

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fuz Hill
Little Rock

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Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

*An Equal
Opportunity
Employer*

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



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	<i>Theresa A Cullen</i>	6/30/2021
Dean Linda Bean	<i>Linda Bean</i>	6.30.2021
Assessment Christine Austin	<i>Christine Austin</i>	7.12.21
Registrar Tammy Weaver	<i>Tammy Weaver</i>	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*

PROPOSAL – 1
NEW DEGREE PROGRAM

Graduate Certificate in

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

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**

a reading test. More information about this test is available on the [Arkansas Department of Education web page](#).

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 \(atu.edu\)](https://www.atu.edu/etech/resources/links-and-videos)

Summarize the policies and procedures to keep the technology infrastructure current.

[EvalofDistanceEducation_STA_2021.pdf \(hlcommission.org\)](https://www.hlcommission.org/evalofDistanceEducation_STA_2021.pdf)

Summarize the procedures that assure the security of personal information.

Links to Privacy sources: [Privacy and Accessibility Policies | Arkansas Tech University \(atu.edu\)](https://www.atu.edu/privacy-and-accessibility-policies)

[Online Privacy Policy – Info Collected | Arkansas Tech University \(atu.edu\)](https://www.atu.edu/online-privacy-policy-info-collected)

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	<i>Theresa A Cullen</i>	6/30/2021
Dean Linda Bean	<i>Linda Bean</i>	6.30.2021
Assessment Christine Austin	<i>Christ Austin</i>	7.12.21
Registrar Tammy Weaver	<i>Tammy Weaver</i>	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		<i>Graduate Certificate</i>

PROPOSAL – 1
NEW DEGREE PROGRAM

Graduate Certificate in

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

2. **CIP CODE REQUESTED**

Link for CIP Codes: <http://nces.ed.gov/ipeds/cipcode/resources.aspx?v=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: 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 addition 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	<i>Sarah R Gordon</i>	5.19.2021
Dean Dr. Linda Bean	<i>Linda Bean</i>	5.21.2021
Assessment Dr. Christina Austin	<i>Christina Austin</i>	6.1.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	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 MTLT 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 \(atu.edu\)](https://www.atu.edu/headcount))

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 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

<p>MTLL-NTL Nontraditional Teacher Licensure Degree Program for Initial Standard Teacher Licensure MLED & SEC</p> <p>Standards: InTASC, TESS, AR Teacher Leader Model Standards</p>	<p>MTLL Curriculum Leadership Degree Program for P-12 Curriculum Administrator Licensure</p> <p>Standards: NELP, TESS, LEADS, AR Teacher Leader Model Standards</p>	<p>MTLL Non-Degree Program of Study (MTLL NDP) /Proposed Curriculum Leadership Certificate (CLC)</p> <p>Standards: AR Competencies for P-12 Curriculum Administrators, NELP, LEADS,</p>	<p>EDLD Educational Leadership Degree Program for P-12 Principal Licensure</p> <p>Standards: NELP, LEADS</p>
NTL (5)	MTLL (6)		EDLD (6)
<p>MTLL 6003 School Organization and Leadership for Teacher Leaders</p>	<p>MTLL 6003 School Organization and Leadership for Teacher Leaders</p>		<p>EDLD 6013 School Organization and Leadership</p>
<p>MTLL 6252 Communication, Advocacy & Policy Development</p>	<p>MTLL 6133 Basic Elements of Curriculum</p>		<p>EDLD 6203 Education and Society: Continuities and Discontinuities</p>

Year 1 Summer II

NTL (3)	MTLL (3)		EDLD (3)
<p>MTLL 6113 Action Research and Data Analysis for School and Classroom Use</p>	<p>MTLL 6113 Action Research and Data Analysis for School and Classroom Use</p>		<p>EDLD 6113 Action Research and Data Analysis</p>

Year 1 Fall

NTL (6)	MTLL (7)	MTLL NDP/ CLC (10)	EDLD (5)
<p>MTLL 6202 Professionalization of Teaching for the Master Teacher</p>	<p>MTLL 6202 Professionalization of Teaching for the Master Teacher</p>	<p>MTLL 6202 Professionalization of Teaching for the Master Teacher</p>	

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	<i>Complete Action Research project</i>	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) <i>(MTLL Non- Degree Program of Study/Curriculum Leadership Certificate</i>	
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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 Master Teacher	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 <i>(If Employed on a Provisional Teaching License)</i>	EDLD 6552 Internship Practicum <i>(Curriculum Administrator Internship)</i>		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 <i>(Internship, if Employed on a Provisional Teaching License)</i>	EDLD 6552 Internship Practicum <i>(Curriculum Administrator Internship)</i>		
Option (2) MTLL 6552(2) Internship Practicum <i>(If Student Teaching, if Not Employed)</i>			
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:

<p>1.Mission, Vision and Improvement</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>Mastery Level:</p> <p>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</p> <ul style="list-style-type: none">• 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 <p>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)</p> <p>Awareness Level</p> <p>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</p>
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	<p>knowledge, skills, and motivation to succeed in improvement</p> <p>1.4 Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation</p> <p>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</p> <p>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</p>
<p>2. Ethics and Professional Norms</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>Mastery Level:</p> <p>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</p> <p>2.2 Understand and demonstrate capacity to analyze, communicate about, and advocate for ethical and legal decisions</p> <p>2.3 Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others</p> <ul style="list-style-type: none"> • 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 <p>Awareness Level:</p> <p>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</p> <p>2.5 Place children at the center of education and accept responsibility for each student's academic success and well-being</p> <p>2.6 Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures</p>

<p>3. Equity, Inclusiveness and Cultural Responsiveness</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>Mastery Level:</p> <p>3.1 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • 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 <p>Awareness Level:</p> <p>3.5 Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student</p>
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4. Learning and Instruction

Leadership Competencies
NELP Standards
PSEL

Mastery Level:

- 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

	<ul style="list-style-type: none"> • 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 <p>4.5 Understand and respond to community interests and needs by building and sustaining productive school relationships with community partners</p>
<p>5. Community and External</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>Mastery Level:</p> <p>5.1 Understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • 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 <p>Awareness Level:</p> <ul style="list-style-type: none"> • Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and

	<p>encouraged to be an active and responsible member of the school community</p> <ul style="list-style-type: none"> • 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
<p>6. Operations and Management</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>Mastery Level:</p> <p>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</p> <ul style="list-style-type: none"> ▪ 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 <p>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</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • 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

<p>7. Building Professional Capacity</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>Mastery Level: Understand and have the capacity to collaboratively develop the school's professional capacity through participation in recruiting and selecting staff</p> <p>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</p> <ul style="list-style-type: none"> • 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 <p>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</p> <ul style="list-style-type: none"> • 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)) <p>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</p> <ul style="list-style-type: none"> • Deliver actionable feedback about instruction and other professional practices via coaching approaches that: <ul style="list-style-type: none"> ○ Are job-embedded and use teacher leaders or partnerships with area education agencies to distribute support and responsibilities ○ Utilize educators' ability to self-assess through reflective activities to support this process
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<p>8. Internship and Clinical Practice</p> <p>Leadership Competencies NELP Standards PSEL</p>	<p>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</p> <p>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</p> <p>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</p>
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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, Spring 1996

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, Standard Teaching 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 License Endorsement in Spanish

Teacher Evaluation and Support

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| 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 Rienner 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). *Aligning 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 MTLT 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 Paso 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 estrategias 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 estrategias 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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Phone # 479-964-0583 x3205

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.

Adjunct

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: *Carpophis 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, Russellville 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:

Urduan, 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).

Dr. William K. Morelan

Assistant Professor & EDLD Program Director

Center for Leadership and Learning

Arkansas Tech University

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 Leadership and 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 License Curriculum
 - Prog Administration
 - P-12 Building Level Administration English
 - 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 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 **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 (ESLEndorsement)

DOVER HIGH SCHOOL: VALEDICTORIAN, 2000

Arkansas Teacher Certifications

004, 003	<i>Spanish</i>	PK-12
166	<i>English</i>	7-12
208, 207	<i>Drama/Speech</i>	PK-12
308, 307	<i>ESL</i>	PK-12
4040	<i>Journalism</i>	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 open 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 MTLLE Program Director and MTLLE 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 Licensure Standards 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
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MTLL Program Director Signature	Date
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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	<i>Sarah R. Gordon</i>	5.17.2021
Dean Linda Bean	<i>Linda Bean</i>	5.17.2021
Assessment Christine Austin	<i>Christine Austin</i>	7.12.21
Registrar	<i>Sammy McLean</i>	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)	

Program Title:	Graduate Certificate
	P-12 Building Level Administrator Certificate .

Proposal for New Program

Graduate Certificate in

1) **Proposed Title:** Building Level Administrator ~~Certificate~~

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 the SLLA 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)

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.

* Graduate Certificate Curriculum

8) Faculty: Faculty will continue to be the current instructors approved by the VPAA and Graduate College to 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 program within 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 are seeking 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 years to verify that it is performing as expected, and to allow opportunity for revisions to increase effectiveness if needed. The program will be reviewed during the ninth

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.

From ATU Faculty Handbook for AHECB Approved Degree Programs

AHECB 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	3080	120		Nuclear Physics	7/29/2011
A	05	BS	43.0302	2490	120	100%	Emergency Administration & Management	5/1/1997
A	05	BS	51.0708	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	5670	36	100%	Special Education K-12	1/29/2016
A	07	MEd	13.1101	6660	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	36		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.adbe.edu/students-parents/colleges-universities/degree-information/> for the most up-to-date program listings.



Division of Elementary and Secondary Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Secretary

May 19, 2020

State Board
of Education

Dr. Linda Bean
Dean, College of Education
Arkansas Tech University
CRA-214
Russellville, AR 72801

Diane Zook
Melbourne
Chair

Charisse Dean
Little Rock
Vice Chair

Dear Dr. Bean

Susan Chambers
Bella Vista

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.

Dr. Fitz Hill
Little Rock

Kathy McFetridge
Springdale

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.

Dr. Sarah Moore
Stuttgart

Quida Newton
Povera

Sincerely,

Chad Pekron
Bryant

R. Brett Williamson
El Dorado

Nita R. Bohannon, Ed.D.
Education Preparation Program Advisor
Arkansas Department of Education
Division of Elementary and Secondary Education
Educator Effectiveness and Licensure

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
Arkansas-Ed.gov

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

*An Equal
Opportunity
Employer*





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	<i>Sarah R. Gordon</i>	5.17.21
Dean Linda Bean	<i>Linda Bean</i>	5.21.2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.1.2021
Registrar	<i>Yammy Weaver</i>	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**

Graduate Certificate in
Teacher Leadership ~~Certificate~~

1. **PROPOSED PROGRAM TITLE**
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 \(atu.edu\)](https://www.atu.edu/headcount))

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 TLMS 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 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

<p>MTLL-NTL Nontraditional Teacher Licensure Degree Program for Initial Standard Teacher Licensure MLED & SEC</p> <p>Standards: InTASC, TESS, AR Teacher Leader Model Standards</p>	<p>MTLL Curriculum Leadership Degree Program for P-12 Curriculum Administrator Licensure</p> <p>Standards: NELP, TESS, LEADS, AR Teacher Leader Model Standards</p>	<p>P-12 Instructional Facilitator Endorsement (IFE) Program/Proposed Teacher Leadership Certificate (TLC)</p> <p>Standards: NELP, TESS, LEADS, AR Teacher Leader Model Standards</p>	<p>EDLD Educational Leadership Degree Program for P-12 Principal Licensure</p> <p>Standards: NELP, LEADS</p>
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	<i>Complete Action Research project</i>	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 (<i>Internship if Employed</i>)	EDLD 6552 Internship Practicum (<i>Curriculum Administrator Internship</i>)		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 (<i>Internship, if Employed with Provisional Teaching License</i>)	EDLD 6552 Internship Practicum (<i>Curriculum Administrator Internship</i>)		
Option (2) MTLL 6552(2) Internship Practicum (<i>If Student Teaching, if Not</i>)			

<i>Employed)</i>			
<i>Professional Portfolio Review</i>	<i>Professional Portfolio Review</i>		<i>Portfolio Review</i>
GRADUATION	GRADUATION		GRADUATION

Degree Hours & Required Exams for Licensure			
NTL	MTLL	IFE/TLC	EDLD
38 Hours	38 Hours	18 Hours	34 Hours
Exams: ETS Praxis Content Prior to Internship, ETS PLT during final semester	Curriculum Administrator Exam: ETS School Leadership Licensure Assessment	IFE Exam: ETS Instructional Facilitator	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, Spring 1996

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: MTL: 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 Rienner 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). *Aligning 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 Paso 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 estrategias 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 estrategias 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

CLL Annex Rm 207
Phone # 479-964-0583 x3205
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.

Adjunct

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.

Neuenschwander, 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, Russellville 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	<i>Spanish</i>	PK-12
166	<i>English</i>	7-12
208, 207	<i>Drama/Speech</i>	PK-12
308, 307	<i>ESL</i>	PK-12
4040	<i>Journalism</i>	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 open 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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Health and Physical Education	06/30/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>Shelene</i>	7/14/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3103
Official Catalog Title:	
Methods of Teaching Movement Patterns and Activities for Children	

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?

Program learning outcomes will be addressed in new course, PE 3543 Motor Development and Lifespan Application in Pedagogy

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

The Society for Health and Physical Education (SHAPE) is the national professional organization for the Health and Physical Education (HPE) disciplines. After a 3 year hiatus, SHAPE has reemerged as an accrediting institution for Physical Education Teacher Educator Programs (PETE) in higher education, and consequently, the Arkansas Department of Education (ADE) has partnered with SHAPE to be designated as the Specialized Professional Association (SPA) for all Arkansas HPE programs in higher education leading to an initial teaching license in HPE. The proposed course addition of PE 3543 is in direct response to the HPE program at Arkansas Tech University meeting newly establish SHAPE standards leading to a successful Council for Accreditation of Educator Preparation (CAEP) review with national recognition.

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Health and Physical Education	06/22/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Cristi Austin</i>	7.13.21
Registrar	<i>Shauer</i>	7/14/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PE	3543	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Motor Development and Lifespan Applications in Pedagogy		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MD & LIFESPAN APPL PEDAGOGY		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Fall and spring semesters.

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

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
The proposed course will address the following program level learning outcomes: SHAPE Standards 1a, 1d, 1e, and 2a (see attached SHAPE Standards)
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Student learning outcomes are defined in the PE 3543 syllabus under course "competencies" (see attached). Measurement tools include, but are not limited to, the following assessments: written exams, written assignments, student-teaching demonstrations, research papers, and motor skill competency measurements of enrolled students.

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

The Society for Health and Physical Education (SHAPE) is the national professional organization for the Health and Physical Education (HPE) disciplines. After a 3 year hiatus, SHAPE has reemerged as an accrediting institution for Physical Education Teacher Educator Programs (PETE) in higher education, and consequently, the Arkansas Department of Education (ADE) has partnered with SHAPE to be designated as the Specialized Professional Association (SPA) for all Arkansas HPE programs in higher education leading to an initial teaching license in HPE. The proposed course addition of PE 3543 is in direct response to the HPE program at Arkansas Tech University meeting newly establish SHAPE standards leading to a successful Council for Accreditation of Educator Preparation (CAEP) review with national recognition.

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

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

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

Instructor Information:

Name: John O'Connor
Office: Hull 103
Office Phone: 479-964-0583 ext.4906
Email: joconnor1@atu.edu

Catalog Description:

Motor development including fundamental motor pattern characteristics, human growth, perceptual motor development, fitness development across the lifespan, and applications of pedagogy concepts related to motor development. Lecture one hour, laboratory two hours.

Prerequisites:

Admission to Stage II or by permission of the Department.

Course Description:

This course focuses on human motor development including fundamental motor pattern characteristics, human growth, perceptual motor development and fitness development across the lifespan. Socio-cultural influences on motor development will also be discussed. Theories and models of motor development also feature in this course. Topics include physical factors that influence growth, maturation, and aging, processes underlying perceptual-motor performance, and understanding and applications of pedagogy concepts related to motor development. The course will engage students through lecture, laboratory work, and problem-based learning activities.

Contact Hours:

Lecture one hour, laboratory two hours.

Required Text:

Goodway, J.D., Ozmun, J.C., & Gallhue, D.L. (2021). *Understanding motor development: Infants, children, adolescents, adults*. Jones and Bartlett Learning.

Bibliography

- Dalziell, A., Booth, J. N., Boyle, J., & Mutrie, N. (2019). Better movers and thinkers: An evaluation of how a novel approach to teaching physical education can impact children's physical activity, coordination and cognition. *British Educational Research Journal*, 45(3), 576-591. doi:10.1002/berj.3514
- Gehris, J. S., Simpson, A. C., Baert, H., Robinson, L. E., MacDonald, M., Clements, R., . . . Schneider, S. (2018). Resource to share with parents: Helping your child develop physical literacy. *JOPERD: The Journal of Physical Education, Recreation & Dance*, 89(6), 50-59. Retrieved from <https://libcatalog.atu.edu:443/login?url=http://libcatalog.atu.edu:2062/login.aspx?direct=true&db=s3h&AN=130896434&site=ehost-live&scope=site>
- Henderson, H., Fuller, A., Noren, S., Stout, V. M., & Williams, D. (2016, Jun 22,). The effects of a physical education program on the motor skill performance of children with autism spectrum disorder. *Palaestra*, 30, 41.
- Jurbala, P. (2015). What is physical literacy, really? *Quest* (00336297), 67(4), 367-383. Retrieved from <https://libcatalog.atu.edu:443/login?url=http://libcatalog.atu.edu:2062/login.aspx?direct=true&db=s3h&AN=110814516&site=ehost-live&scope=site>
- Lysniak, U. (2020). Motor skill equity: Physical literacy and the rise of low skilled students. *International Journal of Physical Education*, 57(1), 2-15. Retrieved from <https://libcatalog.atu.edu:443/login?url=http://libcatalog.atu.edu:2062/login.aspx?direct=true&db=s3h&AN=142883679&site=ehost-live&scope=site>
- McGrane, B., Powell, D., Belton, S., & Issartel, J. (2019). Investigation into the relationship between adolescents' perceived and actual fundamental movement skills and physical activity. *Journal of Motor Learning &*

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Development, 7(2), S424-S439. Retrieved from

<https://libcatalog.atu.edu:443/login?url=http://libcatalog.atu.edu:2062/login.aspx?direct=true&db=s3h&AN=137666273&site=ehost-live&scope=site>

Wainwright, N., Goodway, J., Whitehead, M., Williams, A., & Kirk, D. (2018). Laying the foundations for physical literacy in wales: The contribution of the foundation phase to the development of physical literacy. *Physical Education & Sport Pedagogy*, 23(4), 431-444. Retrieved from

<https://libcatalog.atu.edu:443/login?url=http://libcatalog.atu.edu:2062/login.aspx?direct=true&db=s3h&AN=129292834&site=ehost-live&scope=site>

Yang, S., Lin, S., & Tsai, C. (2015). Effect of sex, age, and BMI on the development of locomotor skills and object control skills among preschool children. *Perceptual and Motor Skills*, 121(3), 873-888. doi:10.2466/10.PMS.121c29x0

Justification/Rationale for Course:

It is pertinent that future teachers of physical education have the ability to identify the developmental levels of *learners at different developmental stages* and assign and teach appropriate physical activities bases on this knowledge.

Competencies:

Upon completion of this course, each student will be able to:

1. Know in general, the processes (social, cognitive, perceptual) involved in motor skill development across the lifespan in cross-cultural settings
 - 1.1 Demonstrate knowledge of the motor development process
 - 1.1.1 Identify basic terminology and definitions related to motor development
 - 1.1.2 Recognize how contextual constraints influence motor development
 - 1.1.3 Define theories/paradigms underlying developmental change
 - 1.2 Explain the relationship between perceptual development and motor development
 - 1.2.1 Differentiate between sensation and perception
 - 1.2.2 Describe how the senses influence motor development
2. Know the components of motor development
 - 2.1 Describe the distinguishing features of emerging motor skills
 - 2.1.1 Describe the relationship between reflexes and later voluntary behavior
 - 2.1.2 Describe the developmental sequences of postural reactions
 - 2.1.3 Order the sequence of emerging motor milestones
 - 2.2 Demonstrate knowledge of the various forms of analyses used to study motor development
 - 2.2.1 Distinguish among the characteristics of the nine fundamental motor patterns
 - 2.2.2 Compare the whole body approach and component approach and provide the advantages and disadvantages of each approach
3. Understand the factors that influence motor development
 - 3.1 Identify the genetic and environmental factors influencing pre-natal development
 - 3.1.1 Differentiate between chromosome based disorders and genetic based disorders
 - 3.1.2 Explain the impact of maternal nutrition on later development
 - 3.1.3 Evaluate the measures of pre-natal development
 - 3.2 Describe the interaction of growth and maturation on motor development processes
 - 3.2.1 Distinguish between maturational change and developmental change
 - 3.2.2 Identify basic growth measures and how they change across child development
 - 3.2.3 Identify key methods of assessing maturational maturity
 - 3.3 Evaluate the role of stimulation and deprivation in the development of children
 - 3.3.1 Define readiness, critical period, catch-up as it relates to development
 - 3.3.2 Examine the impact of deprivation on development by using current events
 - 3.4 Describe the change in physical fitness and its relation to motor development
 - 3.4.1 Describe the components of health-related fitness (cardiovascular, muscular strength, flexibility, and body composition)

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Mid – Term

4. Develop an initial program plan for motor development
 - 4.1.1 Plan and construct a motor development lesson for children ages 3- 8
 - 4.1.2 Design a developmentally appropriate movement lesson for students with special needs
5. Teach mini lessons to illustrate the differences in performance across developmental levels
 - 5.1.1 Plan and teach a motor development activity for children in grades K – 2
 - 5.1.2 Plan and teach a motor development activity for children in grades 3 – 5
 - 5.1.3 Plan and teach a motor development activity for children in grades 6 – 8
 - 5.1.2 Plan and teach a motor development activity for children in grades 9 – 12
 - 5.1.2 Plan and teach a motor development activity for children with special needs at various levels of development

General Education Objectives:

This course contributes to the general education goals through the following means.

1. Communicate effectively: Communication skills are enhanced through teaching skills and practice, through group work in presenting and teaching, and through communication to the instructor.
2. Critical thinking is developed by problem solving in identifying movement patterns and behaviors in the students studied.
3. Ethical perspectives are enhanced through the group project and through dealing with small children.
4. Class members will use scientific reasoning in identifying the stage of movement pattern their subject's exhibit.
5. Understanding of wellness concepts will be used to construct developmentally appropriate lesson plans.

Educational Opportunities:

1. Peer teaching
2. Written activity plans following format provided by instructor
3. Active participation in physical activities
4. Presentations
5. Exams

Assessment Methods:

Final grades will be based on the point values listed below:

	<u>Total Points</u>
Exams	100
Article Summaries	200 (Four articles @ 50 points each)
Course Assignments	100
Chapter Quizzes	
Blackboard 3-2-1	
Daily Activities	50
Developmental Timelines	50
Ten Day Log	100
Skills Analysis	25 (Everyone Can)
Pre Test	25 Data
Activity Reflection (Narrative)	25 Write Up
Presentation	
PowerPoint	25
Oral	25
Activity	50
Developmentally Appropriate Activities	

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Activity Cards	150
Teaching Experiences	150
Culminating Final Exam	200

Students will select one locomotor, one manipulative, and one body management skill. Using the skills break down in *Everyone Can* or *OPEN Curriculum*, students will observe, document, and report a student performing each skill at different levels of development. Using the Pangrazi online curriculum resource, students will select an activity to teach students at each of the targeted developmental levels. After teaching the activity to the specified group, students will take the activity, modify it, and teach it to a different developmental group. Students will reflect on what differences occur between developmental levels in terms of performance and physical maturation and what accommodations or modifications are necessary to account for these differences.

Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 or below	F

Appropriate dress for activity will be wind pants, sweat pants, walking shorts, or at least mid-thigh shorts with T-shirts or sweat shirts (no tank tops), and gym shoes with socks.

Assignments are due on scheduled date. Late assignments will not be accepted. Students missing an exam for a sanctioned school activity should schedule a makeup time to take the test before the next class time.

Policy on Absences:

The policy on cheating and plagiarism, as defined in the Student Handbook, will be adhered to in this class. Well, this is not going to work well this semester is it? Stay safe. Be well. Come to class in whatever form is right for you.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester. A complete copy of this policy is available at the Office of the Vice President of Academic Affairs at http://www.atu.edu/acad_services.htm.

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

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).

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Be Aware:

Students are required to follow instructor rules, comply with instructions given, and utilize correctly all safety equipment or procedures provided or indicated.

College of Education Vision

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

College of Education Mission

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

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

For more information about ATU COVID-19 policies, please refer to the following ATU guidance documents.

ATU Pandemic Frameworks (<https://www.atu.edu/docs/Pandemic%20Framework-2020.pdf>)

ATU COVID-19 Student Daily Testing (<https://www.atu.edu/pandemicrecovery/student-health-screening.php>)

The excerpt below is from the 2019-2020 Student Handbook:

Classroom Behavior

Each member of the Arkansas Tech University community is obliged to conduct her/himself in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct (see Article III, Section C of the Arkansas Tech University Student Handbook).

If a classroom incident constitutes an emergency (e.g., any immediate threat to life and/or property) and requires an immediate response from police, fire or emergency medical services, please call 911.

“Students are required to follow instructor rules, comply with instructions given, and utilize correctly all safety equipment or procedures provided or indicated.”

Teaching should be such that what is offered is perceived as a valuable gift – and not as a hard duty.

Course Outline:

Week One Background

Understanding motor development
Models of human development

Week Two

Motor development: Theoretical models
Selected factors related to motor development

Week Three Infancy

Prenatal factors affecting development
Prenatal and infant growth

Week Four

Infant reflexes and rhythmical stereotypies
Rudimentary movement abilities

Week Five

Infant perception
Bayley Scales of Infant Development
Peabody Developmental Motor Scales

Week Six Childhood

Childhood growth and development
Development of fundamental movement: Manipulation skills

Week Six

Development of fundamental movement: Locomotor skills
Physical development of children

Week Seven

Perceptual motor development and motor skill interventions
Bruininks – Oseretsky Test of Motor Proficiency

Week Eight Adolescence

Adolescent growth, puberty, and reproductive maturity
Specialized Movement skills

Week Nine

Fitness changes during adolescence
Louisiana Competency Test for Adapted Physical Education

Week Ten Adulthood

Motor performance in adults
Bruininks Motor Ability Test

Week Eleven

Teaching activities for children in K-2

Week Twelve

Teaching activities for children in 3-5

Week Thirteen

Teaching activities for children in 6-8

Week Fourteen

Teaching activities for children in 9-12

Week Fifteen

Teaching activities for children with developmental delays

National Standards For Initial Physical Education Teacher Education (2017)

SHAPE America – Society of Health and Physical Educators

Standard 1. Content and Foundational Knowledge

Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Components

Candidates will:

- 1.a** Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b** Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c** Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d** Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e** Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1.f** Describe the historical, philosophical and social perspectives of physical education issues and legislation.

¹ Throughout this document, the term *candidate* refers to an individual in a preparation program, and the term *student* refers to a preK-12 pupil or learner.

Standard 2. Skillfulness and Health-Related Fitness²

Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

Components

Candidates will:

- 2.a** Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
- 2.b** Achieve and maintain a health-enhancing level of fitness throughout the program.

Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Components

Candidates will:

- 3.a** Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

² To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs).

³ *Skillful performance*: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

Standard 3. Planning and Implementation (Cont.)

- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Components

Candidates will:

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components

Candidates will:

- 5.a** Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- 5.b** Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c** Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

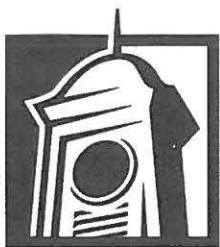
Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components

Candidates will:

- 6.a** Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b** Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c** Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Health and Physical Education	06/22/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>J. Weaver</i>	7/14/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3583
Official Catalog Title:	
Methods and Materials in Physical Education and Recreation for Kindergarten and Elementary Grades	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other

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

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

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

Methods and Materials in Physical Education for Kindergarten and Elementary Grades

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

MET/MAT PE K & EL

New Course Description:

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):

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

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 program level learning outcome(s) it addresses.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Health and Physical Education	06/22/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>Glenn</i>	7/14/21
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	4203
Official Catalog Title:	
Methods of Teaching Adapted Physical Education in the Schools	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other

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

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

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

Methods of Teaching Adaptive Physical Education

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

MTS OF TEACHING ADAPTIVE PE

New Course Description:

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):

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

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 program level learning outcome(s) it addresses.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Health and Physical Education	06/29/2021

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/30/2021
Dean	<i>Linda Bean</i>	6.30.2021
Assessment	<i>Christ Austin</i>	7.13.21
Registrar	<i>Yueauer</i>	7/14/21
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:
Health and Physical Education Teacher Licensure

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

- 1) Delete PE 3103 Methods of Teaching Movement Patterns and Activities for Children
- 2) Add PE 3543 Motor Development and Lifespan Applications in Pedagogy

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing, other programs or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
No change.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
Greater focus on Motor Development and its role in developing and implementing learning experiences to promote motor skills in children and youth.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Skill test results from PE 2101, PE 2111, and PE 3051 indicate levels of motor skill development in university students are not at mature levels of performance.
- 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.
Adding this course increases the alignment of the HPE TL program with current national accreditation standards. A review of similar programs in state universities revealed the presence of a similar course in each program.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
See previous accreditation report.

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

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

Curriculum Matrix for Catalog Curriculum in <u> HPE Teacher Licensure </u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>PE 3543 Motor Development and Lifespan Applications in Pedagogy</p> <p>Delete:</p> <p>PE 3103 Methods of Teaching Movement Patterns and Activities for Children</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Computer and Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6/21/21
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/17/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	<i>8/16/21</i>
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMS	1011	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Programming I Lab		

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

PROGRAMMING I LAB

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes N How many total hours?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every semester

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

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.

This course relates to learning outcomes:

 - **Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions**
 - **Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline**
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Students will be given a problem and will write a program to solve the problem.

- c. What is the rationale for adding this course? What evidence demonstrates this need?
This course is already in place as part of COMS 2104. We are simply splitting COMS 2104 into two courses (COMS 1013 and 1011) to aid in transfer credit and 2+2 agreements.

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

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

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

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

Proposed Sample Syllabus for COMS 1101 Programming I Lab

Department of Computer and Information Science

Course Number: COMS 1011
Course Title: Programming I Lab
Credits: 1 hour credit
Contact hours: 2 hours
Co-requisite: COMS 1013

Course catalog description:

Laboratory for COMS 1013 Programming I course. This course is graded pass/fail.

Instructor: <added when instructor is assigned>

Office hours: <added when instructor is assigned>

Contact info: <added when instructor is assigned>

Required Text:

Student should already have required textbook for the corequisite COMS 1103 course:

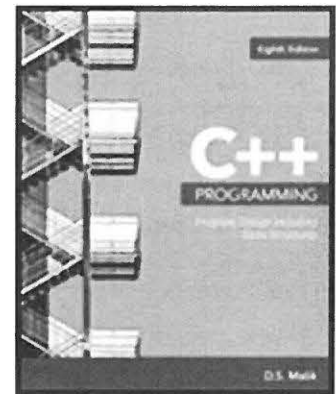
Title: C++ Programming: Program Design Including Data Structures, 8th ed

Author: D. S. Malik

Copyright: Cengage, 2018

ISBN-13: 978-1-337-11756-2

ISBN-10: 1-337-11756-0



Bibliography/Supplemental Readings:

No specified books are required for supplemental readings. However, the instructor may provide supplemental material to support learning.

Course Justification:

This course is a laboratory course that is designed to enhance and support students in COMS 1103 Programming I.

Course Objectives:

This course will support the learning objectives of COMS 1013 by providing hands-on practice:

- Use terms properly when explaining programming concepts.
- Use multiple I/O methods.
- Explain and use each of the following control structures: sequence, selection, and iteration.
- Given an algorithm and/or problem statement, write a well-structured, well-documented program or program segment using standard control structures.
- Define and use functions.
- Declare and manipulate simple strings, character by character.
- Test and troubleshoot programs.

How Course Meets General Education Objectives: n/a

Course Assessment:

This course is pass/fail. If a student attends this lab regularly and passes COMS 1013, they will receive Pass. Poor attendance and/or failing COMS 1013 will result in Fail.

Policies on Absences, Cheating, Plagiarism, etc:

Course policies align with the most recent version of the Student Handbook, which can be found in the information link in Blackboard or at

<https://www.atu.edu/studenthandbook/StudentHandbook-2019.pdf>

Cheating/Plagiarism:

Students are expected to **know** and **understand** all policies found in the Student Handbook. Key policies regarding the **Student Code of Conduct** can be found starting on page 33 through 92.

Any student violating the Academic Integrity Policy for this course will receive an F for the assignment. The student will be required to review the policies and the concept of plagiarism. A second offense will also receive an F on the assignment and the University will be notified. Any further violations will follow the penalties found on page 90 of the Student Handbook.

Attendance:

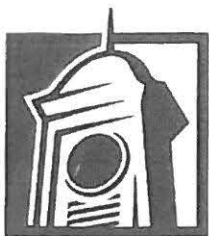
Regular "attendance" is expected. See Class Absences in the Student Handbook. If a student misses more than 5 lab days, the instructor may decide to remove the student from the course.

Student Accommodations:

You must be registered with Disability Services in order to qualify for special accommodations. (You must register each semester; it doesn't carry over.) In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Course Content:

- Course Intro / Visual Studio
- Ch 1: An Overview of Computers and Programming Languages
- Ch 2: Basic Elements of C++
- Ch 3: Input/Output
- Ch 4: Control Structures I (Selection)
- Ch 5: Control Structures II (Repetition)
- Ch 6: User-Defined Functions
- Ch 7: User-Defined Simple Data Types, Namespaces, and the string Type
- Ch 8: Arrays and Strings



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Computer and Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6/21/21
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.19.21
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	8/2/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	<i>YJW 8/16/21</i>
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
COMS	2104
Official Catalog Title:	
Foundations of Computer Programming I	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other

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

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

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

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

New Course Description:

An introduction to the foundational concepts of programming using structured programming concepts of C++ as an implementation tool. Topics include sequential, selection, and iterative control structures, functions, strings, and arrays.

(Also please remove note in old catalog description → Note: Cybersecurity majors are not required to complete the COMS 1403 and 1411 prerequisites.)

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):

MATH 1113 or higher with a grade of C or better

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

COMS 1011

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. **n/a**

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

a. Provide the program level learning outcome(s) it addresses.

- **Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline**
- **Communicate effectively in a variety of professional contexts**

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

Exam question, assignment, program

c. What is the rationale for ~~adding~~ changing this course? What evidence supports this action?

Changing the 4-hour course to a 3-hour course with a 1-hour lab will allow for easier transfers from other institutions and for 2+2 agreements with institutions who only offer a 3-hour programming course at this level.

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.

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

<p>Department Affected: Art</p> <ul style="list-style-type: none">• Bachelor of Fine Arts in Game Interactive Media Design	<p>This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.</p>
<p>Comments:</p> <ol style="list-style-type: none">1. COMS 1403/1411<ol style="list-style-type: none">a. no longer required for any computing degrees and no longer a prerequisite for any other COMS courseb. COMS 1403 - will teach as a support course only (if you need it for your degrees, please communicate that with us)c. COMS 1411 will no longer be taught2. COMS 2104 Foundations of Computer Programming I<ol style="list-style-type: none">a. Splitting into 3-hour lecture and 1-hour lab: COMS 1013 and COMS 1011 (coreqs for each other)b. COMS 1013 name → Programming Ic. COMS 1011 name → Programming I labd. Modifying course prereqs to → MATH 1113 or higher with a grade of C or better3. COMS 2203 Foundations of Computer Programming II<ol style="list-style-type: none">a. Name change to → Programming IIb. Modifying course prereqs to → COMS 1013 with a grade of C or better	

Department Head Signature: _____



Date: 5/24/2021

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

<p>Department Affected: Department of Management & Marketing</p> <ul style="list-style-type: none"> • Bachelor of Science in Business Administration in Business Data Analytics • Management Major with Track in Entrepreneurship • Marketing Major with Track in Digital Marketing • Marketing Major with Track in Marketing Strategy 	<p>This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.</p>
<p>Comments – the changes below affect one or more of the degrees listed above:</p> <ol style="list-style-type: none"> 1. COMS 1333 Web Publishing I <ol style="list-style-type: none"> a. Name change to → Web and Mobile Technologies b. Removing prereqs of COMS 1003 or BUAD 2003 (course will have no prereqs) c. Course will now include a module on mobile technologies 2. COMS 1403/1411 <ol style="list-style-type: none"> a. no longer required for any computing degrees and no longer a prerequisite for any other COMS course b. COMS 1403 - will teach as a support course only (if you need it for your degrees, please communicate that with us) c. COMS 1411 will no longer be taught 3. COMS 2104 Foundations of Computer Programming I <ol style="list-style-type: none"> a. Splitting into 3-hour lecture and 1-hour lab: COMS 1013 and COMS 1011 (coreqs for each other) b. COMS 1013 name → Programming I c. COMS 1011 name → Programming I lab d. Modifying course prereqs to → MATH 1113 or higher with a grade of C or better 4. COMS 2203 Foundations of Computer Programming II <ol style="list-style-type: none"> a. Name change to → Programming II b. Modifying course prereqs to → COMS 1013 with a grade of C or better 5. COMS 2333 Web Publishing II will no longer be offered 	

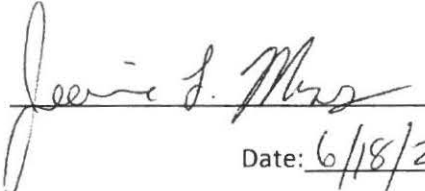
Department Head Signature: Kevin Mason

Date: 05/21/2021

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Mathematics	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The following computing degrees will now require MATH 2703 Discrete Math:</p> <ul style="list-style-type: none">• Bachelor of Science in Computer Science• Bachelor of Science in Computer Science Education• Bachelor of Science in Cybersecurity• Bachelor of Science in Information Technology <p>The course was added to Fall, sophomore year for each of these programs. Additional sections of MATH 2703 will be needed to accommodate these additional students.</p>	

Department Head Signature:  Date: 6/18/21

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

<p>Department Affected: Electrical Engineering</p> <p>Bachelor of Science in Computer Engineering Bachelor of Science in Electrical Engineering Electrical Engineering with Biomedical Option</p>	<p>This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.</p>
<p>Comments - the changes below affect one or more of the degrees listed above:</p> <ol style="list-style-type: none">1. COMS 2104 Foundations of Computer Programming I<ol style="list-style-type: none">a. Splitting into 3-hour lecture and 1-hour lab: COMS 1013 and COMS 1011 (coreqs for each other)b. COMS 1013 name → Programming Ic. COMS 1011 name → Programming I labd. Modifying course prereqs to → MATH 1113 or higher with a grade of C or better2. COMS 2203 Foundations of Computer Programming II<ol style="list-style-type: none">a. Name change to → Programming IIb. Modifying course prereqs to → COMS 1013 with a grade of C or better3. COMS 2213 Data Structures<ol style="list-style-type: none">a. Modifying course prereqs to → MATH 2703, and COMS 2203 with a grade of C or better4. COMS 2223 Computer Organization and Programming - only offered in Spring5. COMS 2903 Discrete Structures for Technical Majors will no longer be taught; require MATH 2703 Discrete Math instead6. COMS 3703 Operating Systems<ol style="list-style-type: none">a. Offered: Fall (course was previously offered in Spring term)b. Modified prerequisites: COMS 2213 and COMS 2223 (removed CSEC 3113)	

Department Head Signature: _____ 

Date: 5/22/2021

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

<p>Department Affected: Mathematics</p> <ul style="list-style-type: none"> • Bachelor of Science in Applied Statistics, Actuarial Science Option • Bachelor of Science in Applied Statistics, Data Science Option 	<p>This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.</p>
<p>Comments:</p> <p>Catalog currently states:</p> <p>Students majoring in mathematics are encouraged to use their elective hours to complete a second major, or at least a concentration of 18 hours or more, in the field of their choice. For example, students interested in computer science are advised to complete the following courses:</p> <ul style="list-style-type: none"> ▪ <u>COMS 1403 Orientation to Computing Information, and Technology.</u> ▪ <u>COMS 2003 Microcomputer Applications</u> ▪ <u>COMS 2104 Foundations of Computer Programming I</u> ▪ <u>COMS 2203 Foundations of Computer Programming II</u> ▪ <u>COMS 2213 Data Structures</u> <p>and two additional courses selected from <u>COMS 3213 Advanced Data Structures and Algorithm Design</u>, <u>COMS 3503 Visual Programming</u>, <u>COMS 3803 Computer Applications in Accounting and Business</u>, and <u>COMS 4203 Database Concepts</u>.</p> <p>Courses to consider modifying/deleting:</p> <ul style="list-style-type: none"> • COMS 1403 and COMS 2003 - will teach as support courses only (if you need it for your degrees, please communicate that with us); they are no longer required for any computing degree • COMS 3803 has not been taught in several years • COMS 4203 was replaced with COMS 3233 several years ago • COMS 3503 is an elective course and will only be taught Spring of even years <p>Other courses that are being modified:</p> <ol style="list-style-type: none"> 1. COMS 2104 Foundations of Computer Programming I <ol style="list-style-type: none"> a. Splitting into 3-hour lecture and 1-hour lab: COMS 1013 and COMS 1011 (coreqs for each other) b. COMS 1013 name → Programming I c. COMS 1011 name → Programming I lab d. Modifying course prereqs to → MATH 1113 or higher with a grade of C or better 2. COMS 2203 Foundations of Computer Programming II <ol style="list-style-type: none"> a. Name change to → Programming II b. Modifying course prereqs to → COMS 1013 with a grade of C or better 	

3. COMS 2213 Data Structures
 - a. Modifying course prereqs to → MATH 2703, and COMS 2203 with a grade of C or better
4. COMS 2803 Programming in C
 - a. Removing co-req: MATH 1113
 - b. Adding prerequisite: MATH 1113 or higher with a grade of C or better
5. COMS 3213 Advanced Data Structures and Algorithm Design
 - a. Name change to → Algorithm Design and Analysis
 - b. Offered: Fall
 - c. Prerequisite: COMS 2213

Minor in Mathematics

For several majors, a minor in mathematics is a natural and popular acquisition. The minor in mathematics requires 20 hours of courses:

- MATH 2703 Discrete Mathematics OR COMS 2903 Discrete Structures for Technical Majors, and COMS 3913 Advanced Discrete Structures
- MATH 2914 Calculus I
- MATH 2924 Calculus II

MATH 4203: Advanced Logic

Cross-listed: PHIL 4103

Prerequisites: COMS 2903 or MATH 2703 or PHIL 3103

A study of selected topics in advanced logic. Emphasis will be on semantic tableaux, logicism, theories of completeness and logical foundations mathematics.

COMS 2903 and 3913 are being removed from the curriculum; please revise catalog statements above

Department Head Signature: Jeanine Myers

Date: 5-24-21

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected: Committee for Admissions, Academic Standards, and Student Honors	This department <input type="checkbox"/> supports <input type="checkbox"/> does not support the change.																		
Comments: For IB Examination, catalog shows: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Computer Science/Standard</td> <td style="width: 15%;">4 w/diploma</td> <td style="width: 55%;"><u>COMS 2104 Foundations of Computer Programming I</u></td> </tr> <tr> <td>Computer Science/Higher</td> <td>4</td> <td><u>COMS 2104 Foundations of Computer Programming I</u></td> </tr> </table> For AP Examination, catalog shows: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Computer Science Principles</td> <td style="width: 15%;">3</td> <td style="width: 55%;"><u>COMS 1403 Orientation to Computing, Information, and Technology &</u></td> </tr> <tr> <td>Computer Science A</td> <td>3</td> <td><u>COMS 1411 Computer and Information Science Lab</u></td> </tr> <tr> <td>Computer Science A</td> <td>4</td> <td><u>COMS 2104 Foundations of Computer Programming I &</u></td> </tr> <tr> <td></td> <td></td> <td><u>COMS 2203 Foundations of Computer Programming II</u></td> </tr> </table> <p>COMS 1411 should be removed from listing (it will no longer be taught or required; next year it will be deleted from curriculum).</p> <p>COMS 1403 will no longer be required for any computing major; however, COMS 1403 will still remain in the catalog listing and will be taught as a service course. Students may receive credit for COMS 1403 and use those hours as electives.</p> <p>COMS 2104 changes:</p> <ol style="list-style-type: none"> a. Splitting into 3-hour lecture and 1-hour lab: COMS 1013 and COMS 1011 (coreqs for each other) b. COMS 1013 name → Programming I c. COMS 1011 name → Programming I lab <p>COMS 2203 is being renamed to → Programming II</p> <p>Catalog will need to be updated with new course names and numbers</p>		Computer Science/Standard	4 w/diploma	<u>COMS 2104 Foundations of Computer Programming I</u>	Computer Science/Higher	4	<u>COMS 2104 Foundations of Computer Programming I</u>	Computer Science Principles	3	<u>COMS 1403 Orientation to Computing, Information, and Technology &</u>	Computer Science A	3	<u>COMS 1411 Computer and Information Science Lab</u>	Computer Science A	4	<u>COMS 2104 Foundations of Computer Programming I &</u>			<u>COMS 2203 Foundations of Computer Programming II</u>
Computer Science/Standard	4 w/diploma	<u>COMS 2104 Foundations of Computer Programming I</u>																	
Computer Science/Higher	4	<u>COMS 2104 Foundations of Computer Programming I</u>																	
Computer Science Principles	3	<u>COMS 1403 Orientation to Computing, Information, and Technology &</u>																	
Computer Science A	3	<u>COMS 1411 Computer and Information Science Lab</u>																	
Computer Science A	4	<u>COMS 2104 Foundations of Computer Programming I &</u>																	
		<u>COMS 2203 Foundations of Computer Programming II</u>																	

Department Head Signature: <Tammy Weaver is aware and said signature wasn't needed>

Date: _____



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Computer & Information Science	6/15/21

Title	Signature	Date
Department Head Dr. Jerry Wood	<i>Jerry Wood</i>	6-30-2021
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	6/30/2021
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.9.2021
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	8/18/21
Graduate Dean (Graduate Proposals Only) n/a		
Vice President for Academic Affairs Dr. 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: Bachelor of Science in Computer Science Education (for Teacher Licensure)
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Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

1. Delete 25 hours, the following courses:
COMS 1403 Orientation to Computing, Information, and Technology
COMS 1411 Computer and Information Science Lab
COMS 2104 Foundations of Computer Programming I
COMS 2701 Computer Architecture and Networks Lab
COMS 2903 Discrete Structures
COMS 3903 Systems Software and Architecture
COMS 4033 Systems Analysis and Design I
COMS 4701 Data Communications and Networking Lab
COMS 4703 Data Communications and Networks
CSEC 2113 Introduction to Information Systems
2. Add 25 hours, the following courses:
ENGL 2053 Technical Writing
MATH 2703 Discrete Math
CSEC 1113 Introduction to Networking
CSEC 2213 Network Forensics and Incident Response
COMS 1013 Programming I
COMS 1011 Programming I lab
COMS 2713 Survey of Operating Systems
COMS 4063 IT Project Management
Elective – 3 hrs
3. Allow TECH 1013 as a substitution for TECH 1001; add footnote 2: TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Elective would reduce from 3 hours to 1 hour
4. Allow COMS 3703 as a substitution for COMS 2713; add footnote 3: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems

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

No anticipated impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Future computer science teachers will be more successful in the classroom with the updated changes in technology courses.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
n/a
- c. What is the rationale for this program change? **The Computer and Information Science Department is making several course changes – modifying course names/numbers, updating courses, adding some courses and deleting others. Since all of the degrees share common courses, it is necessary to update this curriculum along with all of the other degrees in the department.**
 1. How will the program change impact learning for students enrolled in this program?

These changes will enhance the learning of students enrolled in this program because the curriculum changes reflect changes in technology.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
n/a – changes to the assessment plan can be seen at the end of this document

- d. How does this program fit in the current state of the discipline? Include Arkansas comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

According to ADHE's list of degrees in the state (updated Jan 2021), these are the only degrees that relate to Computer Science Education:

Institution	CIP code	Degree	Approval Date
ASU (Jonesboro)	13.1321	GC in Computer Science Education (15 hrs) MSE in Computer Science Education (30 hrs)	1/26/2018
UAPB	13.1321	MEd in Computer Science	1/29/21
HSU	13.1303	BSE in Computer Science & Business Technology Educ (134 hrs)	10/28/2016
UCA	13.0501	GC in Computer Science Teaching and Learning (15 hrs)	7/26/2019

The only other Bachelor's degree is at HSU, and it combines CS and Business licensure. ATU's degree is therefore the only Bachelor's degree in the state that focuses solely on preparing undergraduate future Computer Science teachers.

- b. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
See Appendix A.

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.

Departmental support forms for all changes included in this packet (for all computing degrees) can be found at the back of the packet.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Computer Science Education (for Teacher Licensure)	
<p>Freshman Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Social Science, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • CSEC 1113 Introduction to Networking • COMS 1333 Web and Mobile Technologies • Change TECH 1001 Orientation to the University - add footnote 2: "TECH 1013 Principles of Collegiate Success is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour" <p>Delete:</p> <ul style="list-style-type: none"> • Science with Lab • COMS 1403 Orientation to Computing, Information, and Technology • COMS 1411 Computer and Information Science Lab <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 1013 Programming I • COMS 1011 Programming I lab • COMS 2703 Computer Hardware and Architecture • COMS 2713 Survey of Operating Systems, with footnote 3: COMS 3703 Operating Systems is a substitution for COMS 2713 Survey of Operating Systems <p>Delete:</p> <ul style="list-style-type: none"> • Social Science • COMS 1333 Web Publishing I • COMS 2104 Foundations of Computer Programming I <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • MATH 2703 Discrete Math • CSEC 2213 Network Forensics and Incident Response • Change course name of COMS 2203 "Foundations of Computer Programming II" to "Programming II" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 2701 Computer Architecture and Networks Lab • COMS 2703 Computer Networks and Architecture • COMS 2903 Discrete Structures • CSES (typo in catalog – should have been CSEC) 2113 Introduction to Information Systems <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • ENGL 2053 Technical Writing • Change/correct: COMM 2173 Business and Professional Speaking or COMM 2003 Professional Public Speaking (typo? – "Professional" is printed in catalog, but course is "Public") <p>Delete:</p> <ul style="list-style-type: none"> • Science with Lab <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 3413 App Development • Change course name COMS 3053 "Implications of Technology in Society" to "Ethical Issues in Technology" <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3903 Systems Software and Architecture 	<p>Junior Spring Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • Science with lab, with footnote 1: See appropriate alternatives or substitutions in "General Education Requirements" • Elective – 3 hrs <p>Delete:</p> <ul style="list-style-type: none"> • COMS 3413 App Development

<p>Total Hours: 15</p>	<ul style="list-style-type: none"> • COMS 4701 Data Communications and Networking Lab • COMS 4703 Data Communications and Networks <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/change:</p> <ul style="list-style-type: none"> • COMS 4063 IT Project Administration <p>Delete:</p> <ul style="list-style-type: none"> • COMS 4033 Systems Analysis and Design I <p>Total Hours: 16</p>	<p>Senior Spring Semester</p> <p>Add/change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

Appendix A

BS Computer Science Education Assessment Plan

Program Objectives/S standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Standard 1 (InTASC 4-5): Content Knowledge	The prospective teacher displays competency in computational thinking; collaboration; computing practice and programming; and computers and communication devices.	CSEC 1113 Introduction to Networking COMS 1333 Web and Mobile Technologies COMS 1013 Programming I COMS 1011 Programming I lab COMS 2203 Programming II COMS 2213 Data Structures CSEC 2213 Network Forensics and Incident Response COMS 2703 Computer Hardware and Architecture COMS 2713 Survey of Operating Systems COMS 3053 Ethical Issues in Technology COMS 3233 Database Design and Implementation COMS 3243 Data Mining COMS 3413 App Development COMS 4063 IT Project Management COMS 4813 Teaching Methods in Computer Science Education	Computer Science Praxis exam results Student checklist of competencies Student survey Supervising teacher survey	80% pass rate 90% of competencies met 90% "prepared" or higher status 90% "prepared" or higher status
Standard 2 (InTASC 1-2): Learner Development and Diversity	The prospective teacher uses understanding of individual differences and diverse cultures and communities, along with an understanding of how learners grow and develop, to ensure inclusive learning environments that enable each learner to meet high standards.	SEED 4054 Educating Developing, Diverse and Exceptional Learners	RAP (Research Awareness Project)	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 3 (InTASC 3): Learning Environment	The prospective teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active	SEED 4556 Classroom Application of Educational Psychology	Second Teach	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"

	engagement in learning, and self-motivation.			
Standard 4 (InTASC 6-8): Instructional Practice	The prospective teacher understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.	SEED 4556 Classroom Application of Educational Psychology	Unit Plan	Overall passing scores indicating a rating on the rubric as "Exceptional" or "Acceptable"
Standard 5 (InTASC 9 and 10): Professional Responsibility	The prospective teacher engages in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	SEED 4809 Internship	Task 5 Reflection on Student Learning	Overall median ratings of "Acceptable" or "Exceptional" on the task.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

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

Title	Signature	Date
Department Head	<i>Carl Brubaker</i>	01-15-21
Dean	<i>Jeffrey Cass</i>	1/15/2021
Assessment	<i>Christ Austin</i>	1/20/2021
Registrar	<i>Yemmy Weaver</i>	8/27/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Accelerated B.A. in Spanish Education Plus M.A. in TESOL

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

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

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

none

Answer the following Assessment questions:

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

The accelerated Bachelor's plus master's degree programs are beneficial for many of our senior undergraduate students but the ones in Education majors because they must take required education courses in their senior year, which leaves no opportunity for electives. The university policy states students "must complete a minimum of 90 credit hours towards their Bachelor's degree and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus Master's Degree Program." A policy waiver request for those students in ENED (English Education), CWED (Creative Writing Education), and SPEA (Spanish Education) majors is attached and will be submitted to Graduate Council for consideration.
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

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

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

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

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

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

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

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

BA Spanish Ed to MA TESOL

Electives

SPAN Elective (3000-4000) Electives