GRADUATE COUNCIL

College of Arts & Humanities – Department of Communication and Media Studies

1. Delete the Master of Ars in Multimedia Journalism.

College of Arts & Humanities – Department of Music

1. Add the following courses to the course descriptions:
   MUS 6001: Applied Music;
   MUS 6002: Applied Music;
   MUS 6013: Introduction to Music Education Research;
   MUS 6023: Music Curriculum and Assessment;
   MUS 6032: Contemporary Issues in Music Education;
   MUS 6042: Applied Music Pedagogy;
   MUS 6103: Graduate Capstone Project;
   MUS 6203: Topics in Music Theory and Analysis; and
   MUS 6303: Topics in Music History; and
2. Add the Master of Music in Music Education.

College of Education & Health – Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add the Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Development Learning.

College of Education & Health – Department of Department of Kinesiology & Rehabilitation Science

1. Add the Graduate Certificate in Coaching Strength and Conditioning.

College of Education & Health – Department of Nursing

1. Modify the Master of Science in Nursing – Nursing Administration and Emergency Management.

College of Education & Health – Department of Teaching & Educational Leadership

1. Add EDFD 6891-4: Independent Study, to the course descriptions;
2. Add SPED 5093: Using Research, Assessment, and Data in Special Education;
3. Change the course number for EDLD 6002: Administrative Law, to EDLD 6003, change the title to School Law, and modify the course description;
4. Change the title for EDLD 6313: Principles of Curriculum for School Leadership, to Principles of Curriculum for School Leaders, and modify the course description;
5. Change the course number for EDLD 6352: Physical Environment of Schools, to EDLD 6353, and modify the course description;

6. Change the course number for EDLD 6402: Working with the Marginal Performer, to EDLD 6403, and modify the course description;
7. Change the title for EDLD 6552: Administrative Internship, to Building Level Administrator Internship, and modify the course description;
8. Change the course number for MTLL 6252: Communication, Advocacy, and Policy Development, to MTLL 6163;
9. Modify the Curriculum for the Graduate Certificate in Teacher Leadership;
10. Curriculum Revision to modify the Master of Arts in Teaching;
11. Curriculum Revision to modify the Master of Education in K-12 Literacy;
12. Curriculum Revision to modify the Master of Education in K-12 Special Education;
13. Curriculum Revision to modify the Master of Education in Educational Leadership;
14. Curriculum Revision to modify the Master of Education in Teaching, Learning, and Leadership Curriculum Leadership Program;
15. Curriculum Revision to modify the Graduate Certificate in Curriculum Leadership;
16. Curriculum Revision to modify the Graduate Certificate in P-12 Building Level Administration;
17. Add the Graduate Certificate in Dyslexia Therapist, K-12; and
18. Delete the Master of Education in Teaching, Learning, and Leadership Curriculum Leadership Program – Non-Traditional Teacher Licensure Option.

ARKANSAS TECH UNIVERSITY

Request for Program Deletion
(CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Communication and Media Studies	08/08/23

Title	Signature	Date
Department Head	*David J. Eshelman*	08/08/23
Dean	*Jeffrey Cass*	08/08/23
Assessment		8.8.23
Registrar	*Tammy Weaver*	8/8/23
Graduate College (if appropriate)		
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:
Master of Arts in Multimedia Journalism

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. Current degree/certificate/option/unit title
   Master of Arts in Multimedia Journalism (MMMJ)

2. Degree code: 5395

3. CIP CODE: 09.0702

4. Effective date, term, and academic year:
   August 1, 2024; Fall 2024 semester

5. Reason for deletion
   With very few students in the program, a new cohort of only three students, and a program already on the ADHE list of non-viable programs, it is recommended to close the degree, to focus the department's resources on other programs, and teach out those already in the MMMJ. The three students enrolled for the Fall 2023 cohort have been advised the program will not continue and have been given options that parallel their professional objectives with the Master's in Liberal Arts (MLA) program.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**	*[signature]*	**06/12/2023**
Dean	*[signature] Jeffrey Cass*	07/10/23
Assessment	*[signature]*	7.20.23
Registrar	*[signature] Tammy Weaver*	7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6001**	Effective Term: ⊂ Spring ⦿ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Applied Music**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **APPLIED MUSIC**		

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? **4**
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? **$60 + $25** Select Fee Type
If selected other list fee type: **Applied music fee + Curriculum content fee**

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

    c. What is the rationale for adding this course? What evidence demonstrates this need?
       We are adding this course to support new Master's of Music in Music Education degree program.

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

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

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

MUS 6001 – Applied Music Syllabus	
Instructor: Dr. Jeff Bright	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: Office Class Time: TBA	
Instructor's Office Hours: by appointment	

Course Description: Individual instrument, vocal, or conducting lessons.
$60 per credit hour applied music fee. $25 per credit hour curriculum content fee.

Rationale for the Course
Accurately communicating musical intent relies on a musician's ability to perform on their voice or instrument. Educators need to continually develop and refine these skills if they want to be able to help their students achieve their musical goals.

Course Objectives
After completion of this course, the student should be able to:
- demonstrate a knowledge of the repertoire for the instrument.
- practice efficiently and effectively.
- demonstrate musicianship and awareness of varying interpretations.
- perform on the instrument, and instruct others at a proficient level.

Required Instructional Materials
- Instrument in working order
- Tuner
- Metronome
- Instrument Maintenance items
- Etude books and solos selected in consultation with the applied instructor

Instructional Procedures
- Students are expected to prepare all assigned materials for each lesson.
- Students are expected to keep a practice journal not only to keep track of practice time but also for observations from each practice session.
- While there is no required text for lessons students are expected to purchase all performance music to develop their own personal library of music.

Student Performance Policies
- All students will be expected to perform a jury (applied lessons final exam) at the end of the semester. The selection to be performed will be determined by the student in consultation with the applied instructor.

- Students performing on recital hour or a jury with accompaniment must be heard with their pianist by the applied instructor at least two weeks before the performance.

Student Evaluation
- Students are required to attend a lesson every week.
- Students will be graded for 12 lessons over the course of the semester. Any lessons over the required 12 will allow for an equal number of lesson grades to be dropped. In other words, if you attended 14 lessons your lowest two lesson grades would be dropped.
- Lessons missed by the instructor will be made up at the request of the student.
- Lessons missed by the student will be made up if the student contacts the instructor BEFORE the lesson. Students who miss a lesson without notifying the instructor will receive a grade of F (0/100) and will not have the option of making up the lesson.
- It is the student's responsibility to contact the instructor to schedule a make-up lesson.

Each lesson will be worth 100 points (12 x 100pts = 1,200 total) and a jury will be worth 300 points for a total of 1500 points for the semester. The following grading scale will be used for assigning final grades:

$$1,350 - 1,500 = A$$
$$1,200 - 1,349 = B$$
$$1,050 - 1,199 = C$$
$$900 - 1,049 = D$$
$$899 \text{ or less } = F$$

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

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

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

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

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

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

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

Inclement Weather/Disaster Policy
The following are basic assumptions for inclement weather:
1) If the University remains officially open, this class will meet as scheduled. For information on closings due to bad weather, students should refer to the ATU text message alerts or check the announcements on OneTech.
2) In the event of inclement weather, you should check your email and the blackboard announcement page for this course before driving in for class. If I am unable to make it to campus due to the weather, I will post an announcement on the course site and send out a full class email.
3) If you miss class due to inclement weather, you are responsible for the lecture notes and assignments for that day.
4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		06/11/23
Assessment		7.19.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6002**	Effective Term: ⊙ Spring ⦿ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Applied Music**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **APPLIED MUSIC**		

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? **8**

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? **$60 + $25** Select Fee Type

If selected other list fee type: **Applied music fee + Curriculum content fee**

☐ 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?
N/A

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.
         NASM strongly recommends an advanced course in music performance.
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
         Performance Jury
   c. What is the rationale for adding this course? What evidence demonstrates this need?
      We are adding this course to support new Master's of Music in Music Education degree program.

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

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

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

MUS 6002 – Applied Music Syllabus	
Instructor: Dr. Jeff Bright	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: Office Class Time: TBA	
Instructor's Office Hours: by appointment	

Course Description: Individual instrument, vocal, or conducting lessons.
$60 per credit hour applied music fee. $25 per credit hour curriculum content fee.

Rationale for the Course
Accurately communicating musical intent relies on a musician's ability to perform on their voice or instrument. Educators need to continually develop and refine these skills if they want to be able to help their students achieve their musical goals.

Course Objectives
After completion of this course, the student should be able to:
- demonstrate a knowledge of the repertoire for the instrument.
- practice efficiently and effectively.
- demonstrate musicianship and awareness of varying interpretations.
- perform on the instrument, and instruct others at a proficient level.

Required Instructional Materials
- Instrument in working order
- Tuner
- Metronome
- Instrument Maintenance items
- Etude books and solos selected in consultation with the applied instructor

Instructional Procedures
- Students are expected to prepare all assigned materials for each lesson.
- Students are expected to keep a practice journal not only to keep track of practice time but also for observations from each practice session.
- While there is no required text for lessons students are expected to purchase all performance music to develop their own personal library of music.

Student Performance Policies
- All students will be expected to perform a jury (applied lessons final exam) at the end of the semester. The selection to be performed will be determined by the student in consultation with the applied instructor.

- Students performing on recital hour or a jury with accompaniment must be heard with their pianist by the applied instructor at least two weeks before the performance.

Student Evaluation
- Students are required to attend a lesson every week.
- Students will be graded for 12 lessons over the course of the semester. Any lessons over the required 12 will allow for an equal number of lesson grades to be dropped. In other words, if you attended 14 lessons your lowest two lesson grades would be dropped.
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A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.

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2) In the event of inclement weather, you should check your email and the blackboard announcement page for this course before driving in for class. If I am unable to make it to campus due to the weather, I will post an announcement on the course site and send out a full class email.
3) If you miss class due to inclement weather, you are responsible for the lecture notes and assignments for that day.
4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		07-22/23
Assessment		7. 19.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6013**	Effective Term: ⊙ Spring ⊙ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Introduction to Music Education Research**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **INTRO TO MUSIC ED RESEARCH**		

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? **$25** Select Fee Type

If selected other list fee type: **Curriculum content fee**

☐ 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 other year - Even Fall

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 development, compilation, and application or incorporation of inquiry results, including those produced by formal research and scholarship, in decisions about pedagogy and teaching, applications of music therapy, and policy-making in various contexts.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
      Research proposal

c. What is the rationale for adding this course? What evidence demonstrates this need?
   We are adding this course to support new Master's of Music in Music Education degree program.

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

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

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

MUS 6013 – Introduction to Music Education Research Fall 2017 Syllabus	
Instructor: Dr. Jeff Bright	
E-mail: jbright6@atu.edu	Phone: 270-745-4024
Class Location: online	
Instructor's Office Hours: By Appointment	

Course Description:
Problems and methods of research in music education. Includes application of pure and action research and investigation of published research in music education.

Prerequisites: Graduate Standing

Learning Outcomes: Upon completing this course, students should be able to:

- Use music research resources to locate research on a given topic
- Write a research paper using APA format
- Cite references in APA format
- List and describe the basic steps in the research process
- Review and critique research literature
- Write a hypothesis
- Use a survey client to develop an online survey
- Calculate and interpret descriptive statistics
- Select proper inferential statistical calculation for use in comparing results
- Interpret results from the use of inferential statistics
- Use proper research ethics
- Give a brief description of the history of research
- Analyze research papers
- Know when to use quantitative or qualitative research approaches
- Use computer programs for statistical computations
- Use the appropriate research tool for obtaining data
- Develop a research problem, collect and analyze data and report findings in a research paper

Textbooks and Required Materials:

Required Texts: Altrichter, H., Posch, P. & Somekh, B. (2005). *Teachers investigate their work: an introduction to the methods of action research.* New York, NY: Routledge.

Phillips, K.H. (2008). *Exploring research in music education & music therapy.* New York, NY: Oxford University Press Inc.

VandenBos, G.R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C: American Psychological Association.

Recommended Text: Ary, D., Jacobs, L.C. & Razavieh, A. (2002). *Introduction to research in Education* (6th ed.). Belmont, CA: Wadsworth/Thomas Learning.

Madsen, C.K., & Madsen, C.H. (1997). *Experimental research in music* (3rd ed.). Raleigh, N.C: Contemporary Publishing Company.

Major Course Topics:

1) To become aware of the role of research in music education.
2) To understand the research methodologies relevant to music education research.
3) To become familiar with the types of contemporary music education research being published.
4) To learn appropriate research writing style and material content.
5) To analyze research and interpret research results.
6) To complete a formal research paper written in APA style.

Description of Course Assignments:

1. *Reading Questions:* Questions to test reading assignment comprehension.
2. *Article Reviews/Responses:* Find articles of interest in peer reviewed journals that address your final research paper/capstone topic. Post a review of the article on the blackboard discussion board to share with your peers. Each review should be selected with the idea that it will be included in the literature review portion of your proposal. Every student will be required to read their peers critiques and comment on that critique on the blackboard discussion board.
3. *Collaborative Institutional Training Initiative (CITI):* CITI assignments are required to give you a historical and ethical perspective of conducting research. Both courses must be completed before you will be allowed to implement your research. This is a University requirement.
4. *Personality Quiz:* This assignment is for you to experience the type of tests available for use in your research.
5. *APA Assignment:* This assignment is designed for you to gain an understanding of how to list references in APA style.
6. *Descriptive Statistics Assignment:* This assignment is designed for you to understand how descriptive statistics are calculated leading to a better comprehension of what these statistics represent.
7. *Qualtrics Survey Assignment:* This assignment is designed so you can become familiar with a program that will allow you to collect survey data online.
8. *APA Table Assignment:* Using the data collected in your qualtrics survey assignment you will design a properly formatted APA style table to report that data.
9. *Pearson Assignment:* This assignment is designed so you can learn how to calculate and comprehend this often used correlation statistic.
10. *Proposal Video Assignment:* A presentation of your research proposal recorded and uploaded to YouTube.
11. *Written Research Proposal:* This is your final project where you outline your capstone research in proposal form which should include the purpose of the study, review of literature as well as the method you plan to use to conduct your research.
12. *Mid-term and Final exams:* Assessments to determine your understanding of course content.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Reading Questions (11)	11 @ 10 pts. Ea.	See syllabus
CITI (RCR)	50	9/5/17
CITI (LHB)	50	9/5/17
Personality Quiz	10	9/12/17
Article Critiques (5)	5 @ 30 pts. Ea.	See syllabus
Article Critique Responses (5)	5 @ 5 pts. Ea.	See syllabus
APA Assignment	50	9/26/17
Mid-term Exam	100	10/3/17
Descriptive Statistics Assignment	15	10/17/17
Qualtrics Survey Assignment	10	10/17/17
APA Table Assignment	15	10/24/17
Pearson Assignment	15	11/7/17
Proposal Video Presentation (Final Project)	50	11/28/17
Written Proposal (Final Project)	100	12/7/17
Final Exam	100	12/5/17
TOTAL	**850**	

The following represents the grade equivalent for accumulated points:
A = 760-850 (90-100%)
B = 675-759 (80-89%)
C = 590-674 (70-79%)
D = 505-589 (60-69%)
F = <505 (<60%)

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achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

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3) If you miss class due to inclement weather, you are responsible for the lecture notes and assignments for that day.
4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

DATE	TOPIC/READING	ASSIGNMENTS DUE
CLASS 1 **AUG. 22** Online	**Class Introduction** 1) Read *Introduction to Research in Education:* Chapter 1 Pg 1-18 1) Read Induction, Deduction and the Scientific Method 1) Scientific Method Summary Video 2) Syllabus & Blackboard Use 3) Read Music & Spatial Performance, Music training causes enhancement and Mozart effect article critique. 4) Sample Research Article, Sample Critique & Article Critiques 5) Searching for Articles 6) Research Paper, Research Topic & APA Style/Format 7) CITI Training Modules	Watch Instructional Videos Online in Class 1 Folder No Assignments Due Today
CLASS 2 **AUG. 29** Online	**Researching Music** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 1 Research in Music Education and Music Therapy Chapter 2 The Research Study 2) Read *Publication Manual of the American Psychological Assoc.* Chapter 1 Writing for the Behavioral and Social Sciences Chapter 2 Manuscript Structure and Content	3) Reading Questions (Due by 8:30 pm on Tuesday, August 29th) 4) CITI Module: Social Behavioral Responsible Conduct of Research Course (RCR) *http://www.citiprogram.org* (Due by 8:30 pm on Tuesday, September 5th)
CLASS 3 **SEPT. 5** Online	**Contents of a Research Paper** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 3 Reading Research 2) *Experimental research in music (available on blackboard):* Chapter 3	3) Reading Questions 4) CITI Module: Social Behavioral Responsible Research Course (Live Human Beings) *http://www.citiprogram.org* 5) Submit Article to be used for Critique 1 for review and approval. (All three assignments Due by 8:30 pm on Tuesday, September 5th)
CLASS 4 **SEPT. 12** Online	**Introduction to Action Research** 1) *Teachers investigate their work: an introduction to the methods of action research:* Chapter 1 Introduction: What is in this book? Chapter 2 The Research Diary: Companion to the research process Chapter 3 Finding a Starting Point for Your Own Research 2) Read *Exploring Research in Music Education and Music Therapy:* Chapter 15 Action Research 3) Action Research Articles (available on blackboard):- Learning from experiences in action: music in schools promote healthy coping with grief and loss. - Streamlined reflective action research for creative instructional improvement.	4) Reading Questions 5) Personality Test Report results of personality test to me at (Reading Questions and Personality Test are due by 8:30 pm on Tuesday, September 12th) 6) *Should be working on article critique #1* 7) *Begin thinking of action research topics that would interest you and that you could study in your classroom* 8) *Schedule and have individual consultation by September 19th*

CLASS 5 **SEPT.** **19** Online	**Principles of Qualitative Research** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 6 Principles of Qualitative Research Chapter 7 Critical Reading of Qualitative Research 2) *Teachers investigate their work: an introduction to the methods of action research:* Chapter 4 Clarifying the Starting Point of Research Chapter 5 Data Collection Chapter 6 Data Analysis	3) Reading Questions 4) Article Critique #1 post to blackboard discussion board 5) Submit final research paper topic for approval (Assignments 3-5 due by 5:30 pm on Tuesday, September 19th) 6) Respond to critique posts (due midnight Wednesday, Sept. 20th)
CLASS 6 **SEPT.** **26** Online	**Developing Action Strategies** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 8 Reflecting on Qualitative Research 2) *Teachers investigate their work: an introduction to the methods of action research:* Chapter 7 Developing Action Strategies and Putting them into Action	3) Answer reading questions 4) APA Reference assignment 5) Article Critique #2 post link to video presentation on blackboard and send written critique to (Assignments 3 - 5 due by 5:30 pm on Tuesday, September 26th) 6) Respond to video critique (due midnight on Wednesday, Sept. 27th) 7) *Begin work on introduction for final action research proposal*
CLASS 7 **OCT. 3** Online	**Mid-Term Exam**	(Mid-term exam due by 8:30 pm on Tuesday, October 3rd)
CLASS 8 **OCT. 10** Online	**Principles of Quantitative Research** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 9 Principles of Quantitative Research Chapter 10 Analysis of the Data 2) Read *Introduction to Research in Education:* Pg. 162-171 Sampling – on blackboard	3) Reading Questions 4) Article Critique #3 post to blackboard discussion board 5) Submit 1st draft of introduction to (Assignments 3-5 due by 5:30 pm on Tuesday, October 10th) 6) Respond to critique posts (due midnight on Wednesday, Oct. 11th) 7) *Schedule and have individual consultation by October 17th*
CLASS 9 **OCT. 17** Online	**Descriptive Statistics** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 11 Quantitative Research – Descriptive	3) Reading Questions 4) Descriptive statistics worksheet 5) Develop survey on Qualtrics and post link on blackboard

		2) Watch class lecture videos	(Assignments 3-5 due by 5:30 pm on Tuesday, October 17th)
CLASS 10 OCT. 24 Online		**Experimental Research** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 12 Quantitative Research - Experimental	2) Reading questions 3) APA format table assignment 4) Article Critique #4 post to blackboard discussion board (Assignments 2-4 due by 5:30 pm on Tuesday, October 24th) 5) Respond to critique posts (due midnight on Wednesday, Oct. 25th)
CLASS 11 OCT 31 Online		**Clinical Research** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 13 Quantitative Research - Clinical	2) Reading Questions 3) Article Critique #5 post link to video presentation on blackboard and send written critique to (Assignments 2-3 due by 5:30 pm on Tuesday, October 31st) 4) Respond to critique posts (due midnight on Wednesday, Nov. 1st) 5) *Begin writing the literature review for your research proposal – do not wait - start now – draft of literature review will be due next week*
CLASS 12 NOV. 7 Online		**Mixed Methods – Qualitative/Quantitative** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 14 Mixed Methods Research	2) Reading questions 3) Pearson correlation worksheet 4) Literature review 1st draft (Assignments 2-4 due by 8:30 pm on Tuesday, November 7th)
CLASS 13 NOV. 14 Online		**Historical/Philosophical Research** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 4 Historical Research Chapter 5 Philosophical Research	2) Reading questions (Assignment 2 due by 8:30 pm on Tuesday, November 14th) 3) *Begin writing the methods section for your research proposal*
CLASS 14 NOV. 21 Online		**Integrating Research and Teaching** 1) Read *Exploring Research in Music Education and Music Therapy:* Chapter 16 Integrating Research and Teaching 2) *Teachers investigate their work: an introduction to the methods of action research:* Chapter 8 Making Teachers' Knowledge Public Chapter 9 Behind the Scenes: A Theoretical Foundation for Action Research	3) First draft of entire final paper – Introduction and literature review revisions with methods first draft (Assignments 3 due by 8:30 pm on Tuesday, November 21st)

CLASS 15 NOV. 28 Online	**Action Research Proposal Presentations** 1) Post video presentation link on Blackboard discussion board (Presentation Video Due by 5:30 pm on Tuesday, November 28th 3) Respond to each presentation by midnight on Wednesday, November 29th)	1) Research proposal presentations – limit to 20 minutes powerpoint presentations are encouraged 2) IRB proposal for your action research project (Presentation Video & IRB Due by 8:30 pm on Tuesday, November 28th)
CLASS 16 DEC. 5 Online	**Final Exam**	1) Final exam (due Tuesday, December 5th by midnight) 2) Final written draft of your action research proposal (due by midnight on Thursday, December 7th)

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		07/11/23
Assessment		7.19.23
Registrar	*Sammy Uccala*	7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6023**	Effective Term: ◯ Spring ◉ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Music Curriculum & Assessment**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **MUSIC CURRICULUM & ASSESSMENT**		

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? **$25** Select Fee Type

If selected other list fee type: **Curriculum content fee**

☐ 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 other year – odd fall

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.
        Students develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.
     2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
        Final Project
  c. What is the rationale for adding this course? What evidence demonstrates this need?
     We are adding this course to support new Master's of Music in Music Education degree program.

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

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

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

| MUS 6023– MUSIC CURRICULUM & ASSESSMENT |
Syllabus
Instructor: Dr. Jeff Bright

E-mail: jbright6@atu.edu	Phone: 270-745-4024

Class Location: FAC 359

Instructor's Office Hours: By Appointment

Course Description: Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.
$25 per credit hour curriculum content fee

Prerequisites: Graduate Standing

Learning Outcomes: Upon completing this course, students should be able to:

- Develop a general music curriculum map
- Develop a performing ensemble curriculum map
- Develop a unit of study for a general music class
- Develop a unit of study for a performance based music class using a musical composition
- Use various assessment tools to demonstrate student learning and understanding
- Articulate a philosophy of music education
- Compare curriculums to identify similarities and differences as well as alignment to state and national standards
- Develop learning objectives based on national and state standards
- Uncover research for use in planning curriculum and implementing instructional techniques
- Use technology to plan and implement instruction
- Implement appropriate classroom management strategies
- Take leadership roles in curriculum development

Textbooks and Required Materials:

Duke, R. A. (2010). *Intelligent music teaching: essays on the core principals of effective instruction.*

     Austin, TX: Learning and Behavior Resources.

Townsend, A. S. (2011). *Introduction to effective music teaching: artistry and attitude.* Lanham, MD:

     Rowman and Littlefield Publishers, Inc.

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA:

     Association for Supervision and Curriculum Development.

<u>**Major Course Topics:**</u>

The goal of this course is to provide information that will allow students to become leaders in developing curriculum for the music classroom. Major course topics listed by Kentucky Teacher Standards include:

1. The Teacher Demonstrates Applied Content Knowledge

knowledge21st Century curriculum frameworks, Kentucky curriculum documents, foundations, principles and issues and it's impact in teaching music appropriate for junior/high school students. (Alignment to TCHL 530)

2. The Teacher Designs and Plans Instructions

Development of developmentally appropriate curriculum maps with *Understanding by Design* standards-based units, lesson plans using selected best practices for classroom use, evaluate the success of the implementation and respective assessments (formative and summative) aligned to state standards. (Alignment to TCHL 530, 540, 558)

Compilation of teaching resources. (Alignment to TCHL 540,550)

3. The Teacher Creates and Maintains Learning Climates

Discussion of classroom management strategies, study of contemporary music education curricula, course offerings, best practices applicable for junior and high school non-performing classes. (Alignment to TCHL 540, 548)

4. The Teacher Implements and Manages Instruction

Discussion of classroom management strategies, study of contemporary music education curricula, course offerings, best practices applicable for junior and high school non-performing classes. (Alignment to TCHL 540, 548)

5. The Teacher Assesses and Communicates Learning Results

Explain principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments. (Alignment to TCHL 558)

6. The Teacher Demonstrates the Implementation of Technology

Use of multiple modes of technology applicable for teaching and assessing music as well as a means to support classroom management initiatives resulting in improved student achievement. (Aligned to TCHL548)

7. Reflects on and Evaluates Teaching and Learning

Utilize technology to communicate knowledge, ideas, and information about instructional strategies with other class members. (Alignment to TCHL 540)

8. Collaborates with Colleagues/Parents/Others

Determine the components of successful school and stakeholder partnerships and create a plan that is designed to enhance student success. (Alignment to TCHL 544).

9. Evaluates Teaching and Implements Professional Development

Utilize multiple modes of technology applicable for teaching and assessing music. (Alignment to TCHL 550, 558)

10. Provides Leadership Within School/Community/Profession

Demonstration of professional leadership within the school, with other colleagues and within the community. (Alignment to TCHL 544)

<u>**Description of Course Assignments:**</u>

1. *Music Education Philosophy:* Articulate your philosophy of music education using "Introduction to Effective Teaching" as a guide.

2. *Article Reviews:* Find articles of interest in peer reviewed journals that address each specified topic. Post a review of the article on the blackboard discussion board to share with your peers.
3. *Curriculum Comparison Mid-Term Project:* Compare the music curriculum of your school district with the national and state music education standards. Findings will be presented to the class.
4. *Curriculum Map Final Project:* Develop a nine-week curriculum map for a secondary performance based class and a nine-week curriculum map for a secondary general music class. Select one map and develop a five-day standards-based unit of instruction.
5. *Teaching Resource Portfolio:* Research a minimum of 15 teaching ideas including 5 websites. Ideally these could be used as resources in your curriculum map. These will be shared with other teacher candidates on the blackboard discussion board.
6. *Music Education Software Review:* Review one piece of software currently used or under review for use in your music classroom.
7. *Curriculum Definition:* Research a definition of curriculum that resonates with you. Share your definition as well as your justification for selecting this definition.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Curriculum Definition	20	1/30/2017
Music Education Philosophy Paper	50	2/13/2017
Article Review #1 – Technology Use In the Music Classroom	25	2/27/2017
Music Technology Software Review	25	3/6/2017
Curriculum Comparison Mid-Term Project	100	3/20/2017
Article Review #2 – Assessment	25	3/27/2017
Article Review #3 – Classroom Management	25	4/3/2017
Teaching Resource Portfolio	25	4/10/2017
Article Review #4 – Learning/Teaching/Practice	25	4/17/2017
Curriculum Maps Final Project	200	5/8/2017
Weekly Reading Assignments/Responses 13 weeks x 10 pts.= 130 total points	130	See weekly assignments sheet
TOTAL	**650**	

The following represents the grade equivalent for accumulated points:

A = 581-650 (90-100%)
B = 516-580 (80-89%)
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Attendance and Participation Policy: This is a blended course so all content will be delivered electronically through the Blackboard platform as well as through email messages. Online courses, by their very nature, do not require a physical presence (with the exception of our on campus presentations) but participants will still be expected to keep up with all classroom reading, assignments, discussion board posts and their prescribed deadlines. While blended courses do offer the participants a certain amount of flexibility it is important that assignment deadlines (especially discussion board

posts) be strictly followed. Students who do not participate in classroom activities (presentations, assignments and discussion board posts) will find their grades reduced accordingly.

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4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

3723S MUS 514 500 (SECONDARY MUSIC CURRICULUM)

Date	Class	Content for Class	Assignment Due
23-Jan	#1	Teachers Schools and Curriculum in Historical Perspective Introduction to Effective Teaching Chapter 1 Hist/Research Effective Music Teaching	Curriculum Definition Weekly Assignment #1
30-Jan	#2	Understanding by Design (UbD) - Chapter 1 Backward Design Introduction to Effective Teaching Chapter 7 Personal Philosophy	Philosophy Paper Assigned Weekly Assignment #2
6-Feb	#3	UbD - Chapter 2 Understanding Understanding Intelligent Music Teaching - Precision in Language and Thought - Page 9-22	Weekly Assignment #3
13-Feb	#4	UbD - Chapter 3 Gaining Clarity on Our Goals Intelligent Music Teaching - What to Teach - Page 23-47 National and State Music Standards	Philosophy Paper Due Weekly Assignment #4
20-Feb	#5	UbD - Chapter 4 The Six Facets of Understanding Introduction to Effective Teaching - Chapter 4 - The Critical Element: Teacher Attitude	Weekly Assignment #5
27-Feb	#6	UbD - Chapter 5 Essential Questions: Doorways to Understanding Intelligent Music Teaching - Transfer - Page 139-157	Article Review #1 - Classroom Technology Use Weekly Assignment #6
6-Mar	#7	UbD - Chapter 6 Crafting Understandings Introduction to Effective Teaching - Chapter 2 - Artistry in Effective Teaching: Command of Content and Matery of Methods	Music Technology Software Review Weekly Assignment #7
20 Mar	#8	YouTube - curriculum comparison presentations	Curriculum Comparison Mid-Term Project
27-Mar	#9	UbD - Chapter 7 Thinking Like an Assessor Intelligent Music Teaching - Assessment - Page 49-87	Article Review #2 - Assessment Weekly Assignment #9
3-Apr	#10	UbD - Chapter 8 Criteria and Validity Intelligent Music Teaching - Feedback - Page 121-137	Article Review #3 - Classroom Management Weekly Assignment #10
10-Apr	#11	UbD · Chapter 9 Planning and Learning Intelligent Music Teaching - Sequencing Instruction - Page 89-120	Teaching Resource Portfolio Weekly Assignment #11
17-Apr	#12	UbD - Chapter 10 Teaching for Understanding Introduction to Effective Teaching - Chapter 3 - Effective Instruction	Article Review #4 - Learning/Teaching/Practice Weekly Assignment #12
24-Apr	#13	UbD - Chapter 11 The Design Process Introduction to Effective Teaching - Chapter 5 - Effective Communication and Six Components of Effective Teaching: Artistry and Attitude Together	Weekly Assignment #13
1-May	#14	UbD - Chapter 12 The Big Picture: UbD as Curriculum Framework Introduction to Effective Teaching - Chapter 6 - Effective Leadership	Weekly Assignment #14
8-May	#15	Intelligent Music Teaching - Effecting Change - Page 159-169 Intelligent Music Teaching - A Teaching Life - Page 171-178 YouTube - curriculum map presentations	Curriculum Map Final Project

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		07/11/23
Assessment		7.19.23
Registrar	Sammy Weaver	7/24/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6032**	Effective Term: ☐ Spring ☑ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Contemporary Issues in Music Education**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **CONTEMPORARY ISSUES MUSIC ED**		

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? **4**

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? **$25**   Select Fee Type

If selected other list fee type: **Curriculum content fee**

☐ 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?
Yearly

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.
            Students develop graduate-level perspectives on contemporary issues and problems in music education.
        2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
            Final Project

    c. What is the rationale for adding this course? What evidence demonstrates this need?
        We are adding this course to support new Master's of Music in Music Education degree program.

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

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

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

Syllabus
MUS 6032
Contemporary Issues in Music Education

Name:

Email:

Office Phone:

Office:
Office Hours:

Class meeting time and place:

Course Information

This online course is part of the ATU Master of Music in Music Education. Completion of this course fulfills a music education core requirement for the MM in Music Education (Music Education).

Prerequisite: Graduate standing.

Course Description:
This course provides the opportunity to investigate current issues influencing music education in the public schools. Course topics will change each semester and may include subjects such as the use of new technologies, political issues related to education, and students with special needs to name a few.

$25 per hour curriculum content fee

Course Rationale

This course is designed to provide students with a deeper understanding of the educational, developmental, and social factors involved in teaching music and music learners. Furthermore, students will apply these understandings to their individual learning and teaching communities.

Program Learning Outcomes

1. Students will analyze and synthesize musical information from a variety of sources and present their findings in written form.
3. Students will demonstrate knowledge of applicable repertoire and pedagogical fundamentals in their area of study.

Course Objectives

Upon completion of this course, students should be able to:

1. Understand and relate historical, philosophical and social practices of the past with the present and future in music education. Students will analyze events which have

impacted and continue to impact the profession.
2. Identify key issues in music learning and learning strategies for individuals and communities of learners.
3. Identify developmental theories and approaches and their application to music learners.
4. Understand the influences of history, theory, philosophy and methodologies on curriculum.
5. Analyze methods of assessment and achievement in the music classroom on local, state and national platforms.
6. Explore main methodologies or approaches in the field of music education.
7. Investigate 21st century issues in the music classroom in relation to technology, research, recruitment, professional development, and literature.
8. Understand the culture of Graduate School and work expectations at the graduate level.

Methods for Assessing the Expected Learning Outcomes for the Course

The expected learning outcomes for the course will be assessed through:

> Class discussion, information transfer assignments, research summaries, and a final project directly related to course topics.

Students are expected to turn in all assignments by the assigned due date. Assignments will be submitted to Blackboard unless otherwise stated. Please contact the instructor via campus email if you have a circumstance that prevents you from turning in work on time. It is up to the instructor to accept the late work or not. If accepted, the highest grade possible can be lowered by one letter grade each day the assignment is late.
All student work should be professional in nature. It is expected to be clear of spelling and grammatical errors and proofread for content and mistakes.

All work must be the work of the individual. Turnitin will be active within the modules.

If a student experiences difficulty with submitting assignments on Blackboard or finding the weekly module, please contact the instructor immediately via campus email.

Grading   A: 90-100%   B: 80-89%

Grades will be posted in Blackboard.   C: 70-79% D: 60-69%

                                                F: 59% or below

Course Materials

Required Text: Abeles, H. & Custodero, L. (2010) *Critical Issues in Music Education: Contemporary Theory and Practice.* New York: Oxford University Press ISBN: 9780195388152

Code of Academic Integrity
A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. See the ATU Code of Academic Intgrity for common examples of unacceptable academic behavior.
(https://www.atu.edu/academic-integrity/)

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

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

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Inclement Weather/Disaster Policy

The following are basic assumptions for inclement weather:

1) If the University remains officially open, this class will meet as scheduled. For information on closings due to bad weather, students should refer to the ATU text message alerts or check the announcements on OneTech.
2) In the event of inclement weather, you should check your email and the blackboard announcement page for this course before driving in for class. If I am unable to make it to campus due to the weather, I will post an announcement on the course site and send out a full class email.
3) If you miss class due to inclement weather, you are responsible for the lecture notes and assignments for that day.
4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

Possible Course Content – Dependent on Instructor and Semester

Where have we been and where are we now?

What is the role of music?

What do we question? What is YOUR philosophy?

How do we find meaning in music?

How will they learn? The Learner in Community

How will we teach to meet our students where they are and help them develop?

How do we know if our students are learning?

How do we use technology in the classroom?

What are we teaching?

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		07/11/23
Assessment		7.19.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6042**	Effective Term: ◌ Spring ◉ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Applied Music Pedagogy**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **APPLIED MUSIC 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? **8**

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? **$60 + $25** Select Fee Type

If selected other list fee type: **Applied music fee - Curriculum content fee**

☐ 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?

Applied Instruction on Demand

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.
            Specialized performance and pedagogy competencies for music teachers.
        2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
            Final Pedagogy Project

    c. What is the rationale for adding this course? What evidence demonstrates this need?
        We are adding this course to support new Master's of Music in Music Education degree program.

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.

Applied Music Pedagogy: MUS 6042
Syllabus

INSTRUCTOR:

EMAIL: PHONE:

OFFICE HOURS:

COURSE DESCRIPTION

This course provides a broad introduction to the methodologies, practices, and applications of music pedagogy for advanced musicians. The course material will include historical treatises, method books, scales and technical studies, etudes, and graded repertoire. Each topic of discussion will be addressed through independent research, reading, discussion, and the practical application of concepts and exercises through studio or classroom teaching.
$60 per credit hour applied music fee - $25 curriculum content fee

COURSE RATIONALE

This course explores concepts of teaching and learning music and provides an opportunity for students to gain practical experience of planning, delivering and evaluating musical learning within an educational context. This course will be of value to musicians with an interest in education as well as those whose aspiration is to become a career music educator.

OBJECTIVES

- Understanding and appreciation of the arts, culture, and history through musical study, research, and performance
- Achieve advanced technical and artistic skills and musical creativity through pedagogy and performance
- Develop a thorough knowledge of available pedagogical resources for the modern music teacher and performer
- Learn to develop lesson plans for individual students and to choose appropriate technical exercises and repertoire for students of all levels

REQUIRED LITERATURE and REPERTOIRE

There are no required texts for the course. Students are highly encouraged to expand their personal musical library through the purchase of the method books, technical studies, etudes, and solo repertoire discussed in class.

EVALUATION

*The majority of this course will be completed through independent study. Class meetings will be scheduled through email and will be devoted to discussion of the assigned material, pedagogical demonstrations, and guiding students through the assigned projects. Students are encouraged to schedule individual appointments as needed throughout the semester.

Students will complete appropriate assignments demonstrating a historical understanding of pedagogy and methods, the application and proper progression of technique and exercises, and the thorough analysis of repertoire.

Applied Music Pedagogy: MUS 6042
Syllabus

Grading Scale:

90-100 = A	80-89 = B	70-79 = C	60-69 = D	0-59 = F

***Late assignments will incur an automatic 20-point deduction**

Code of Academic Integrity
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3) If you miss class due to inclement weather, you are responsible for the lecture notes and assignments for that day.
4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		07/11/23
Assessment		7.19.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6103**	Effective Term: ☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Graduate Capstone Project**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **GRADUATE CAPSTONE PROJECT**		

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? **$25** Select Fee Type

If selected other list fee type: **Curriculum content fee**

☐ 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?
On demand

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 appllicable

   b. If this course is required for the major or minor, complete the following.
      1. Provide the program level learning outcome(s) it addresses.
         NASM recommends a final project in performance and/or pedagogy.
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
         Capstone Project

   c. What is the rationale for adding this course? What evidence demonstrates this need?
      We are adding this course to support new Master's of Music in Music Education degree program.

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
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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
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   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)
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MUS 6103 – GRADUATE CAPSTONE PROJECT Fall 2017 Syllabus	
Instructor: Dr. Jeff Bright	
E-mail: jbright6@atu.edu	Phone: 270-745-4024
Class Location: Independent Study with individual consultations in person, by phone or Skype	
Instructor's Office Hours: By Appointment	

Course Description: Independent study leading to the completion of the Graduate Capstone Project. $25 per credit hour curriculum content fee

Learning Outcomes: Upon completing this course, students should be able to:
complete a summative experience appropriate to their concentration. These include: Conducting - Conduct a concert-length public performance or lecture-recital with an ensemble. Both conducting performances must have program notes, Music Education - Action Research Project, Pedagogy - Lecture recital and corresponding research paper.

Textbooks and Required Materials:
Course materials to be chosen by student with the approval of faculty project advisor.

Course Requirements:
The Graduate 4Capstone Project can take multiple forms depending on the student's areas of interest. These include but are not limited to:
- Recitals
- Lecture-recitals
- Oral presentations
- Public demonstrations of teaching techniques

Description of Course Assignments:
For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A candidate must earn a minimum score of 3 for exit from the degree program. For the conducting (two options) and pedagogy graduate students, a minimal of grade B must be earned for exit from those degree programs.

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Capstone Proposal	50	TBD
Completed Capstone Project	50	By end of semester
TOTAL	**100**	

The following represents the grade equivalent for accumulated points:

A = 90-100 (90-100%)
B = 80-89 (80-89%)
C = 70-79 (70-79%)
D = 60-69 (60-69%)
F = <60 (<60%)

Attendance and Participation Policy: This is a blended course so all content will be delivered electronically through the Blackboard platform as well as through email messages. Online courses, by their very nature, do not require a physical presence (with the exception of our on campus presentations) but participants will still be expected to keep up with all classroom reading, assignments, discussion board posts and their prescribed deadlines. While blended courses do offer the participants a certain amount of flexibility it is important that assignment deadlines (especially discussion board posts) be strictly followed. Students who do not participate in classroom activities (presentations, assignments and discussion board posts) will find their grades reduced accordingly.

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

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**	*[signature]*	**06/12/2023**
Dean	*[signature] Jeffrey Cass*	07/11/23
Assessment	*[signature]*	7.20.23
Registrar	*[signature] Sammy _____*	7/24/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6203**	Effective Term: ◯ Spring ⦿ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Topics in Music Theory & Analysis**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **TOPICS MUSIC THEORY & ANALYSIS**		

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? **$25**   Select Fee Type

If selected other list fee type: **Curriculum content fee**

☐ 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?

Odd 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 appllicable
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
        NASM strongly recommends offering at least one advanced course in music theory and analysis.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
        Final Exam
c. What is the rationale for adding this course? What evidence demonstrates this need?
    We are adding this course to support new Master's of Music in Music Education degree program.

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

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

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

MUS 6203
Topics in
Music Theory & Analysis

Dr. Nicolas del Grazia
Witherspoon 206
(479) 968-0615
ndelgrazia@atu.edu

Course Description:

Examination of various topics in music theory and analysis through the intensive study of selected periods/composers and musical compositions.
$25 curriculum content fee

Suggested Text:

Musical Form and Analysis, by Glenn Spring & Jere Hutcheson. Waveland Press, 2013.

Required Materials:

You will need a three-ring binder (with tabs to organize topics!), a *ruler,* and different-colored highlighters, in addition to a sharp pencil and a sharp mind.

Justification/Rationale:

The study of music theory is at the core of any degree program in music. Topics in Music Theory and Analysis examine larger structures in the music of the Western classical tradition.

Course Objectives:

Topics in Music Theory & Analysis will explore standard musical forms of the Baroque, Classical, and Romantic periods. Students will learn to analyze these forms using several analytical techniques.

Topics include:

Motives
The Sentence
The Period
Binary Forms
Ternary Forms
Theme & Variations
Rondo
Fugue
Sonata Form
Introduction to Schenkerian Analysis
Introduction to Linguistic models and Semiotic Theory

Assessment and Grading:

Grading will be based on homework assignments, tests, and the final exam, as follows:

Homework assignments: 40%
Classroom tests: 30%
Final exam: 30%

Final Exam time will be posted on the ATU website.

Final grades will be assigned as follows: A=90%-100% B=80%-90% C=70%-80% D=60%-70 F=below 60%

Attendance Policy:

Attendance is required. Absences will only be excused for documented medical reasons etc. Three unexcused absences will result in a one-letter drop in the final grade. Every subsequent unexcused absence will result in a further grade drop.

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4) Whether the University is open or closed during bad weather students should use their own judgment in regard to their ability to safely travel under such conditions. Students will not be penalized for missing class while there are hazardous travel conditions.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**	*[signature]*	**06/12/2023**
Dean	*[signature] Jeffrey Cass*	07/11/23
Assessment	*[signature]*	7.20.23
Registrar	*[signature] Tammy Weaver*	7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) **MUS**	Course Number: (e.g., 1003) **6303**	Effective Term: ◯ Spring ● **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Topics in Music History**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **TOPICS MUSIC HISTORY**		

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? **$25** Select Fee Type

If selected other list fee type: **Curriculum content fee**

☐ 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?
Even 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 appllicable

    b.   If this course is required for the major or minor, complete the following.
        1.   Provide the <u>program level learning outcome(s) it addresses</u>.
              NASM strongly recommends offering at least one advanced course in music history.
        2.   Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
              Final Exam

    c.   What is the rationale for adding this course? What evidence demonstrates this need?
        We are adding this course to support new Master's of Music in Music Education degree program.

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
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  5. Co-requisites
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m. Course content (outline of material to be covered in course).

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MUS 6303
Topics in Music History
Fall/Spring 20XX

Instructor: TBD   Email: TBD

Office: TBD   Office Phone: TBD

Course Hours: TBD   Office Hours: TBD

Course Overview Description: Examination of various topics through the intensive study of selected periods/composers in music history.
$25 curriculum content fee

Prerequisites: Mus 3783 or permission of the instructor.

Why We Have This Course (Course Rationale): Music History is necessary for students to have comprehension of their major field. This class incorporates the following General Education Objectives:
  3. Apply the value of the Arts and Humanities
  4. Think critically
  6. Develop ethical perspectives

Our Aims For The Semester (Major Goals): The purpose of this course is to acquaint students with particular areas of study within Western Art Music. We will examine that semester's topic in detail from historical, analytical, biographical, and political points of view. We will accomplish this through score analysis, assigned readings, reflective exercises, and individual research.

What You Will Learn (Course Learning Outcomes): This course will teach you to:
- Form informed and nuanced opinions about the methods we use to study the music of various periods
- Apply primary sources to your study of music
- Understand the scholars whose work has informed our study of music history
- Discuss the impact of artistic, political, religious, and philosophical movements that have influenced music history
- Make connections between various composers, genres, forms, national characteristics, and pieces
- Understand the implications not only of the music you study, but also of music that has not survived to the modern day
- Discuss the relationship between music and other art forms

What You Need: A three-ring binder OR an electronic tablet.

How This Course Is Taught (Instructional Procedures): This course will be delivered online and administered using BlackBoard.

How You Will Be Graded:

Assignments	Every 2 weeks	10%
Tests	1: at the end of 4 weeks	20%
	2: at the end of 8 weeks	
Term Paper: Outline	At the end of 5 weeks	10%
Term Paper: Final	At the end of 10 weeks	10%
Oral Presentation	Last two weeks of class	20%
Final Exam	During assigned exam time	25%
Participation	Ongoing	5%

Assessment in percentages is converted into letter grades according to the university scheme:

A = 100% – 89.5%
B = 89.4% - 79.5%
C = 79.4% - 69.5%
D = 69.4% - 59.5%
F < 59.4%

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at disabilities@atu.edu, or visit their website
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law to notify Arkansas Tech University's Title IX Coordinator and share the
basic fact of your experience. The Title IX Coordinator will then be
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ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

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

Department Initiating Proposal	Date
Music	**06/12/2023**

Title	Signature	Date
Department Head **Jeff Bright**		**06/12/2023**
Dean		07/10/23
Assessment		7.19.23
Registrar		7/26/23
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: **Master of Music in Music Education**

New Degree Program Proposal Form

ARKANSAS DIVISION OF HIGHER EDUCATION

A New Program Proposal can be submitted once a Letter of Intent has been approved by the Arkansas Higher Education Coordinating Board. Program Proposals must be received by ADHE by the established deadlines. After ADHE reviews a submitted proposal, a member of ADHE Executive Staff will present a recommendation for approval at the next AHECB meeting. An institution's Provost/Chief Academic Officer, or their representative, is required to be in attendance to answer questions and/or present information.

When completing this form, please use a font color other than black. Make all attempts to preserve document formatting. If you choose to create a separate document, please use the same outline structure as below.

1. **PROPOSED PROGRAM TITLE: Master of Music in Music Education**

2. **CIP CODE REQUESTED:**
   Link for CIP Codes: **13.1312**

3. **PROPOSED STARTING DATE: June 3, 2024**

4. **CONTACT INFORMATION**
   a. Provost/Chief Academic Officer: **Dr. Julie Furst-Bowe**
      Name of Institution: **Arkansas Tech University**
      E-mail Address: **jfurstbowe@atu.edu**
      Phone Number: **(479) 968-0319**

   b. Program Contact Person: **Dr. Jeff Bright**
      Title: **Head, Department of Music**
      E-mail Address: **jbright6@atu.edu**
      Phone Number: **(479) 968-0369**

5. **PROGRAM SUMMARY**
   a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.
   The Online Master of Music in Music Education program is designed to allow currently employed music educators to continue their professional development while maintaining employment in their current teaching position. The program allows participants to complete the requirements for the degree at their own pace. This program will require the creation of several new courses, including MUS 6001 Applied Music, MUS 6002 Applied Music, MUS 6203 Topics in Music Theory and Analysis, MUS 6303 Topics in Music History, MUS 6013 Introduction to Music Research, MUS 6023 Music Curriculum & Assessment, MUS 6032 Contemporary Issues in Music Education, MUS 6042 Applied Music Pedagogy, and MUS 6103 Graduate Capstone Project. The program has been designed to use the strengths of the current music department faculty, so no additional program costs or faculty resources are anticipated. Library, equipment, and facility infrastructure for the Master of Music in Music Education program is sufficient to start the program.

   b. List degree programs or emphasis areas currently offered at the institution that support the proposed program.
   No current programs will offer support for this new program.

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6. **NEED FOR THE PROGRAM**
   a. Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic disciple within the proposal). Employer Needs Survey should include the following:
      - Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.
      - Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.
      - Provide names and types of organizations/businesses surveyed.
        Workforce analysis has been submitted to ADHE, and we are awaiting the results. Survey under development – results to follow in August.

   b. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.
      Letters of support to follow once they have been collected.

   c. Indicate if employer tuition assistance is provided or if there are other enrollment incentives.
      None

   d. Describe what need the proposed program will address and how the institution became aware of this need.
      This program makes additional graduate study and professional development in music education available to currently employed public school music educators. We became aware of this need in speaking to music teachers at the state music conference and during recruitment visits to the public schools.

   e. Indicate which employers contacted the institution about offering the proposed program.
      We have not been contacted by any specific public school. The need has been expressed by current music teachers in the public schools.

   f. Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.
      No advisory board currently exists.

   g. Indicate the projected number of program enrollments for Years 1 - 3.
      Year 1 = 5
      Year 2 = 8
      Year 3 = 10

   h. Indicate the projected number of program graduates in 3-5 years.
      Year 3 = 10
      Year 4 = 13
      Year 5 = 16

7. **CURRICULUM**
   a. Provide curriculum outline by semester (include course number and title). For bachelor's degree program, submit the 8-semester degree plan.
   Sequence to complete the Master of Music in Music Education degree in 4 semesters.
   <u>Even Fall-</u>
   MUS 6013 Introduction to Music Education Research
   MUS 6002 Applied Music
   MUS xxx2 Music Elective (2 hours)

   <u>Odd Spring-</u>
   MUS 6203 Topics in Music Theory and Analysis
   MUS 6032 Contemporary Issues in Music Education
   GEN xxx3 Any elective (3 hours)

   <u>Odd Fall-</u>
   MUS 6023 Music Curriculum & Assessment
   MUS 6042 Applied Music Pedagogy
   MUS xxx2 Music Elective (2 hours)

   <u>Even Spring-</u>
   MUS 6303 Topics in Music History
   MUS xxx2 Music Elective (2 hours)
   MUS 6103 Graduate Capstone Project

   b. Give total number of semester credit hours required for the program, including prerequisite courses.
   30 Semester Credit Hours

   c. Identify new courses *(in italics)* and provide course descriptions.

MUS 6001	*Applied Music-* Individual instrument, vocal, or conducting lessons.
MUS 6002	*Applied Music-* Individual instrument, vocal, or conducting lessons.
MUS 6013	*Introduction to Music Education Research-* Problems and methods of research in music education. Includes application of pure and action research and investigation of published research in music education.
MUS 6023	*Music Curriculum & Assessment-* Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.
MUS 6032	*Contemporary Issues in Music Education-* This course provides the opportunity to investigate current issues influencing music education in the public schools. Course topics will change each semester and may include subjects such as the use of new technologies, political issues related to education, and students with special needs to name a few.
MUS 6042	*Applied Music Pedagogy-* This course provides a broad introduction to the methodologies, practices, and applications of music pedagogy for advanced musicians. The course material will include historical treatises, method books, scales and technical studies, etudes, and graded repertoire. Each topic of discussion will be addressed through independent research, reading, discussion, and the practical application of concepts and exercises through studio or classroom teaching.
MUS 6103	*Graduate Capstone Project-* Independent study leading to the completion of the Graduate Capstone Project.
MUS 6203	*Topics in Music Theory and Analysis-* Examination of various topics in music theory

and analysis through the intensive study of selected periods/composers and musical compositions.

MUS 6303   **Topics in Music History**- Examination of various topics through the intensive study of selected periods/composers in music history.

d. Identify required general education courses, core courses, and major courses.
   <u>**General Education Courses**</u>
   None

   <u>**Core Courses**</u>
MUS 6002	**Applied Music**
MUS 6013	**Introduction to Music Education Research**
MUS 6023	**Music Curriculum & Assessment**
MUS 6032	**Contemporary Issues in Music Education**
MUS 6042	**Applied Music Pedagogy**
MUS 6103	**Graduate Capstone Project**
MUS 6203	**Topics in Music Theory and Analysis**
MUS 6303	**Topics in Music History**

   <u>**Major Courses**</u>
MUS 5803	**History of American Music**
MUS 5853	**Music of the World's Peoples**
MUS 6001	**Applied Music**

e. For each program major/specialty area course, list the faculty member assigned to teach the course.
MUS 5803	**History of American Music** – Dr. Kae Reed
MUS 5853	**Music of the World's Peoples** – Dr. Kae Reed
MUS 6001	**Applied Music**[1]
MUS 6002	**Applied Music**[1]
MUS 6013	**Introduction to Music Education Research** – Dr. Jeff Bright
MUS 6023	**Music Curriculum & Assessment** – Dr. Jeff Bright
MUS 6032	**Contemporary Issues in Music Education** – Dr. Jonathan Nash
MUS 6042	**Applied Music Pedagogy**[1]
MUS 6103	**Graduate Capstone Project**[1]
MUS 6203	**Topics in Music Theory and Analysis** – Dr. Nick del Grazia
MUS 6303	**Topics in Music History** – Dr. Phoebe Robertson

   [1] Flute- Dr. Phoebe Robertson; Oboe- Dr. Leanna Renfro; Bassoon- Richard Bobo; Clarinet- Dr. Nick del Grazia; Saxophone- Dr. Nate Mensink; Trumpet- Dr. T.J. Perry; French horn- Evan Mino; Trombone/Euphonium- Dr. Sean Reed; Tuba- Ryan Matejek; Percussion- Phil Parker; Voice- Dr. Jon Clements or Dr. Barb Clements; Conducting- Dr. Daniel Belongia; Music Education- Dr. Jeff Bright or Dr. Jonathan Nash

f. Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.
*MUS 5803	**History of American Music**
*MUS 5853	**Music of the World's Peoples**

g. Indicate the number of contact hours for internship/clinical courses.
   Not applicable

h. State the program admission requirements.

1) Music education bachelor's degree from an institutionally accredited college verified by an official transcript.
2) Applicants must have a cumulative grade point average o 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from an institutionally accredited institution to be accepted into ATU Graduate Studies.
3) Teacher licensure with prior teaching experience.
4) Video or in-person demonstration of teaching aptitude.
5) A writing sample articulating the applicant's professional goals and how additional studies at the graduate level will align with those goals.
6) Resume or curriculum vitae.
7) Three professional letters of recommendation

    i.   Describe specified learning outcomes and course examination procedures.
1) As a result of participating in the Master's of Music in Music Education program, students will be able to interpret research results and use that information to refine their curriculum and pedagogical approaches.
2) As a result of participating in the Master's of Music in Music Education program, students will be able to develop a curriculum map.
3) As a result of participating in the Master's of Music in Music Education program, students will be able to develop assessment methods that will accurately measure student achievement.
4) As a result of participating in the Master's of Music in Music Education program, students will be able to identify and use appropriate pedagogical resources and approaches for use in lessons or the classroom.
5) As a result of participating in the Master's of Music in Music Education program, students will be able to demonstrate an advanced level of technical skill on an instrument or voice.

    j.   Include a copy of the course evaluation to be completed by the student.
See "ATU Music Department Master's of Music Supporting Documents"

    k.   Include information received from potential employers about course content.
Not applicable

    l.   Provide institutional curriculum committee review/approval date for proposed program.
TBD

8.   **FACULTY**
    a.   List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)
Dr. Daniel Belongia- Michigan State University; DMA; Instrumental Conducting; Conducting
Dr. Jeff Bright- University of Oklahoma; PhD; Music Education; Music Education
Dr. Barbara Clements- Florida State University; DM; Vocal Performance; Vocal Pedagogy and applied voice
Dr. Jon Clements- Florida State University; DM; Vocal performance; Vocal Pedagogy and applied voice
Dr. Nick del Grazia- Indiana University; DM; Clarinet Performance; Woodwind applied and pedagogy
Prof. Ryan Matejek- Arizona State University; ABD; Tuba Performance; Brass applied and

pedagogy

Dr. Nate Mensink- University of Miami; DMA; Saxophone Performance; Woodwind applied and pedagogy

Prof. Evan Mino- Southern Methodist University; MM; Horn Performance; Brass applied and pedagogy

Dr. Jonathan Nash- University of Memphis; DMA; Wind Band Conducting; Music Education

Prof. Patty Oeste- Northwestern University; MM; Performance; Music Education and elementary pedagogy

Prof. Phil Parker- Indiana University; MM; Percussion Performance; Percussion applied and pedagogy

Dr. T.J. Perry- Michigan State University; DMA; Trumpet performance; Brass applied and pedagogy

Dr. Kae Reed- University of Memphis; DMA; Percussion Performance; Percussion applied and pedagogy, world music, music history

Dr. Sean Reed- Eastman School of Music; DMA; Trombone performance and literature; Brass applied and pedagogy

Dr. Leanna Renfro- University of Cincinnati; DMA; Oboe Performance; Woodwind applied and pedagogy

Dr. Phoebe Robertson- Manhattan School of Music; DMA; Flute performance; Woodwind applied and pedagogy

Dr. Tim Smith- Indiana University; DM; Piano and Music Literature; piano applied and pedagogy

Dr. Mary Trotter- University of Minnesota; DMA; Collaborative Piano; piano applied and pedagogy

b. Indicate lead faculty member or program coordinator for the proposed program.
Dr. Jeff Bright

c. Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**
18 Faculty members required for the program. We will use the 18 existing faculty members to implement the program. We do not anticipate needing to hire any new faculty to start this program.

d. For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.
See "ATU Music Department Master's of Music Supporting Documents"
No need for any additional funds for start-up costs and graduate assistants

9. **DESCRIPTION OF RESOURCES**
a. Current library resources in the field.
Monographs, serials, study scores, video recordings, and reference materials are located on the first and second floors of the ATU Library. Sound recordings, CDROM sheet music, and music multimedia production software are found in the Media Lab, located on the second floor of the main library. There is also a significant collection of digital sheet music and streamed audio

recordings, for which access is purchased annually from the library budget and made available from the ATU Library and Media Lab websites.

b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable).

Facilities

The Music Unit is housed in Witherspoon Hall, along with the Office of the Dean of Arts and Humanities and three additional academic departments (English, History and Political Science, and Behavioral Sciences). The building is a three-story brick structure completed in 1972. The original building was designed to be shared with other departments by acoustically encasing the music program in the western sections of each floor. Renovation efforts spanning the last four years include a total renovation of the auditorium, which was completed in the summer of 2019. In response to the COVID-19 pandemic, the HVAC system for the entire building was replaced in the spring of 2022 to provide improved air circulation and filtration.

The Department of Music is comprised of 19 offices/studios, three dedicated classrooms, one piano lab, one instrumental rehearsal hall, one choral rehearsal hall, one recording/chamber rehearsal space, 18 practice rooms, and an auditorium that is also used for theatrical productions, lectures, and other institutional functions. The department has a dedicated storage building and practice field for marching band. Other equipment storage spaces are located in Witherspoon Hall. The Ross Pendergraft Library & Technology Center houses the print and audio resources for the music department. Within the library, there is a dedicated computer lab for music, art and general students where all the reel-to-reel, LP, and CD media is located. Through the Ad Astra scheduling system, the music department has access to other classrooms in Witherspoon Hall for both music and general students. The use of additional classroom space is necessary to allow courses to be scheduled so that each required class in the music curriculum can be taught when it is advised to be taken on the curriculum map. The use of additional classrooms in the building is also necessary due to the limited seats available in one of the smaller music classrooms. In addition to these concerns, the instrumental (and, to some extent, the vocal) rehearsal hall does not have adequate space to house the largest ensemble.

Equipment

Music students are encouraged to purchase their own equipment, but the music department does provide music and general students equipment to participate in music activities when necessary or appropriate. Every applied studio has access to an acoustic or electric piano with the piano and vocal studios equipped with a baby or full grand pianos. The piano lab has 16 electronic pianos and one acoustic piano available for use in the group piano classes. Each practice room has an upright or electric piano available for student use. The Witherspoon Hall Auditorium has two concert grand pianos for use in solo and ensemble performances. The department also provides instruments for techniques courses.

Technology

All faculty computers were replaced with laptops and docking stations in the spring of 2022. These purchases were made with HEERF funds to allow faculty to work virtually at home if future conditions warrant virtual instruction. Every music department classroom, ensemble rehearsal, and performance space has been upgraded with sound and projection technology. The department recently purchased a smart board to allow students in elementary methods to have access to and gain experience with using this

technology. The department has its own 18-workstation computer/media lab located on the second floor of Ross Pendergraft Library. The music/media librarian manages the ATU Media Lab, as well as two new creative technology spaces: the ATU Audio Lab and ATU Video Lab. All three creative spaces are collectively known as the ATU Media Production Labs (ATU MPL). The Media Lab also houses the library's recorded music collection of over 6000 audio titles, primarily on CD and LP, including many rare recordings not available in digital format. The library also hosts an impressive collection of streaming audio and digital music recordings, such as the Naxos Music Library and Digital Theatre Plus. The sound and recording technology have been upgraded in the auditorium to allow for all performances to be live-streamed and archived on the department's YouTube channel. Faculty communicate course requirements and content through the Blackboard, which is the university learning management system. ATU also has a contract with ~~Webex~~WebEx, which provides conferencing and project management platforms and software.

c. New instructional resources required, including costs and acquisition plan.
We do not anticipate needing to purchase new instructional resources for this program.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**
    a. New administrative costs (number and position titles of new administrators).
    Program Coordinator – 3 hour per semester release/overload ($4,200 overload per year)

    b. Number of new faculty (full-time and part-time) and costs.
    No new faculty members are necessary for this program.

    c. New library resources and costs.
    No new library resources are needed for this program.

    d. New/renovated facilities and costs.
    No new facilities are needed for this program.

    e. New instructional equipment and costs.
    No new instructional equipment needed for this program.

    f. Distance delivery costs (if applicable).
    Not applicable.

    g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.).
    Program accreditation will be necessary, but we already hold accreditation for our undergraduate programs, so the additional amount to earn accreditation as a Master's Degree granting institution will be $764. The total accreditation membership dues (bachelors and master's) will be $2,272.

    If no new costs are required for program implementation, provide an explanation.

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.

a. Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.
Projected annual student enrollment= 15
Student tuition per credit hour= $304.50
Total cost of the program= $13,583.11

b. Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).
Provided by Academic Affairs

c. Other grants (list grant source & amount of grant), employers, special tuition rates, mandatory technology fees, program specific fees, etc.
$25 per hour curriculum content fee
$60 per hour applied music fee (for applied music and applied music pedagogy)
$10 per hour distance learning fee
$17.25 per hour technology operations fee

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM
a. Proposed program will be housed in which college/department.
Academic Affairs>College of Arts and Humanities>Music Department>Master's of Music in Music Education Program

13. SPECIALIZED REQUIREMENTS
a. If specialized accreditation is required for the proposed program, list the name of accrediting agency.
Accreditation required by the National Association of Schools of Music

b. Indicate the licensure/certification requirements for student entry into the field.
Teacher Licensure in Music

c. Provide documentation of Agency/Board review/approvals (education, nursing-initial approval required, health professions, counseling, etc.)
Initial approval of the program will be considered by the Commission on Accreditation at the NASM national conference in November of 2023. The next accreditation visit will occur in 2033.

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

b. 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.
TBD

15. SIMILAR PROGRAMS
a. List institutions offering a similar program:
- Proposed undergraduate program – list institutions in Arkansas.
- Proposed master's program – list institutions in Arkansas and region.

University of Arkansas – Fayetteville
Arkansas State University – Jonesboro
University of Central Arkansas

- Proposed doctoral program – list institutions in Arkansas, region, and nation.

b. State why proposed program is needed if it's offered at other institutions in Arkansas or region.
The ATU Master's of Music in Music Education program will differ from other programs in the state because it will be offered completely online, allowing currently employed music teachers to pursue additional professional development and graduate study while still maintaining employment. This program also differentiates itself from others in the state through its curriculum, which reflects a practice-oriented program emphasizing the extension of specialized performance and pedagogy competencies for music teachers.

c. List institution(s) offering a similar program that the institution used as a model to develop the proposed program.
We used the University of Memphis and the NASM requirements as a guide for developing our program.

d. Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **"Reply All"**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.
Email to be sent out by the office of Academic Affairs
Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. **DESEGREGATION**
    a. State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.
    Here is the demographic distribution of all students pursuing any master's degree in music in the state of Arkansas (2022).

	N	Male	Female	Total
Master's Specific	23	303	167	470
American Indian/Alaska Native	1	0	1	1
Asian	10	8	14	22
Black/African-American	18	25	18	43
Hispanic (of any race)	12	26	11	37
Native Hawaiian/Pacific Islander	0	0	0	0
Other/Ethnicity Unknown	14	33	16	49
White	23	211	107	318

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
    a. If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.
    No MOU's will need to be negotiated or in effect to offer this program.

18. **ACADEMIC PROGRAM REVIEW**

a. Provide scheduled program review date (within 10 years of program implementation date). **The program will be assessed internally every year. The National Association of Schools of Music will execute a program review every 10 years. Initial approval of the program will be considered by the Commission on Accreditation at the NASM national conference in November of 2023. The next accreditation visit will occur in 2033.**

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

    As an institutional member of NC-SARA, our institutional policies are a reflection of the institution requirement policies outlined in the annual renewal agreement with NC-SARA. Within the NC-SARA agreement, our institutional policies adhere to the Interregional Guidelines for the Evaluation of Distance Education.

    b. Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

    Academic Affairs oversees the instructional technologists who are certified and qualified to support and work with faculty to development quality online courses. In academic Affairs, the Associate Vice President of Academic Affairs, who is the Quality Matters coordinator for the institution, oversees and coordinates the development and technical support for distance courses and degrees. This includes initiatives to provide course development stipends for faculty to create and update online courses. To be implemented, these online courses must meet the criteria outlined in the Arkansas Tech University Hyflex/Online Rubric Standards based on criteria provided in the current Quality Matters Rubric Standards.

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

    Technical support of the Learning Management System (LMS), and any other system integrated with it, begins with the Campus Support Center, managed by the Office of Information Systems (OIS). Support tickets are then escalated as needed to the Course Management Systems team within the Learning Technology Resources division of OIS.

    d. Summarize the procedures that assure the security of personal information.

    We have established policies and procedures to ensure the technology infrastructure supporting distance education remains current. This includes regular evaluation and upgrading of hardware, software, and network systems. We also have mechanisms in place to monitor emerging technologies and trends in distance education to inform future infrastructure planning and development. Additional information, including these policies, can be found at: https://ois.atu.edu/resource-summary/

    e. 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.).

    The department hosting the program would have to answer about course materials and if they plan to

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use a third-party publisher for the materials. The course management/delivery and technical services are handled in-house.   Other than that, we don't have any information regarding anything outsourced.

20.   PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	5/1/2023

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	9/8/23
Dean Dr. Tim Carter	*[signature]*	9/8/23
Assessment Dr. Christine Austin	*[signature]*	9.11.23
Registrar Ms. Tammy Weaver	*Tammy Weaver*	9/11/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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 BA in Organizational Leadership (BAOL) to MA in Organizational Development and Learning (MAODL)

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

- This program partners with the BAOL.
- A maximum of 12 graduate level credit hours can be double counted towards the BAOL.
- Twelve credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate core coursework to fulfill requirements for the BAOL: OL 5043, OL 5643, OL 6043, OL 6143, OL 5143, OL 5343, OL 6883.
- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program. The student must complete a minimum of 90 credit hours towards the BAOL 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 MAODL Master's Degree program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus MAODL Master's Degree program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's Plus MAODL Master's Degree program apply and must be satisfied.
- Upon completion of the BAOL degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
- Students in the Accelerated Bachelor's Plus MAODL Master's Degree program will apply for graduation with the BAOL on the schedule delineated in the undergraduate catalog and will receive their BAOL upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the MAODL.

Accelerated BAOL to MA-ODL	
Can earn up to 12 credit hours from the following:	
Graduate Course	**Undergraduate Course**
OL 5043: Ethical Leadership	OL 4043: Ethical Leadership
OL 5643: Organizational Globalization and Diversity	OL 4643: Organizational Globalization and Diversity
OL 6043: Leadership in Organizational Change	OL 4743: Organizational Change
OL 6143: Consultation, Coaching, and Leadership Development	OL 4843: Training and Organizational Development
OL 5143: Nonprofit Governance (Nonprofit Leadership Focus)	OL 4143: Nonprofit Governance
OL 5343: Community Development (Nonprofit Leadership Focus)	OL 4343: Community Development
OL 6883: Special Problems in ODL	One of the following: OL 4243: Adult Learning in Organizations, OL 4443: Professional Leadership, OL 4543: Workplace Supervision, OL 4993: Special Problems in OL

New wording for the Course Catalog:

Students seeking admission into the Accelerated Bachelor's Plus MAODL Master's Degree program must have completed a minimum of 90 credit hours towards the Bachelor of Arts in Organizational Leadership and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program.

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

Answer the following Assessment questions:
  a. How does the program change align with the university mission?
     The University's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible organizational development and learning graduate courses that will encourage their success. Also, this program provides a more economical and accessible path for an MAODL Master's degree serves for the benefit of "Arkansas, the nation, and the world."

     This program aligns with Arkansas Tech strategic plan Goal 1: Student access and opportunity, Goal 4: Programs and deliveries, and Goal 5: Partnerships and innovation.

  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?
     It is University policy to offer qualified undergraduate students the opportunity to register for graduate level credit hours as undergraduates to receive dual credit toward both undergraduate and graduate degrees within the designated accelerated bachelor to master degree programs. This program change aligns the undergraduate and graduate programs with University policy and the mission of the institution to increase access and innovation.

     1. How will the program change impact learning for students enrolled in this program?
        Students enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the fields of organizational development and learning. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.

     2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
        This is a new program and assessment data is not yet available. The support for this change is to meet market demand and stay current with trends in higher education, as well as trends within our institution. Accelerated bachelor's to master's programs are more readily available across academic disciplines. To stay competitive, any program that can offer an accelerated pathway to degree completion should offer an accelerated pathway.

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.

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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.)

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 BA Organizational Leadership (All Options)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add Footnote 4 as follows: Seniors admitted to the Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Development and Learning may substitute 12 hours from the following courses: OL 5043 for OL 4043 OL 5143 for OL/PS 4143 OL 5343 for OL/PS 4343 OL 5643 for OL/PS 4643 OL 6043 for OL/PS 4743 OL 6143 for OL/PS 4843 OL 6883 for OL 4243, OL 4443, OL 4543, or OL 4993 Students in the Accelerated program should not take LEAD 2003 to fulfill core requirement in the Bachelor of Arts in Organizational Leadership. Add Footnote 4 to the below courses: OL/PS 4243: Community Development OL/PS 4443: Professional Leadership OL/PS 4543: Workplace Supervision OL/PS 4743: Organizational Change	Senior Spring Semester Add Footnote 4 as follows: Seniors admitted to the Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Development and Learning may substitute 12 hours from the following courses: OL 5043 for OL 4043 OL 5143 for OL/PS 4143 OL 5343 for OL/PS 4343 OL 5643 for OL/PS 4643 OL 6043 for OL/PS 4743 OL 6143 for OL/PS 4843 OL 6883 for OL 4243, OL 4443, OL 4543, or OL 4993 Students in the Accelerated program should not take LEAD 2003 to fulfill core requirement in the Bachelor of Arts in Organizational Leadership. Add Footnote 4 to the below courses: OL 4043: Ethical Leadership OL/PS 4143: Nonprofit Governance OL/PS 4343: Community Development OL/PS 4643: Organizational Globalization and Diversity OL/PS 4843: Training and Organizational Development

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 24 credit hour core includes instruction in organizational planning, dynamics of leadership, financial literacy, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
MGMT 6103: Organizational Management and Leadership	I	I	I	I	I	I
OL 5043: Ethical Leadership	R	R	R	R		R
OL 5643: Organizational Globalization and Diversity	R	R		R		R
OL 6043: Leadership in Organizational Change	R	R	R			R
MGMT 5203: Project Management			R		R	
OL 6143: Consultation, Coaching, and Leadership Development	R			R	R	
SAA 6113/EMHS 6103	R	R			R	
OL 6093: ODL Capstone	M	M	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development Theory** – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

2. **Strategic Verbal, Written, Interpersonal, and Technological Communication** – Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

3. **Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.

5. **Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

6. **Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivation.

Program Outcomes – Learning Objectives

Program Outcome 1 (PO1): Application of Adult Learning and

Organizational Development Theory - Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

- demonstrates mastery of basic principles of leadership theory, adult learning theory, and development theory
- identifies evidence-based practices in leadership, followership, and leadership ethics
- evaluates the application of theory in various organizational and/or cultural contexts
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

Program Outcome 2 (PO2): Strategic Verbal, Written, Interpersonal, and Technological Communication - Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

Program Outcome 3 (PO3): Systems Thinking, Group Dynamics, and Teamwork - Students will identify and implement effective solutions for complex organizational systems through group dynamics and team building.

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment
- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

Program Outcome 4 (PO4): Cultural Competency, Global Understanding, and Social Responsibility - Students will articulate the impact of social and cultural diversity in organizations.

- demonstrates an understanding of ethical leadership, social justice, and service to others
- articulates insights into own cultural rules and biases and how to recognize and respond to cultural biases
- demonstrates an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- articulates ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- develops complex questions about other cultures and consider questions from multiple cultural perspectives

Program Outcome 5 (PO5): Evaluation, Assessment, Analysis, and Critical Thinking - Students will demonstrate ethical, evidence-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation/dissemination of results.

- demonstrates problem-solving skills, higher order thinking strategies, and ethical, evidence-based decision making
- organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities in data
- evaluates and interprets quantitative and qualitative data to assess reliability, validity, and applicability in various leadership and development contexts
- develops comprehensive, systematic assessment plan to monitor organizational effectiveness
- recommends logical solutions that demonstrate informed evaluation and the ability to support positions with relevant, reliable, valid data

Program Outcome 6 (PO6): Awareness of Self and Others = Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context

- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

OL 5043: Ethical Leadership

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the importance and impact of ethics in an organization.
2	define and distinguish between organizational ethical perceptions.
3	develop and demonstrate an understanding of ethical competencies.
4	critically analyze the ethical issues that occur in organizations.
5	demonstrate an understanding of ethical influences.
6	describe, compare, and evaluate the ethical measure of an organization on a state, national, and global level.
7	research and critically examine, through case studies, the ethical outcomes of organization.
8	demonstrate an awareness of personal perceptions of differentiating ethics models.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss why ethics is necessary in an organization • Explain why an organization's ethics is important to society • Identify the different forms of ethics	1, 4, 6, 7, 8
Module 2	• Develop a personal code of ethics • Discuss how cultural history may conflict with today's organizational ethics. • Critically access personal spiritual well-being and how it affects personal and organizational ethics	1, 3, 6, 7, 8
Module 3	• Recognize and differentiate between the components of ethical behavior • Examine and discuss how moral biases can have a negative impact on an organization's ethical codes (formal and informal).	1, 2, 4, 7
Module 4	• Identify and understand the different types of ethical communication • Understand the importance of communication in the process of creating ethical communications.	1, 2, 3
Module 5	• Identify the levels of power and discuss the positive and negative takeaways from each level • Recognize the frames of power and how each impact the organization.	1, 3, 5, 6, 7
Module 6	• Identify your personal conflict management style • Recognize when negotiation is necessary and the affect power has on negotiations. • Examine how ethics plays a role in conflict management in the areas of social justice and sexual harassment	1, 3, 5, 7, 8
Module 7	• Demonstrate your knowledge of previous modules by submitting a literature review and presentation of one of the previous topics • Identify the specific ethical perspective • Identify necessary competencies regarding case.	1, 2, 3,
Module 8	• Examine and discuss the ethical challenges leaders face in organizations	1, 2, 4, 7

	• Examine and discuss the ethical challenges of followers	
Module 9	• Describe the ethical dangers of group think • Demonstrate a working knowledge of how and when to use groups in organizational settings.	1, 2, 4, 5, 7
Module 10	• Demonstrate an understanding of the core components of an ethical organizational climate • Distinguish between the informal elements of an organization's cultural ethics • Examine and discuss how cultural and global change impacts the ethics of an organization	3, 4, 6, 7
Module 11 & 12	• Identify the unique ethical issues that emerge in marketing, finance, accounting, and human resource management • Present, in a literature, review an understanding of the ethical and moral dilemmas that are common in one of the four areas (state, national, or global)	4, 5, 6, 7
Module 13	• Demonstrate understanding the components of organizational citizenship, social responsibility, and sustainability. • Examine and discuss the power of a socially ethical organization • Discuss the role organizations play in leading social responsibility causes	4, 5, 6, 7, 8
Module 14	• Discuss what place global organizations have in cultural ethics. • Identify and discuss the perceived dangers and challenges of a global organization • Demonstrate and understanding of how diversity impacts a global organization's ethics.	2, 4, 6, 7, 8

OL 5643: Organizational Globalization and Diversity

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the importance diversity and inclusion from an organization perspective
2	distinguish the differences between an organization being diverse and inclusive.
3	demonstrate an understanding of various forms/types of diversity
4	critically analyze published literature for inclusion in a literature review
5	demonstrate a shared understanding of cultural competence and managing diversity
6	describe, compare, and evaluate diversity measures on a local, state, and national level
7	compose a literature review/research report in APA format
8	research and critically examine diversity trainings and case studies
9	research, design and present a group project on diversity leadership and trainings.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss the difference between diversity and inclusion • Explain why diversity is important to society • Explain why diversity is important in business	1, 2
Module 2	• Identify the various types of diversity • Develop personal statement on diversity and inclusion • Discuss historical writings on diversity in comparison to current cultural climate • Critically access personal cultural positionality	3, 4
Module 3	• Explain the importance of understanding privilege • Analyze the power of social constructed privilege • Identify and discuss personal privileges • Write/Journal about your experiences of privilege/lack of privilege	1, 3
Module 4	• Analyze the various structures and discuss which one you find most effective • Discuss the importance of pay-equity.	3, 6
Module 5	• Explain the processes of acculturation and socialization and how it affects organizations • Discuss the significance of group-based identities	3, 7
Module 6	• Identify and describe the differences between stereotypes, prejudice, and discrimination. • Discuss the effects of incivility in the workplace • Demonstrate an awareness of the historical and current state of discrimination in the workplace	3, 5, 6
Module 7	• Demonstrate working knowledge of laws against discrimination	5, 6

	• Identify key points for affirmative action and diversity management trainings • Examine the major EEO laws • Discuss the impact of affirmative action for minority groups in organizations.	
Module 8	• Reflect on past experiences with work group/teams • Discuss positive and negative aspects of working in a diverse group/team	5
Module 9	• Identify the important historical events regarding gender in the workplace • Examine the similarities and differences of work expectations between the genders. • Discuss the challenges faced by women in the workplace • Research literature on gender discrimination in the workplace	2, 3, 5, 8
Module 10	• Discuss the difference between racism and discrimination • Demonstrate a working knowledge of laws against race discrimination and harassment • Research literature on race discrimination in the workplace	3, 6, 8
Module 11	• Identify the language and terminology regarding sexual orientation • Distinguish between the law regarding racial and sexual orientation discrimination • Discuss current legislation on sexual orientation	3, 4, 6
Module 12	• Demonstrate understanding of discriminations against religion, age, ability, appearance, weight, and social class • Discuss how discriminations could intersect or counteract	2, 3, 5
Module 13	• Reflect on personal experiences with diversity trainings • Explain the difference between mentorship and leadership • Research and analyze effective diversity trainings and provide a synopsis.	2, 3, 4, 8
Module 14	• Identify the main components of action research • Write a reflective essay on importance of diversity and inclusion trainings	1-9

OL 6043: Leadership in Organizational Change

Course Objectives

	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Identify the principle theories and historical foundations of organizational change, development, and transformative leadership
2	Demonstrate skills in recognizing change opportunities in organizations
3	Apply the processes through which planned change may be accomplished; 4) develop change agent competencies
4	Recommend diverse methods for collection and analysis of diagnostic data in organizations
5	Explain the similarities and differences between insider and outsider approaches to organizational development interventions
6	Assess own ability and readiness to lead change in organizations
7	Examine ethical issues in organizational change and transformative leadership

Module	Module Objectives	Course Objectives
Module 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics	1, 3, 6, 7
Module 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change	1, 2, 3
Module 3	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity	1, 5, 7
Module 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership	1, 5, 7
Module 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being	1, 2, 3

Module	Objectives	
	• Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams	
Module 6	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context	2, 7
Module 7	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change	1, 5
Module 9	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts	1, 3
Module 10	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change	1, 2, 3, 4
Module 11	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change	1, 2, 6
Module 12	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference	2, 3, 6
Module 13	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust	2, 4, 6
Module 14	• Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change	1, 2, 4

OL 6143: Consultation, Coaching, and Leadership Development

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the historical, current, and future role of training and development (training, coaching, mentoring, consultancy, leadership/executive development, etc) in organizations.
2	apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and organizational development process.
3	identify and analyze the training and development (training, coaching, consultancy, mentoring) needs of an organization.
4	classify key components of organizational, training, and coaching culture.
5	develop a training and development/coaching plan to address organizational needs.
6	compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts.
7	evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI.
8	discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.

Module	Module Objectives	Course Objectives
Module 1	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals	1, 4
Module 2	• Evaluate how organizational strategy influences training and development • Describe the role of consultancy, coaching, and leadership development in the organizational development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function	2, 4
Module 3	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis	3, 7

Module	Outcomes	
	• Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning	
Module 4	• Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training, coaching, consultancy, and leadership development programs • Explain the transfer of training concept	2, 6
Module 5	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program	2, 6
Module 6	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices	1, 2, 7
Module 7	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning	2, 6, 7
Module 9	• Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance	5, 8
Module 10	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development	1, 8

Module		
Module 11	- Describe the origins of the terms coaching, mentoring, and consultancy - Discuss the principles of coaching, mentoring, and consultancy - Identify types of coaching, mentoring, and consultancy - Compare coaching, therapy, counselling, mentoring, and consultancy - Examine the coaching-mentoring-management continuum - Demonstrate the use of goal setting and positive feedback	1, 2, 6
Module 12	- Describe a coaching culture - Identify the pillars of a coaching culture - Summarize the ten-step plan to create a coaching culture - Compare internal and external coaching - Apply principles of cross-cultural coaching - Define corporate social responsibility - Measure ROI in coaching	1, 3, 4, 7
Module 13	- Identify the five levels of listening - Apply principles of coaching, mentoring, and consultancy to leadership development - Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol - Compare and contrast the GROW and EXACT models of coaching - Describe the structure of coaching	2, 6, 8
Module 14	- Develop an organizational coaching plan - Apply coaching skills and tools in an organizational setting - Justify the use of a specific coaching tool in a coaching context - Demonstrate the use of an appropriate coaching tool in a specific type of coaching session	5, 6, 7

OL 5343: Community Development

	Course Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Demonstrate knowledge of each phase of the community development process
2	Explain definitions, concepts, and purposes of community and economic development
3	Compare, contrast, and evaluate assets-based and needs-based approaches to community development
4	Design a community development plan collaboratively as a member of a team
5	Analyze leadership issues in the community development process
6	Recommend evidence-based approaches to community development in a given context
7	Apply project-based research principles in the completion of a service-learning project

OL 5143: Nonprofit Governance

Course Learning Objectives (CLOs):

At the completion of this course, you should be able to:

- CLO 1: Analyze the role of socio-ecological role of nonprofits and philanthropic enterprise
- CLO 2: Evaluate the efficacy and viability of nonprofit organizations
- CLO 3: Evaluate the marketing and communications efficacy of a nonprofit organization.
- CLO 4: Synthesize social justice, economic, and institutional theories of the nonprofit sector.
- CLO 5: Critique and appraise peer-reviewed nonprofit academic literature
- CLO 6: Integrate nonprofit theory and practice to design solutions to complex nonprofit leadership challenges.

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Bachelor of Arts in Organizational Leadership Criminal Justice Concentration

PROGRAM HOMEPAGE

Curriculum

The matrix below is a sample plan for all coursework required for this program.

Freshman ⌄

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
Elective[2]	3	MATH XXXX Mathematics [1]	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1	**Total Hours**	16
Total Hours	17		

Sophomore ⌄

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Elective[2]	9	LEAD 1003 Introduction to Leadership	3
Total Hours	**15**	CJ 3083 Social Deviance/SOC 3083 Social Deviance	3
		Elective[2]	3
		Total Hours	**15**

Handwritten: Electives[2] 6   CJ 3103 3 ✓
Handwritten: BAS/OL 4353 3
Handwritten: BAS/OL 4453 3

Junior

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
CJ 3023 Judicial Process/POLS 3023 Judicial Process	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
CJ 3033 Criminal Psychology/PSY 3033 Criminal Psychology	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	~~OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development~~	~~3~~
~~OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership~~	~~3~~	**Total Hours**	(12)
Total Hours	(15)		

Handwritten at top: OL 4043 OR LEAD 2003   3
Handwritten: OL/PS 4143[4] OR ∨

Senior

	Credits
~~OL/PS 4443[4]~~ ~~3~~ Fall OL/PS 4743[4]	~~3~~ 3
~~CJ 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System~~	~~3~~
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations[4]	3
OL 4543 Workplace Supervision[4]/PS 4543 Workplace Supervision[4]	3
~~OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project[3]~~	~~3~~
Elective[2]	3
Total Hours	(15)

Handwritten, right column header: ~~OL/PS 4343[4] OR~~ OL 3233 OR OL 4053   3
Handwritten: OL/PS 4843[4]   3   3

Spring	Credits
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity[4]	3
~~OL 4743 Organizational Change/PS 4743 Organizational Change~~	~~3~~
OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone[3]	3
~~Elective[2]~~	~~6~~
Total Hours	(15)

Handwritten:

[4] Accelerated BA-OL to MA-ODL (insert text)

ARKANSAS TECH UNIVERSITY

Request for New Certificate Program
(CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	06-20-2023

Title	Signature	Date
Department Head	*Rockie Pederson*	06/27/2023
Dean	*[signature]*	8/9/23
Assessment	*[signature]*	8.10.23
Registrar	*[signature]*	8/11/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title: Graduate Certificate in Coaching Strength and Conditioning

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**

   Graduate Certificate in Coaching Strength and Conditioning

2. **CIP code** 31.0599

3. **% online (if applicable)**

   80% - All of the courses except for SCS 6043 and SCS 6053 are fully online. These 2 courses are half online and half face-to-face.

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
   a. SCS 6013 Measurement and Evaluation
   b. SCS 6033 Program Design and Development
   c. SCS 6043 Techniques for Development of Hypertrophy, Strength, and Power
   d. SCS 6053 Techniques for Development of Speed, Agility, Reaction Time, and Endurance
   e. SCS 6063 Trends in Sports Nutrition and Metabolism

   All of these are existing courses. Additionally, this certificate would be directly stackable with both degree tracks in the MS in Kinesiology program. It is likely to be more appealing to students to continue into the Sport Science degree track, as it is fully online, whereas the Strength and Conditioning track is face-to-face.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
   A survey was sent to athletic directors and coaches in the northwest quadrant of the state of Arkansas. While the survey was asking about an educator licensure endorsement rather than specifically related to a certificate, the coursework would be the same. The results of the survey are attached in Appendix A. Of the 40 respondents to the survey, 72.5% were coaches. Of the responses, 100% of participants indicated that this credential would be beneficial to them. Approximately 80% (9.7% yes and 71% maybe) of the respondents indicated that their district might be able to help pay for it. Of those who were interested personally, 64.3% would begin immediately while another 28.6% would begin in the

next 1-2 years. Since the credential is primarily online, it would not be limited to individuals who are close enough to drive for classes.

List Program Learning Outcomes. Should be between 3-5, unless more required by external accreditor (list external accrediting body, if applicable)
- Goal 1: Students will develop the hands-on skills necessary to be proficient as strength coaches.
- Goal 2: Students will develop the assessment skills necessary to be proficient as strength coaches.
- Goal 3: Students will develop the program design skills necessary to be proficient as strength coaches.

Additionally, the certificate program is designed to increase enrollment in the MS in Kinesiology degree (either track).

Projected Program Enrollment for 3-5 Years. Based on Internal & External Prospective Students Who Indicate a Commitment (not interest) in Enrolling (consider attrition). These data represent the impact of the certificate program solely and not the addition of the new online degree option, which should also help benefit enrollment.

Based on survey data from the northwest quadrant of the state of Arkansas, the table below shows the projected enrollments in the certificate program and potentially the impacts of that certificate program on the MS in Kinesiology Strength and Conditioning degree. This table was generated ONLY using the survey data from the northwest quadrant of the state.

Year 1	14
Year 2	23
Year 3	21
Year 4	17
Year 5	7

The data in the table are based on the assumption that 75% of the individuals who claimed they would begin the program immediately actually did. These data are extrapolated from this point knowing that in year 3, the year 1 people will be finishing the certificate. We approximate that 50% of those individuals would decide to complete the MS in Kinesiology degree. In year 4, ½ of the individuals from year 2 are estimated to decide to finish the degree while the initial certificate seekers from year one would have completed the degree.

These data do not, however, consider the additional influx of students from other parts

of the state, surrounding states, or online communities who may choose to enroll in the certificate program. In reality, the projected enrollment numbers could be much higher and would likely continue to grow into year 3 and beyond as word of the program grows and as more people learn about it. The likelihood is that the projected enrollment numbers would grow annually. The above includes a somewhat conservative estimate while primarily considering growth from the certificate.

6. **Approval letter from licensure/certification entity, if required.**
   Not needed

7. **Effective date, term, and academic year**

   06/01/2024, 2024 Summer Term, 2024-25 Academic Year

ARKANSAS TECH UNIVERSITY

REQUEST FOR CURRICULUM REVISION

Department Initiating Proposal	Date
Nursing	8-18-23

Title	Signature	Date
Department Head Dr. Shelly Daily	*Shelly Daily*	8/30/23
Dean Dr. Tim Carter	*Tim Carter*	8/31/23
Assessment Dr. Christine Austin		9.11.23
Registrar Ms. Tammy Weaver	*Tammy Weaver*	9/11/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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: **Master of Science in Nursing Administration and Emergency Management**

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title**
   Master of Science in Nursing - Nursing Administration and Emergency Management

2. **Current degree code**
   7080

3. **Current CIP code**
   51.3802

4. **% online (if applicable)**
   100%

5. **Current curriculum.**
   Thirty-nine credit hours are required for completion of the MSN Degree. Thirty hours shall be completed in a professional core component, including six (6) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six (6) hours of practicum) or Emergency Management.

   Core Curriculum (30 hours)
   NUR 6103 Theoretical Perspectives
   NUR 6203 Research Design and Methods
   NUR 6213 Epidemiology
   NUR 6303 Law, Ethics, and Policy in Healthcare
   NUR 6313 The Role of the Nurse Administrator
   NUR 6513 Fiscal Management in Health Care System
   EMHS 6063 Principles of Emergency Management
   EMHS Electives - Three (3) hours (5000-6000 Level)

   NUR 6403 Non-Thesis Project AND
   Three (3) hours of Electives
   -Or-
   NUR 6993 Research Thesis
   NUR 6993 Research Thesis

   Nursing Administration Concentration Area
   NUR 6503 Organizational Behavior and Human Resource Management
   NUR 6526 Nursing Administration Practicum

Emergency Management Concentration Area
EMHS 5000 -6000 Elective - Nine (9) hours

MSN Track for registered nurses who have a bachelor's degree in a field other than nursing
The additional nine (9) hours of prerequisite courses for students in this track include the following:

NURN 4003 Scope of Professional Practice
NURN 4024 Community Health Nursing
NURN 4034 Leadership and Management in Professional Practice

6. **Proposed curriculum. If adding a new course, include new course description.**
Thirty-three credit hours are required for completion of the MSN Degree. Twenty-four hours shall be completed in a professional core component, including six (6) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six (6) hours of practicum) or Emergency Management.

Core Curriculum (24 hours)
NUR 6103 Theoretical Perspectives
NUR 6203 Research Design and Methods
NUR 6213 Epidemiology
NUR 6303 Law, Ethics, and Policy in Healthcare
EMHS 6063 Principles of Emergency Management
EMHS Electives - Three (3) hours (5000-6000 Level)

NUR 6403 Non-Thesis Project AND
Three (3) hours of Electives
-Or-
NUR 6993 Research Thesis
NUR 6993 Research Thesis

Nursing Administration Concentration Area
NUR 6503 Organizational Behavior and Human Resource Management
NUR 6526 Nursing Administration Practicum

Emergency Management Concentration Area
EMHS 5000 -6000 Elective - Nine (9) hours

MSN Track for registered nurses who have a bachelor's degree in a field other than nursing
The additional nine (9) hours of prerequisite courses for students in this track include the following:

NURN 4003 Scope of Professional Practice
NURN 4024 Community Health Nursing
NURN 4034 Leadership and Management in Professional Practice

7. **Effective date, term, and academic year.**
06/01/2024, 2024 summer, 2024-25 academic year

8. **Reason for change.**

   Student recruitment/ in line with other similar program hours. Key concepts to be placed in other existing classes. To help program viability.

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)

We are deleting 2 courses (6 credit hours) from the MSN program: NUR 6513 Fiscal Management and NUR 6313 Epidemiology

What impact will the change have on staffing, on other programs and space allocation?
Reduces workloads in Nursing Department. No space allocation changes, as this is an online program.

Answer the following Assessment questions:
  a. How does the program change align with the university mission?

   The program is still aligned with the university mission to provide an opportunity for "progressive intellectual development" but the shorter length of study may make the master's degree more accessible or appealing to students.

  b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**

  c. What is the rationale for this program change?
     1. How will the program change impact learning for students enrolled in this program?
     2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

   NUR 6513 Fiscal Management is a course on economics and financial management for nurse managers/executives. The "need to know" content can easily be embedded into the NUR 6303 Role of Nurse Administrator and NUR 6526 Administrative practicum courses. Students will get the necessary content without enrolling in a separate course.

   NUR 6313 Epidemiology content will be embedded into EMHS 6333 Epidemics and Pandemics, which we plan to offer more regularly as one of the EMHS Electives (students in our program are required to take at one EMHS elective in the curriculum). This course is taught by nursing faculty and can be taken by students in both the nursing and EM graduate programs, creating efficiency.

  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.

   Most nursing graduate programs which are not advanced practice ("nurse practitioner") programs are fewer than the 39 credits required by ATU, so this change keeps pace with other programs. For comparison, UCA and ASU non-practitioner master's programs require 32-36 credit hours.

  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.)

One assessment change will be necessary. Program Learning Outcome 1.3: Provide a program of study that addresses technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response solutions.

The 1.3.1 Measure of this outcome has previously been successful completion of the online Johns Hopkins Teach-Out online 5-hour course, which addresses leadership and coordinating emergency response. This course is no longer available from Johns Hopkins so it will be substituted with the Centers for Disease Control e-course "Epidemiology 101" which is suitable for nurses and as well as non-healthcare students.

There are no assessment measures tied directly to NUR 6513 Fiscal Management, so no changes will be required for this.

This change does not require accreditation substantive change submission since it is less than a 20% decrease in program hours. It is 15%. This will be reported in our self study report being written this year for a site visit next fall.

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.

MSN Students do not go through the program as a cohort, as they are allowed to move to and from full-time and part-time as work and family needs dictate. Also, we offer spring and fall entry. So, rather than changing a set curricular matrix which we don't utilize, I have provided two samples of progression in the program which do not differ significantly from our original program.

**No courses have been moved to a different semester with this program change.

Fall	Spring	Fall	Spring
NUR 6103	NUR 6313	NUR 6993	NUR 6993
NUR 6203	NUR 6303	EMHS Elective	NUR 6526
NUR 6503	EMHS Elective		
9 hours	9 hours	6 hours	9 hours

Fall	Spring	Fall	Spring	Fall	Spring
NUR 6103	NUR 6313	NUR 6503	NUR 6526	NUR 6993	NUR 6993
NUR 6203	NUR 6303	EMHS Elect		EMHS Elect	
6 hours	6 hours	6 hours	6 hours	6 hours	3 hours

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	*Theresa A Cullen*	6/7/23
Dean	*Jim Leatt*	6/8/23
Assessment	*Mike Ch.*	6/13/23
Registrar	*Tammy Weaver*	7/28/23
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:
EDFD	6891-4	⚪ Spring ⦿ Summer I

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

Independent Study

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

Independent Study

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?
n/a

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. NO
   b. If this course is required for the major or minor, complete the following.
      1. Provide the program level learning outcome(s) it addresses.
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
   c. What is the rationale for adding this course? What evidence demonstrates this need?

From time to time we have a course that is not offered, or a student needing a specific need addressed in their program. Currently there is no independent study available for the Education Masters degrees.

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.

Independent Study
EDFD 6181-4

3 Credit Hours

Instructor Information

Instructor:
Office:
Phone:
Email:
Office Hours:

Course Title: EDFD 6181-4

Justification/Rationale: This course meets the university, College of Education and Health, and the Department of Teaching and Educational Leadership goals to engage in investigation and scholarship to impact professional practice.

ATU Course Catalog Description: A graduate independent study course designed to meet the specific needs of a student and the application of educational theory to practice.

Prerequisites: None.

Student Outcomes for Course/Course Objectives:
Outcomes will be specific to agreed upon learning goals for the independent study.

Text Requirements: specific to independent study.

Mission and Vision
Arkansas Tech University

Vision

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

Mission

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

Technological Expectations:
There are *inherent* technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard. In addition, students will/may need to post to discussion boards, write online journal entries, and other similar tasks. Students, who are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the Professor on campus to go over the basics.

*If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance (i.e. death in the family, auto accident, etc.). We will need to discuss the situation and make decisions about make-up work for the missed classes. You will be required to complete extra assigned work to make up the missed classroom work. The work may include journal article summaries or essays.

Technical Support
Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.
Phone: (479) 968-0646
Toll-Free: (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week
Website: https://ois.atu.edu/
Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity
The ATU Code of Academic Integrity: https://www.atu.edu/academic-integrity/. The

highest standards of integrity and ethical conduct will be maintained in this course. Behavior that violates academic integrity or infringes on the rights of other students or faculty will be reported according to university procedures. Students who violate the Code of Academic Integrity face penalties such as failure of the assignment and/or class (up to and including expulsion from the university).

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

Disability Services
Doc Bryan Suite 141
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

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

PRIVACY & ACCESSIBILTY POLICIES: See the following links:
Third-Party Privacy and Accessibility Policies or

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	6.7.23

Title	Signature	Date
Department Head	*Theresa Cullen*	6/7/23
Dean	*Jim Smith*	6/9/23
Assessment		6/13/23
Registrar	*Tammy McAleer*	7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) SPED	Course Number: (e.g., 1003) 5093	Effective Term: ◌ Spring ◉ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Using Research, Assessment, and Data in Special Education		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) RESEARCH/ASSESS/DATA IN SPED		

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

○ Yes ◉ No [   ]

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number. ○ Yes ◉ No [   ]

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

Grading: ◉ Standard Letter ○ P/F ○ Other [   ]

Mode of Instruction (check appropriate box):

◉ 01 Lecture   ○ 02 Lecture/Laboratory   ○ 03 Laboratory only

○ 05 Practice Teaching   ○ 06 Internship/Practicum   ○ 07 Apprenticeship/Externship

○ 08 Independent Study   ○ 09 Readings   ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction   ○ 16 Studio Course

○ 17 Dissertation   ○ 18 Activity Course   ○ 19 Seminar   ○ 98 Other

Does this course require a fee? ○ Yes ◉ No How Much? [   ]   Select Fee Type

If selected other list fee type: [   ]

☐ Elective   X Major   ☐ Minor

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

If course is required by major/minor, how frequently will course be offered?
Once a year.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

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. No.
   b. If this course is required for the major or minor, complete the following.
      1. Provide the program level learning outcome(s) it addresses.
         RA1.1 Candidate Knowledge, Skills, and Professional Dispositions Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:
         • Applications of data literacy;
         • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) These learning outcomes will be measured via a rubric including the items aligned to the two CAEP Advanced Proficiencies delineated. Page 2 of the attached syllabus includes information related to these two program outcomes.
   c. What is the rationale for adding this course? What evidence demonstrates this need?

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.

College of Education and Health

SPED 5093

Using Research, Assessment, and Data in Special Education

Instructor: Office Location:

Contact Info: Office Hours:

E-mail:

Catalog Description: This course is designed to engage students while expanding knowledge and understanding of the latest research in Special Education. Students will conduct a study by collecting qualitative and quantitative data, analyzing the data, and find possible solutions to improving the field of Special Education.

Course Rationale: This course is designed to further develop the educators' understanding in identifying areas in need of improvement, how to assess, how to collect qualitative and quantitative data, how to analyze the data, how to discover possible solution to improve the classroom environment, and how to present findings to administration.

Prerequisite: EDFD 6003
- Course participants must be currently employed (or have access) within a public, private, or parochial school. This action research project is designed to improve student learning within a classroom environment.
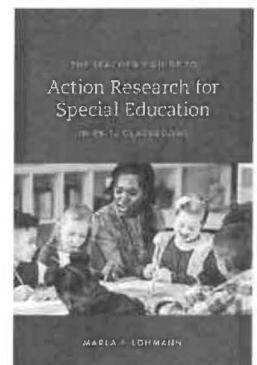-

Required Textbook: Lohmann, M. (2023). The Teacher's Guide to Action Research for Special Education in PK-12 Classrooms.

Subscription to Taskstream: www.taskstream.com

ATS-Arkansas Teacher Standards

TESS-Teacher Excellence Support System

SPED 101 Academy Competencies

Course Objectives:

Students will demonstrate knowledge, skills, and dispositions related to the following:

1. Author an action research study, conducted in his or her school/classroom, implementing the steps of the action research cycle and including a review of related literature (ATS 9, TESS 4e, SPED 101 1.1, 1.2, 4.1, 4.2, 4.3.)

2. Collaborate with peers to identify particular improvement needs for a school/classroom (ATS 10, TESS 4d, SPED 101 2.1, 2.2).

3. Use a variety of technology sources/media tools/resources within the development and presentations of his/her action research study (ATS 10, TESS 4d, 4f).

4. Follow appropriate APA professional citation sourcing and referencing throughout the action research report (ATS 9, TESS 4f).

5. Disseminate the findings, from the action research project, to colleagues in the field of education (ATS 10, TESS 4d, 4e, 4f, SPED 101 7.1)

Methods of Instruction/Course Assignment: A variety of instructional methods will be used in this course, including: web-based instruction, professional readings, and written reports of findings. The intention is to evaluate comprehension and application of the concepts and skills outlined in the course objectives.

Methods of Assessment: Students will complete the following assignments to demonstrate mastery.

- Weekly Updates | 50 points each
- Identifying a Problem | 25 points
- Proposal Reflection | 25 points
- IRB Process | 50 points
- Assessment Submission | 50 points
- Letter of Permission | 50 points
- Quantitative Data Submission | 50 points
- Qualitative Data Submission | 50 points
- Presentation of Final Project | 200 points
- Taskstream Submission | 100 points
- **Class Total Points: 650**

**Late assignments will <u>NOT</u> be accepted and you will receive a zero for any missed assignments. If you are experiencing illness or an event that could make you miss a deadline, clear communication with the professor prior to missing the deadline is both proactive and professional.

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

Attendance Policy: This is an asynchronous learning class. Participation is required. Weekly class participation/attendance will be based on completion of Weekly/Monthly assignments. Each module contains the information you need to complete your assignments. Each weekly module will open at 8:00 am on Monday and close on Friday at 11:59 pm.

*Pay close attention to due dates within the monthly module (outlined in course schedule)

Technological Expectations:
There are **_inherent_** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, post to discussion boards, and other similar tasks. Students, who are not familiar with Blackboard, contact OIS helpdesk - https://ois.atu.edu/
Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

Student Expectations:

- ✓ _Engagement_: It is important that you ask questions, state your opinion, provide suggestions, and work diligently with classmates and your instructor. Communication is crucial in your overall success.

- ✓ _Positivity_: You are expected to maintain a positive attitude during class. The information being shared with you has been studied and found to be detrimental to your holistic success. As the instructor of this course, I want to see you succeed. Developing a sense of value for why you are learning about the topics in this course will enhance your positive attitude.

- ✓ _Growth Mindset:_ You are expected to come to class with the passion to learn and the resilience to overcome challenges. There is always something new to learn and it is important that through communication we take advantage of new opportunities to learn from our classmates and instructors.

- ✓ _Ask Questions:_ You are expected to ask questions. As an advocate for your success, I want to assist you in any way I can. If I do not have an answer, I will work to connect you to someone who does. Asking questions is an important piece of communication and relationship building.

Academic Integrity: A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices. Please review: Code of Academic Integrity

Email Etiquette: As future educators, you will work with a wide array of individuals including teachers, students and parents. It is important to remain professional at all times, even via email communications. Include **SPED 5093** as the subject in all email communications. Your e-mail must be sent from your ATU e-mail account and include your T#. Please remain tactful, professional, and thorough.

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

Jerry Cares: As a student at Arkansas Tech, you're part of something big. You're part of a family, a strong family, sharing life together. Strong families spend time together, communicate effectively, appreciate and take care of one another. These relationships make Tech a special place. Just like any family, university families face tough issues together. We share in the responsibility of working together to ensure that we have a safe and supportive learning and working environment, free from harassment (sexual misconduct), hazing, alcohol and drug abuse, and any other negative behaviors that are counterproductive to the environment needed for us all to feel valued and respected. Ignoring or pretending problems don't exist is not the answer. We need to get involved. We need to speak up. The *Jerry Cares* campaign equips you with tools, training, and resources necessary to take action. You can play a role in preventing and interrupting dangerous incidents from impacting your family, our university community. Please review: Jerry Cares

Special Accommodations: Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit Disability Services.

Privacy and Accessibility Policies: Third-Party Privacy and Accessibility Policies

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

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

College of Education & Health Mission: The College of Education and Health promotes student success by providing collaborative, engaging, and innovative programs in accessible formats to prepare professionals who will positively impact their communities locally, regionally, and globally.

College of Education & Health Vision: The College of Education and Health develops experts, collaborators, and innovators in education, health, and leadership who are successful and transformative professionals in the diverse communities in which they serve.

*The instructor reserves the right to amend the syllabus and will notify students of any changes in a timely manner.

Supplemental Reading List

Bateman, D., Cline, J., Steele, J., & Fields, S. (2019). *Special education law case studies: A review from practitioners.* Rowman & Littlefield Publishers.

Hott, B. (2021). *Research methods in special education (Evidence-based instruction in special education).* Slack Incorporated.

Markelz, A. & Bateman, D. (2021). *The essentials of special education law.* Rowman & Littlefield Publishers.

Rumrill, P., Cook, B., & Stevenson, N. (2020). *Research in special education: Designs, methods, and applications. 3rd Edition.* Charles C Thomas Pub LTD.

Yell, M., Bateman, D., & Shriner, J. (2022). *Developing educationally meaningful and legally sound IEPs.* Rowman & Littlefield Publishers.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	06/21/23

Title	Signature	Date
Department Head	*Theresa Cullen*	6/29/23
Dean	*Jim Smith*	6/29/23
Assessment		7.3.23
Registrar	*Tammy Weaver*	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	**6002**
Official Catalog Title:	
Administrative Law	

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)

EDLD 6003

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

School Law

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

SCHOOL LAW

New Course Description:
The current catalog description will remain the same: "This course is an introduction to the legal environment of schools. It focuses on the legal concepts, regulations, and codes that principals must know in order to carry out proper school operations. Special emphasis is given to the implementation of policies, regulations, rules, and procedures in public schools." *NOTE: The course name is being changed to reflect standard usage, and the number of credit hours is being changed to better reflect the actual rigor required to complete this course.*

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.
This course was part of Program Revision/Renewal in early 2020. Copies of both the DESE and HLC program approval letters are included in the packet.

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?
No changes are being made to program learning outcomes, measurement tools, or course rationales. Previous approvals should still apply.

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
Teaching and Educational Leadership	06/21/23

Title	Signature	Date
Department Head	*Theresa A Cullen*	6/29/23
Dean	*Jim Smith*	6/29/23
Assessment	*Brut Elork*	9.3.23
Registrar	*Tammy Weaver*	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	**6313**
Official Catalog Title:	
Principles of Curriculum for School Leadership	

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)

> same

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

> **Principles of Curriculum for School Leaders**

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

> **CURRICULUM FOR SCHOOL LEADERS**

New Course Description:
"This course examines the development, implementation, and evaluation of curriculum as it relates to school leaders. For the final project, students will create a proposed plan for dealing with current or emerging curriculum, instruction, or assessment trends in Arkansas." *NOTE: The name and description are being changed to better reflect the shared nature of this course across multiple programs. The final project will be adjusted to fit the student's expected future role.*

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.
             This course was part of Program Revision/Renewal in early 2020. Copies of both the DESE and HLC program approval letters are included in the packet.

    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? **No changes are being made to program learning outcomes, measurement tools, or course rationales. Previous approvals should still apply.**

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
Teaching and Educational Leadership	06/21/23

Title	Signature	Date
Department Head	*Theresa Cullen*	6/29/23
Dean	*Jim Carter*	6/29/23
Assessment	*McEck*	7.5.23
Registrar	*Tammy Weaver*	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	**6352**
Official Catalog Title:	
Physical Environment of 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)

EDLD 6353

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

no change

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

no change

New Course Description:
"This course focuses on the effect that a school's physical environment has on instructional processes and student learning. It also explores various components of physical plants that are involved in school safety." *NOTE: The description is being changed to better reflect course content. The number of credit hours is being changed to better reflect the actual rigor required to complete this course.*

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.
  This course was part of Program Revision/Renewal in early 2020. Copies of both the DESE and HLC program approval letters are included in the packet.
- 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? **No changes are being made to program learning outcomes, measurement tools, or course rationales. Previous approvals should still apply.**

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
Teaching and Educational Leadership	06/21/23

Title	Signature	Date
Department Head	*Theresa A Cullen*	6/29/23
Dean	*Jim Carter*	6/29/23
Assessment		7.3.23
Registrar	*Yammy Weaver*	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	**6402**
Official Catalog Title:	
Working with the Marginal Performer	

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)

EDLD 6403

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

no change

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

no change

New Course Description:
The current catalog description will remain the same: "This course focuses on identifying and addressing the characteristics of marginal performance in teachers. It includes an in-depth study of the Arkansas teacher evaluation system (TESS). For the final product, students will apply this system to recommend contract renewal or dismissal for one of two fictional teachers described throughout the course." *NOTE: The number of credit hours is being changed to better reflect the actual rigor required to complete this course.*

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.
           This course was part of Program Revision/Renewal in early 2020. Copies of both the DESE and HLC program approval letters are included in the packet.
    b.   If this course is required for the major or minor, complete the following.

	a. Provide the <u>program level learning outcome(s) it addresses</u>.
	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?
	No changes are being made to program learning outcomes, measurement tools, or course rationales. Previous approvals should still apply.

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
Teaching and Educational Leadership	06/21/23

Title	Signature	Date
Department Head	*[signature]*	6/29/23
Dean	*[signature]*	6/29/23
Assessment	*[signature]*	7.3.23
Registrar	*[signature] Tammy Weaver*	7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EDLD	**6552**
Official Catalog Title:	
Administrative Internship	

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)

same

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

Building Level Administrator Internship

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

BUILDING ADMIN INTERNSHIP

New Course Description:
"This field experience allows candidates to apply the theoretical and research-based content of Educational Leadership courses to the practical day-to-day operation of an Arkansas public school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator." *NOTE: The name and description is being changed to differentiate between "Curriculum Administrator" and "Building Level Administrator" internships.*

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.
         This course was part of Program Revision/Renewal in early 2020. Copies of both the DESE and HLC program approval letters are included in the packet.
  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? **No changes are being made to program learning outcomes, measurement tools, or course rationales. Previous approvals should still apply.**

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
Department of Teaching and Educational Leadership	8-1-2023

Title	Signature	Date
Department Head	*Pam Dixon*	8-2-2023
Dean		8/2/23
Assessment		8.11.23
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MTLL	**6252**
Official Catalog Title:	
Communication, Advocacy, and Policy Development	

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)
MTLL 6163

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

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

New Course Description:
This course needs to be changed from a 2-hour course to a 3-hour course for the revised MAT program. This course now includes content related to grant writing for educators and school finance and curriculum programming.

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. 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.

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

PLO #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10)

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

The culminating artifact for this course is twofold. First, students will analyze and synthesize best practices for effective communication with stakeholders and create a detailed communication plan with exemplars for establishing and maintaining positive communication with parents and guardians, colleagues, school and district leaders, and members of the community. The communication plan will address teaching, learning, and assessment, as well as social and emotional learning and family and community involvement in the school community. Second, students will write a grant proposal for a school or classroom project with the goal of improving the educational experience of students and families. This proposal will follow the Foundation Center/Candid guidelines for writing grants with the expectation that the proposal is viable and fundable through such grantmakers as donorschoose.org, Walmart, and Arkansas Humanities Council, to name of few.

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

By increasing this course from two graduate hours to three graduate hours, we are able to merge two important classes that share PLO and whose content complements one another. The focus of this course is effective communication through various professional activities that results in improved teaching and learning for each student. This expanded three-hour course, for which we need a new course number, provides students the opportunity to engage in real-world learning experiences that enhance their knowledge, skills, and dispositions of a professional teacher leader who take responsibility for collaboration with a variety of stakeholders, including grantmakers, through the development of a detailed communication plan for the school year and a viable grant proposal that has the potential to enhance the educational experience for all students through the external funding of developmentally-appropriate, innovative learning materials.

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
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	*Theresa O Cullen*	6/29/23
Dean	*Jim Carter*	6/30/23
Assessment	*signature*	7.3.23
Registrar	*Tammy Weaver*	7/28/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title: **Graduate Certificate in Teacher Leadership**

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

The Graduate Certificate in Teacher Leadership requires 18 hours. Modify the program as follows:

Delete the following courses:
MTLL 6202: Professionalization of Teaching for the Master Teacher
MTLL 6223: Teaching and Learning for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
EDLD 6552 Administrative Internship

Add the following courses:
MTLL 6133 Elements of Curriculum*
MTLL 6223 Teaching and Learning for the Master Teacher*
MTLL 6553: Administrative Internship

Add the asterisk to the following courses to designate the courses are shared among stackable MAT, MTLL, EDLD, and COUN programs.
MTLL 6133 Elements of Curriculum*
MTLL 6223 Teaching and Learning for the Master Teacher*
MTLL 6123 Instructional Leadership for the Master Teacher*
MTLL 6143 Organizational Change and the Role of the Master Teacher*
MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher*

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

Answer the following Assessment questions:
   a. How does the program change align with the university mission?
   b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   c. What is the rationale for this program change?
       1. How will the program change impact learning for students enrolled in this program?
       2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   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.
   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.

Program Learning Outcomes

The Graduate Certificate in Teacher Leadership is aligned with the Teacher Leader Model Standards developed by the Teacher Leadership Exploratory Consortium and adopted by the Arkansas Department of Education Division of Elementary and Secondary Education as the standards for the Lead Teacher Designation and the Instructional Facilitator Endorsement. The Lead Teacher Designation allows teachers to divide their instructional time between responsibilities to students and responsibilities for adult leadership and is required for teacher participation in several statewide initiatives, such as Residency Schools and Opportunity Culture Schools.

Completers seeking the Instructional Facilitator Endorsement take the ETS Instructional Facilitator Assessment. Completers wishing to add the Lead Teacher Designation to their license complete the ETS Performance Assessment for Teacher Leaders (PATL), which measures the readiness and ability of teacher leader candidates to provide effective instructional leadership. The PATL consists of a series of tasks that are completed in the courses below. The assessment measure leadership roles in six areas, which are called tasks:

- Task 1 – Adult Learning and the Collaborative Culture
- Task 2 – Research for the Improvement of Practice
- Task 3 – Professional Learning
- Task 4 – Observation and Use of Assessment Data
- Task 5 – Collaboration with Families and the Community
- Task 6 – Collaborative Teams and Advocacy

The PLOs listed below are aligned with the corresponding Teacher Leader Model Standards, PATL task, and Graduate Certificate for Teacher Leadership

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courses. Candidates are expected to master target knowledge, skills, and dispositions required of an effective lead teacher in each course, which is measured through PATL tasks. Courses shared among MAT, MTLL, EDLD, and COUN stackable programs are identified with an asterisk.*

PLO #1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader uses adult learning theory to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning. (Teacher Leader Model Standards Domain 1, PATL Task 1)

PLO #2: Accessing and Using Research to Improve Practice and Student Learning

The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development by using research to create new knowledge, to inform policies and practices, and to improve teaching and learning. (Teacher Leader Model Standards Domain 2, PATL Task 2)

PLO #3: Promoting Professional Learning for Continuous Improvement

The teacher leader uses knowledge of teaching and learning, established and emerging technologies, and the school community to promote, to design, and to facilitate job-embedded professional learning aligned with school improvement goals. (Teacher Leader Model Standards Domain 3, PATL Task 3)

PLO #4: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and by modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals. (Teacher Leader Model Standards Domain 4, PATL Task 4)

PLO #5: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader shares knowledge of current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods with colleagues and collaborates to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies. (Teacher Leader Model Standards Domain 5, PATL Task 5)

PLO #6: Improving Outreach and Collaboration with Families and Community

The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and to expand opportunities for student learning. (Teacher Leader Model Standards Domain 6, PATL Task 6)

PLO #7: Advocating for Student Learning and the Profession

The teacher leader uses knowledge of how educational policy is made at the local, state, and national level, as well as the roles of school leaders, boards of

education, legislators, and other stakeholders, in formulating policies to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession. (Teacher Leader Model Standards Domain 7, PATL Task 6)

Graduate Certificate in Teacher Leadership Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
PLO #1: Fostering a Collaborative Culture to Support Educator Development and Student Learning The teacher leader uses adult learning theory to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning. (Teacher Leader Model Standards Domain 1, PATL Task 1)	MTLL 6123	**PATL Task 1: Adult Learning and the Collaborative Culture** The candidate will facilitate a specific task or project with a group of colleagues who reflect different stages of career development, backgrounds and perspectives. The candidate will consider how to apply strategies of adult learning across teacher leadership activities with this group to promote collegiality and to improve instruction and student learning.
PLO #2: Accessing and Using Research to Improve Practice and Student Learning The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development by using research to create new knowledge, to inform policies and practices, and to improve teaching and learning. (Teacher Leader Model Standards Domain 2, PATL Task 2)	MTLL 6143	**PATL Task 2: Research for the Improvement of Practice** The candidate will initiate and facilitate colleagues' design and implementation of research, including choice of appropriate methodology and analysis of data directly related to a curriculum-based issue.
PLO #3: Promoting Professional Learning for Continuous Improvement The teacher leader uses knowledge of teaching and learning, established and emerging technologies, and the school community to promote, to design, and to facilitate job-embedded professional learning	MTLL 6253	**Task 3: Professional Learning** The candidate will facilitate the design and implementation of an integrated and differentiated professional

aligned with school improvement goals. (Teacher Leader Model Standards Domain 3, PATL Task 3)		learning plan based on assessed student and teacher needs.
PLO #4: Facilitating Improvements in Instruction and Student Learning The teacher leader demonstrates a deep understanding of teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and by modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals. (Teacher Leader Model Standards Domain 4, PATL Task 4)	MTLL 6223	**Task 4: Observation and Use of Assessment Data** The candidate will observe the professional skills of a colleague provide quality feedback to support reflective practice. The candidate will examine the design, application and interpretation of multiple assessments, along with other available data, to make informed decisions.
PLO #5: Promoting the Use of Assessments and Data for School and District Improvement The teacher leader shares knowledge of current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods with colleagues and collaborates to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies. (Teacher Leader Model Standards Domain 5, PATL Task 5)	MTLL 6133	**Task 5: Collaboration with Families and the Community** The candidate will collaborate with colleague to improve colleagues' collaboration and interaction in their work with families and the community.
PLO #6: Improving Outreach and Collaboration with Families and Community The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and to expand opportunities for student learning. (Teacher Leader Model Standards Domain 6, PATL Task 6)	MTLL 6553	**Task 6: Collaborative Teams and Advocacy** The candidate will identify and assess opportunities for educational improvement and advocate effectively for colleagues by developing and supporting a collaborative team and promoting interactions that improve the effectiveness of practice.
PLO #7: Advocating for Student Learning and the Profession The teacher leader uses knowledge of how educational policy is made at the local, state, and national level, as well as the roles of	EDLD 6313	**Task 6: Collaborative Teams and Advocacy** The candidate will identify and assess opportunities for educational

school leaders, boards of education, legislators, and other stakeholders, in formulating policies to advocate for student needs and for practices that support effective teaching and increase student learning and serves as an individual of influence and respect within the school, community, and profession. (Teacher Leader Model Standards Domain 7, PATL Task 6)		improvement and advocate effectively for colleagues by developing and supporting a collaborative team and promoting interactions that improve the effectiveness of practice.

Course Schedule

Summer
EDLD 6313: Principles of Curriculum for School Leadership*
Fall
EDLD 6253: Instructional Leadership*
MTLL 6133: Elements of Curriculum*
Spring
MTLL 6253: Advanced Curriculum Theory and Design*
EDLD 6403: Working with the Marginal Performer*
MTLL 6553: Internship

Graduate Certificate in Teacher Leadership (18 hours)

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6223 Teaching and Learning for the Master Teacher
- MTLL 6123 Instructional Leadership for the Master Teacher *
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher *
- MTLL 6143 Organizational Change and the Role of the Master Teacher
- MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
EDLD 6552 Administrative Internship

MTLL 6133 *
MTLL 6223 *
MTLL 6553

ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	*Theresa Cullen*	6/29/23
Dean	*Jim Lautin*	6/30/23
Assessment	*[signature]*	7.3.23
Registrar	*Tammy Weaver*	7/28/23
Graduate College (if appropriate)		
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:
Master of Arts in Teaching (MAT)

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title** Master of Arts in Teaching (MAT)

2. **Current degree code** 6740

3. **Current CIP code** 13.0101

4. **% online (if applicable):** 65% currently, will be 100% online (courses will be offered online synchronously and asynchronously.).

5. **Current curriculum**
   MAT 5703 Technology for Teaching and Learning
   MAT 6503 Classroom Behavioral Management
   MAT 6043 Principles and Theories of Learning
   MAT 6003 Educational Research
   MAT 6053 The At-Risk Child in the School Environment
   MAT 6403 Social, Historical, and Legal Factors in Education
   MAMS 5333 Teaching Literacy in the Content Areas
   MAMS 6303 Models of Teaching
   MAMS 6063 Educational Assessment
   MAMS 5303 Middle School Philosophy and Organization
   MAMS 6806 Internship
   TOTAL GRADUATE HOURS: 36

6. **Proposed curriculum. If adding a new course, include new course description.**
   Required course courses (30 hours):
   MTLL 6003: School Organization and Leadership
   MTLL 6163: Communication, Advocacy, and Policy Development
   EDFD 6503: Classroom Behavioral Management
   MTLL 6123: Instructional Leadership
   EDFD 6003: Educational and Action Research
   MTLL 6133: Elements of Curriculum
   MAMS 5333: Teaching Reading and Study Strategies in the Content Area
   MTLL 6143: Organizational Change
   MTLL 6253: Advanced Curriculum Theory and Design
   MTLL 6553: Internship
   Elective at the 5000 or 6000 level (3) hours:
   3-hour Elective Graduate Course (5000-6000)
   TOTAL GRADUATE HOURS: 33

7. **Effective date, term, and academic year.** Summer 2024

8. **Reason for change.**
To decrease required hours for program completion and to combine the current MAT and MTLL NTL Nontraditional Teacher Licensure Programs by creating a streamlined program with that will compete with universities offering abbreviated MAT programs for initial teacher licensure.

Program Learning Outcomes

The revised MAT program is aligned with the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), developed by the Council for Chief State Officer's Interstate Teacher Assessment and Support Consortium (InTASC). The following program learning outcomes (PLOs) define and support ongoing teacher education and effectiveness to ensure that each learner reaches college and career readiness according to the Arkansas Academic Standards.

PLO #1: Learner Development. The teacher designs and implements developmentally appropriate and challenging learning experiences using applied knowledge about how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (InTASC Standard #1)

PLO #2: Learning Differences. The teacher designs and creates inclusive learning environments that enable each learner to meet high standards to ensure that individual differences and diverse cultures and communities thrive. (InTASC Standard #2)

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

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PLO #4: Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content through central concepts, tools of inquiry, and structures of the discipline that are taught. (InTASC Standard #4)

PLO #5: Application of Content. The teacher uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard #5)

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

PLO #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7)

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

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

PLO #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with

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learners, families, colleagues, other school professionals, and community members to

ensure learner growth, and to advance the profession. (InTASC Standard #10)

MAT Course Sequence

The following is the recommended proposed MAT course sequence. This

schedule is subject to change; however, an effort will be made to implement the

program with fidelity according to this course sequence, as courses are designed for

introduction, reinforcement, and mastery of knowledge, skills, and dispositions along a developmental learning continuum for initial teacher licensure.

Course Schedule MAT courses shared with MTLL, EDLD, and COUN stackable programs are identified with an asterisk.*	
YEAR 1	**YEAR 2**
Summer (6 hours) MTLL 6003: School Organization and Leadership* MTLL 6253: Communication, Advocacy, and Policy Development EDFD 6503: Classroom Behavioral Management	**Summer** No classes scheduled
Fall (6 hours) MTLL 6123: Instructional Leadership* EDFD 6003: Educational and Action Research*	**Fall (6 hours)** MTLL 6143: Organizational Change* MTLL 6253: Advanced Curriculum Theory and Design*
Spring (6 hours) MTLL 6133: Elements of Curriculum* MAMS 5333: Teaching Reading and Study Strategies in the Content Area	**Spring (6 hours)** MTLL 6553: Internship 3-hour Elective Graduate Course (5000-6000)

MAT Program Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
PLO #1: Learner Development. The teacher designs and implements developmentally appropriate and challenging learning experiences using applied knowledge about how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (InTASC Standard #1)	EDFD 6503 MTLL 6553	• Differentiated Curriculum Development Artifact • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #2: Learning Differences. The teacher designs and creates inclusive learning environments that enable each learner to meet high standards to ensure that individual differences and diverse cultures and communities thrive. (InTASC Standard #2)	MTLL 6133 MTLL 6553	• Curriculum Development Plan • Observation/Reflection • Case Study and Advisory Plan

		• Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard #3)	MTLL 6253 MTLL 6553	• Curriculum Development Plan • Observation/Reflection • Case Study and Advisory Plan • Classroom Management Plan • Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #4: Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content through central concepts, tools of inquiry, and structures of the discipline that are taught. (InTASC Standard #4)	MAMS 5333 MTLL 6253	• Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Instructional Materials Review • Classroom Management Plan • Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #5: Application of Content. The teacher uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard #5)	EDFD 6003 MTLL 6143	• Classroom Action Research Artifact • Observation/Reflection • Case Study • Video Teach and Case Study

		• Formative Observation
		• Observation Reflections
		• Exit Portfolio
PLO #6: Assessment. The teacher uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC Standard #6)	MTLL 6123 MTLL 6143 MTLL 6553	• Comprehensive Balanced Assessment System Plan • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7)	MTLL 6133 MAMS 5333 MTLL 6553	• Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard #8)	MTLL 6133 MAMS 5333 MTLL 6253 MTLL 6553	• Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & reflection • Formative Observation • Observation Reflections • Exit Portfolio

		• Portfolio Presentation
PLO #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard #9)	MTLL 6253 MTLL 6553	• Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach and Reflection • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10)	MTLL 6003 MTLL 6253 MTLL 6553	• Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Oral Assessment • Portfolio Presentation

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Master of Arts in Teaching

Theresa Cullen, PhD

Program Director
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tcullen@atu.edu

Middle Childhood & Secondary Education

The University has an interest for providing additional opportunities for individuals to become highly qualified teachers in Arkansas. The Master of Arts in Teaching is a program of study to prepare candidates for teacher licensure in Arkansas.

Candidates who complete the program of study may be recommended to Arkansas Department of Education for licensure as teachers in the grade ranges and content areas listed below:

Middle Childhood, grades 4 - 8
Secondary Education, grades 7 - 12

Art, Business, Life/Earth Science
English, Physical/Earth Science
Mathematics, Physical Education, Wellness and Leisure
Social Studies, Music (Instrumental & Vocal)

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in Teaching if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate College.
2. Applicants must meet a minimum undergraduate cumulative GPA of 2.75 or a 3.0 GPA in the last 30 hours.
3. Approval from the Program Director.

Conditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided certain deficiencies are met prior to the completion of twelve (12) semester hours of graduate work.

Academic Advisors

The academic advising process for degree students begins at the time that the student is admitted to the Graduate College. When the student is admitted, they need to meet with the Program Director for an advising and orientation session at the student's earliest convenience.

When the student meets with the program director, he/she is given an orientation, a master's degree program check-off list which outlines all major steps in completing the degree and a degree plan outline, a list of courses to be completed. This initial advising session ensures that the student is informed of all degree requirements, policies, and procedures; is familiar with the department and program director; and is assigned to an advisor (usually the program director). Subsequently, the academic advisor and the Graduate College monitor the student's progress as they progress through the program. It remains, however, the student's responsibility to understand and satisfy all degree requirements.

The graduate academic advisor is responsible for:

1. Helping the student plan a balanced program of graduate work adapted to the student's particular interests, needs and abilities.
2. Advising and assisting the student during the completion of the requirements for the degree.
3. Assisting the student in preparing for the internship.
4. Ensuring that the student is aware of assistance and services provided for graduate students by various university offices.

Degree Requirements

[handwritten: 33]

1. ~~Thirty-six~~ semester hours must be completed.

Core Courses (18 hours)

MAT 5703 Technology for Teaching and Learning
MAT 6503 Classroom Behavioral Management
MAT 6043 Principles and Theories of Learning
MAT 6003 Educational Research
MAT 6053 The At-Risk Child in the School Environment
MAT 6403 Social, Historical, and Legal Factors in Education

Middle/Secondary (18 hours)

MAMS 5333 Teaching Literacy in the Content Areas
MAMS 6303 Models of Teaching
MAMS 6063 Educational Assessment
MAMS 5303 Middle School Philosophy and Organization
MAMS 6806 Internship - all coursework in program must be completed to enroll in MAMS 6806 Internship

Extra courses required by Arkansas State Department for licensure purposes:

Arkansas History (*Middle Level and Secondary social studies majors*)
Completion of a Prescribed Pathway for Awareness Level Certificate for scientific reading instruction.
A Human Development Course based on the major (*Middle Level or Secondary Level*)
An internship in the public school must be successfully completed.

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.
3. Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University*. Full-time residence is not required.

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Required core Courses
• MTLL 6003
• MTLL 6163
• EDFD 6503
• MTLL 6123
• EDFD 6003
• MTLL 6133
• MTLL 6143
• MTLL 6253
• MTLL 6553

Elective
• 3 hrs Elective Graduate Course (5000-6000)

ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	Pam Dixon	7/25/2023
Dean	*(signature)*	7/25/23
Assessment	*(signature)*	7.31.23
Registrar	Tammy Weaver	7/31/23
Graduate College (if appropriate)		
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 K-12 Literacy

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title**
   Master of Education in K-12 Literacy

2. **Current degree code**
   5825

3. **Current CIP code**
   13.1315

4. **% online (if applicable)**
   100%

5. **Current curriculum.**

   Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)
   DYS 5003 Dyslexia and Other Learning Disorders
   DYS 5013 Foundation of Language and Literacy Development
   DYS 5023 Interpreting and Administration of Assessments for Planning Instruction
   DYS 5033 Professional Learning and Leadership
   DYS 5043 Structured Language Teaching

   *These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.

   K-12 Literacy (21 hours)
   EDFD/MAT 6003 Educational Research
   MAMS 5333 Teaching Literacy in the Content Areas, ELED 5333 Teaching Reading and Study Strategies in the Content Area, or SEED 5333 Teaching Reading and Study Strategies in the Content Area depending on content area
   RDNG 5023 Literacy Curriculum Design and Analysis
   RDNG 5053 Literacy, Technology, and the Reading Environment
   RDNG 6043 Multicultural Literacy, Language, and Culture
   RDNG 6086 Reading Practicum

6. **Proposed curriculum. If adding a new course, include new course description.**

   Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)
   DYS 5003 Dyslexia and Other Learning Disorders
   DYS 5013 Foundation of Language and Literacy Development

DYS 5023 Interpreting and Administration of Assessments for Planning
Instruction
DYS 5033 Professional Learning and Leadership
DYS 5043 Structured Language Teaching

*These courses are required to meet the Dyslexia Therapist, Grades K-12
Licensure Endorsement in Arkansas.

K-12 Literacy (15 hours)
EDFD/MAT 6003 Educational Research
MAMS 5333 Teaching Literacy in the Content Areas, ELED 5333 Teaching
Reading and Study Strategies in the Content Area, or SEED 5333 Teaching
Reading and Study Strategies in the Content Area depending on content area
RDNG 6043 Multicultural Literacy, Language, and Culture
RDNG 6086 Reading Practicum

7. **Effective date, term, and academic year.**
   06/02/2024, summer, 2024-25

8. **Reason for change.**
   K-12 Literacy/Reading programs have been reduced to 30 hours by nearly all
   universities in the state and many in the country. This will align us with what other
   universities are doing and will assist us in recruiting. This will also reduce
   redundancies of material across the program and will streamline the offering.
   Finally, this revision will assist in meeting expectations from the new Arkansas
   LEARNS.

Assessment Matrix

CAEP Proficiency	Class	Artifact
Applications of data literacy	DYS 5023 DYS 5043 EDFD 6003 RDNG 6086	Assessment Administration and Interpretation, Structured Language Case Study Research Proposal Curriculum Analysis
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	DYS 5043 EDFD 6003	Structured Language Case Study Research Proposal
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	DYS 5023 RDNG 6086 MAMS 5333	Assessment Administration and Interpretation Curriculum Analysis Strategy Analysis
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	DYS 5033 RDNG 6086	Reading Case Study and Professional Development Plan Curriculum Analysis
Supporting appropriate applications of technology for their field of specialization	DYS 5003 DYS 5023	UDL Lesson Plan and Video Teach, Assessment Administration and Interpretation
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	DYS 5013 DYS 5033 RDNG 6043	Strategies and Standards Notebook, Reading Case Study and Professional Development Plan Multicultural Literature Essay

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Master of Education in K-12 Literacy

David Smith, PhD

Program Director
Crabaugh Hall, 209
(479) 964-0583
dsmith145@atu.edu

This 36-hour Master in Education program will prepare K-12 Literacy Specialists to work with students and other professionals in continuously improving the literacy knowledge and skills of the students in the school/district and to serve as professional advocates in this area.

This program may be completed online.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in K-12 Literacy if they meet the admission requirements for Graduate College.

Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if applicant meets the minimum graduate admission standards and upon a successful appeal to the program director. Students admitted under a conditional status must earn a cumulative 3.0 GPA on the first twelve (12) graduate hours in the program.

VIEW ALL PROGRAM REQUIREMENTS

Degree Requirements *30*

1. Candidates for the Master of Education degree in K-12 Literacy education must complete the ~~36~~ *30* semester hour degree program.

   Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)
   - DYS 5003 Dyslexia and Other Learning Disorders
   - DYS 5013 Foundation of Language and Literacy Development
   - DYS 5023 Interpreting and Administration of Assessments for Planning Instruction
   - DYS 5033 Professional Learning and Leadership
   - DYS 5043 Structured Language Teaching

   *These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.

   K-12 Literacy ~~(21 hours)~~ *15*
   - EDFD/MAT 6003 Educational Research

- MAMS 5333 Teaching Literacy in the Content Areas, ELED 5333 Teaching Reading and Study Strategies in the Content Area, or SEED 5333 Teaching Reading and Study Strategies in the Content Area depending on content area
  RDNG 5023 Literacy Curriculum Design and Analysis
  RDNG 5053 Literacy, Technology, and the Reading Environment
- RDNG 6043 Multicultural Literacy, Language, and Culture
- RDNG 6086 Reading Practicum

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.
3. A minimum of 27 semester hours of graduate course work completed at Arkansas Tech University.
4. Completion of all degree requirements within six (6) years from the time of unconditional or conditional admission into the program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation 📄 online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Graduate College Dean. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the

ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	6.8.23

Title	Signature	Date
Department Head	*Theresa Cullen*	6.8.23
Dean	*[signature]*	6/9/23
Assessment	*[signature]*	6/13/23
Registrar	*Tammy Weaver*	7/28/23
Graduate College (if appropriate)		
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:
Master of Education in K-12 Special Education

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title**
   Master of Education in K-12 Special Education

2. **Current degree code**
   5870

3. **Current CIP code**
   13.1001

4. **% online (if applicable)**
   100%

5. **Current curriculum.**
   The current curriculum requires the following 36 hours:
   EDFD 6003: Educational Research
   EDFD 6503: Classroom Behavioral Management
   ELED 6343: Literacy Assessment and Intervention *Remove
   EDFD 6313: Principles of Curriculum Development *Remove
   EDFD 6993: Project in Educational Research *Replace with SPED 5093
   DYS 5003: Dyslexia and Other Learning Disorders
   SPED 5003: Characteristics of Children with Exceptional Learning Needs
   SPED 5013; Assessment of Children with Exceptional Learning Needs
   SPED 5023: Planning Instruction for Children with Exceptional Learning Needs K-6
   SPED 5033: Working with Families of Children with Exceptional Learning Needs
   SPED 5053: Planning Instruction for Children with Exceptional Learning Needs 7-12
   SPED 5063: Supervised Practicum K-12

6. **Proposed curriculum. If adding a new course, include new course description.**
   The proposed curriculum will require the following 30 hours:
   EDFD 6003: Educational Research
   EDFD 6503: Classroom Behavioral Management
   DYS 5003: Dyslexia and Other Learning Disorders
   SPED 5003: Characteristics of Children with Exceptional Learning Needs
   SPED 5013; Assessment of Children with Exceptional Learning Needs
   SPED 5023: Planning Instruction for Children with Exceptional Learning Needs K-6
   SPED 5033: Working with Families of Children with Exceptional Learning Needs

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

*New Course – SPED 5093: Using Research, Assessment, and Data in Special Education – Course Description: This course is designed to engage students while expanding knowledge and understanding of the latest research in Special Education. Students will conduct a study by collecting qualitative and quantitative data, analyzing the data, and find possible solutions to improving the field of Special Education.

Admission Change:
Remove the requirement to hold an Arkansas teaching license from the admission requirements.

7. **Effective date, term, and academic year.**
   06/01/2024, summer, 2024-25

8. **Reason for change.**
   Change the program from 36 hours to 30 hours will allow this program to be comparable to other universities. This program is offered through many higher education programs in the state of Arkansas. UCA and UAF are examples of institutions that offer a 30-hour Master of Education in Special Education. This change would make our program more competitive. Additionally, it will lower the costs to complete this program.

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Master of Education in K-12 Special Education

Kathleen Myers, PhD

Program Director
Crabaugh Hall, 211
(479) 964-0583 ext 2555
kmyers3@atu.edu

The Master of Education in Special Education is designed to provide post baccalaureate preparation for public school teachers who wish to broaden their knowledge of teaching children with exceptional learning needs.

This program may be completed online.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Special Education if they have an Arkansas Teaching License and meet the admission requirements for the Graduate College.

Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if the applicant has an Arkansas Teaching License and meets the minimum graduate admission standards and upon a successful appeal to the program director. Students admitted under a conditional status must earn a cumulative 3.0 GPA on the first twelve (12) graduate hours in the program.

VIEW ALL PROGRAM REQUIREMENTS

Degree Requirements *30*

1. Candidates for the Master of Education Degree with a major in Special Education must complete the 36 [30] semester hour degree program.

Special Education Degree Core Requirements (~~9 hours~~)

- EDFD 6003 Educational Research
- EDFD 6503 Classroom Behavioral Management
- ~~EDFD 6993 Project in Educational Research~~
- ~~ELED 6343 Literacy Assessment and Intervention~~
- ~~EDFD 6313 Principles of Curriculum Development~~

~~Special Education K-12 Instructional Specialist Graduate Certificate (21 hours)*~~ *24*

- DYS 5003 Dyslexia and Other Learning Disorders
- SPED 5003 Characteristics of Children with Exceptionalities
- SPED 5013 Assessment of Children with Exceptional Learning Needs
- SPED 5023 Planning Instruction for Children with Exceptional

Learning Needs, Grades K-6
- SPED 5033 Working with Families of Children with Exceptional Learning Needs
- SPED 5053 Planning Instruction for Children with Exceptionalities, 7th -12th Grades
- SPED 5063 Supervised Practicum, Grades K - 12

SPED 5093

These courses are required to meet the Special Education K-12 Instructional Specialist Licensure Endorsement in Arkansas.

Special Education B-K Licensure Option (15 hours)

SPED 5003 Characteristics of Children with Exceptionalities
SPED 5013 Assessment of Children with Exceptional Learning Needs
SPED 5033 Working with Families of Children with Exceptional Learning Needs
SPED 5073 Planning Instruction in an Early Childhood Setting
SPED 5083 Supervised Practicum B - K

Special Education Resource Instructional Specialist - Graduate Certificate* (12 hours)

SPED 5003 Characteristics of Children with Exceptionalities
SPED 5023 Planning Instruction for Children with Exceptional Learning Needs, Grades K-6
SPED 5053 Planning Instruction for Children with Exceptionalities, 7th - 12th Grades
SPED 5063 Supervised Practicum, Grades K - 12

* *These courses are required to meet the Special Education Resource Instructional Specialist, Licensure Endorsement in Arkansas.*

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

DYS 5003 Dyslexia and Other Learning Disorders
DYS 5013 Foundation of Language and Literacy Development
DYS 5023 Interpreting and Administration of Assessments for Planning Instruction
DYS 5033 Professional Learning and Leadership
DYS 5043 Structured Language Teaching
These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.
3. A minimum of 27 semester hours of graduate course work completed at Arkansas Tech University.
4. Completion of all degree requirements within six (6) years from the time of unconditional or conditional admission into the program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses

ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	06/21/23

Title	Signature	Date
Department Head	*Theresa Cullen*	6./29/23
Dean	*Jim Castner*	6/29/23
Assessment	*[signature]*	7.3.23
Registrar	*Yammy Weaver*	7/28/23
Graduate College (if appropriate)		
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:
M.Ed. Educational Leadership

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

1. **Current degree title**
   M.Ed. Educational Leadership

2. **Current degree code**
   5665

3. **Current CIP code**
   13.0401

4. **% online (if applicable)**
   100%

5. **Current curriculum.** (34 credit hours)
   *EDLD 6002 – Administrative Law
   EDLD 6013 – School Organization and Leadership
   *EDLD 6023 – Organizational Change
   *EDLD 6102 – School Finance
   EDLD 6113 – Action Research and Data Analysis
   *EDLD 6153 – Communication with School and Community
   *EDLD 6203 – Education and Society, Continuities and Discontinuities
   *EDLD 6253 – Instructional Leadership
   *EDLD 6313 – Principles of Curriculum for School Leaders
   EDLD 6352 – Physical Environment of Schools
   *EDLD 6402 – Working with the Marginal Performer
   *EDLD 6552 – Building Level Administrator Internship (part 1)
   *EDLD 6552 – Building Level Administrator Internship (part 2)
   EDLD 6991 – Professional Portfolio
   endorsement offered through DESE (25 credit hours)

6. **Proposed curriculum.** (30 credit hours)
   *EDLD 6003 – School Law
   EDLD 6013 – School Organization and Leadership
   *EDLD 6023 – Organizational Change
   *EDLD 6102 – School Finance
   EDFD 6003 – Educational and Action Research
   *EDLD 6153 – Communication with School and Community
   *EDLD 6253 – Instructional Leadership
   *EDLD 6313 – Principles of Curriculum for School Leaders
   *EDLD 6403 – Working with the Marginal Performer
   *EDLD 6552 – Building Level Administrator Internship (elementary)
   *EDLD 6552 – Building Level Administrator Internship (secondary)
   endorsement offered through DESE (24 credit hours)

7. **Effective date, term, and academic year.**
   Fall 2024

8. **Reason for change.**
   EDLD programs throughout the state are primarily 30 credit hours. A reduction from the current 34 credit hours to the proposed 30 credit hours will help make ATU's program more competitive. It will also streamline the program and make it more efficient, while still addressing all NELP standards and meeting all DESE licensure requirements.

   Please note that since some EDLD courses are shared with other programs, this revision was created in collaboration with Dr. Pam Dixon (M.Ed. Counseling) and Dr. Ellen Treadway (MTLL and MAT). A detailed chart of the revised Program of Study has been provided to the Department Head and College Dean.

PROGRAM LEARNING OUTCOMES
Program Learning Outcomes for the EDLD program will remain the same. These learning outcomes are licensure-based and reflect the National Educational Leadership Preparation (NELP) "Building Level Administrator Standards"[1] as well as the Arkansas Department of Elementary and Secondary Education's "Competencies for P-12 School Level Principals"[2].

For the reviewers' convenience, the existing learning outcomes are repeated below. Again, no changes are being made to program learning outcomes, measurement tools, or rationales in either the program as a whole or the five individual courses being adjusted as part of this curriculum revision.

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Students who complete ATU's Educational Leadership program will demonstrate the capacity to promote the success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

1) ... 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. (NELP 1.0)

2) ... understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. (NELP 2.0)

3) ... develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP 3.0)

4) ... evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (NELP 4.0)

5) ... engage families, community, and school personnel to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP 5.0)

6)... 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. (NELP 6.0)

7) ... 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. (NELP 7.0)

8) ... successfully complete an internship that provides coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7. (NELP 8.0)

[1] NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards – Building Level. Retrieved from: www.npbea.org.

[2] https://dese.ade.arkansas.gov/Files/Administrator_School_Level_Principal_P-12_Competencies_final__2023_EEF.pdf

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Master of Education in Educational Leadership

Bill Morelan, PhD

Program Director
Crabaugh Hall, 129
(479) 356-2561
wmorelan@atu.edu

The Master of Education (M.Ed.) in Educational Leadership is designed to prepare candidates for licensure as a principal or assistant principal at the building level. The program of study reflects the Professional Standards for Educational Leaders (PSEL), the National Educational Leadership Preparation (NELP) "Building Level" Standards, and the current School Leadership Standards adopted by the state of Arkansas.

This program may be completed online.

Unconditional Admission

Note: Except for #1 and #8, admissions requirements reflect expectations from the Arkansas Division of Elementary and Secondary Education (DESE) for Educational Leadership programs throughout the state.

Students are eligible for unconditional admission to the Master of Education degree in **Educational Leadership** if they meet the following requirements:

1. Applicant must meet all admissions criteria for the ATU Graduate College.
2. Applicant must be proficient in English.
3. Applicant must hold a valid Arkansas Educator's License.
4. Applicant must provide documentation of at least three years teaching experience. (A letter from the Superintendent or designee is required.)
5. Applicant must provide documentation of a current "effective" or "highly-effective" TESS rating. (If applicant is from outside Arkansas, then an equivalent rating may be substituted.)
6. Applicant must provide documentation of the appropriate Pathways Proficiency Credential or evidence that he/she is currently progressing along one of the Pathways for Proficiency approved by DESE. If the latter, Phase 1 training documentation is required prior to graduation or program completion.
7. Applicant must provide three letters of recommendation from principals, superintendents, college faculty, or similar educational leaders that attest to the applicant's potential for effective educational leadership. Helpful documentation may include any of the following:

- National Board Certified Teacher

- Leadership Training (Teacher Leader Academy, ESL Academy, etc.)

- Related Micro-credentials (effective teaching, leadership, etc.)

- Evidence of ability to raise student achievement

- Other evidence adult leadership activities

8. Application must be approved by the EDLD Program Director.

Note: If some of the above requirements are not met, the student may still be eligible for conditional acceptance. Contact the EDLD Program Director for details.

VIEW ALL PROGRAM REQUIREMENTS

Degree Requirements

30

1. The student must complete a minimum of ~~34~~ semester hours (all at the 6000 level) including the following courses:

~~EDLD 6002 Administrative Law~~
- EDLD 6013 School Organization and Leadership
- EDLD 6023 Organizational Change
- EDLD 6102 School Finance
~~EDLD 6113 Action Research and Data Analysis~~
- EDLD 6153 Communication with School and Community
~~EDLD 6203 Education and Society: Continuities and Discontinuities~~
- EDLD 6253 Instructional Leadership
- EDLD 6313 Principles of Curriculum for School Leadership
~~EDLD 6352 Physical Environment of Schools~~
~~EDLD 6402 Working with the Marginal Performer~~
~~EDLD 6552 Administrative Internship~~ *(The candidate is to register for internship for both the fall and spring semesters of the same academic year, for a total of four (4) credit hours.)*
~~EDLD 6991 Professional Portfolio~~

2. The student must create a portfolio that provides evidence of the candidate's competency as it relates to both state and national standards. The portfolio is not simply a file of course projects or a scrapbook of professional memorabilia. It is an extensive collection of materials that provides tangible evidence of the wide range of related knowledge, dispositions, and skills necessary to function as an effective educational leader. The portfolio is a work in progress that is updated regularly throughout the program, and must be presented to the Portfolio Review Committee for approval before graduation.

3. The student must achieve a cumulative grade point average of 3.00 or better in all graduate work attempted at Arkansas Tech University. This may include no more than six (6) hours of "C" grades. Students who are unable to maintain this standard should refer to the *Academic Probation and Dismissal* section of the catalog.

4. Coursework from other institutions of higher education will only be transferred from institutions that have received program approval for a program of study reflective of the current School Leader Licensure Standards adopted by the state of Arkansas.
5. Online coursework will be supplemented by focused, on-campus experiences.

P-12 Building Level Administrator Graduate Certificate

1. The student must complete a minimum of 25 semester hours (all at the 6000 level) including the following courses:

Handwritten margin notes:
- EPLD 6003
- EDFD 6003
- EDLD 6403
- EDLD 6552
- EDLD 6552

ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	*Theresa Cullen*	6/29/23
Dean	*Tim Leath*	6/29/23
Assessment		7.3.23
Registrar	*Tammy Weaver*	7/28/23
Graduate College (if appropriate)		
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:
Master of Education Teaching, Learning, and Leadership Curriculum Leadership Program (MTLL)

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LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title:** MTLL Master of Education Teaching, Learning, and Leadership Curriculum Administrator/Master Teacher

2. **Current degree code:** 3975

3. **Current CIP code:** 13.9999

4. **% online (if applicable):** 100% online (courses will be offered online synchronously and asynchronously.).

5. **Current curriculum.**
   MTLL 6202 Professionalization of Teaching for the Master Teacher
   MTLL 6003 School Organization and Leadership for Teacher Leaders
   MTLL 6113 Action Research and Data Analysis for School and Classroom Use
   MTLL 6223 Teaching and Learning for the Master Teacher
   MTLL 6262 Action Research Practicum for the Master Teacher
   MTLL 6271 Resource Acquisition for the Master Teacher
   MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
   MTLL 6123 Instructional Leadership for the Master Teacher
   MTLL 6133 Basic Elements of Curriculum
   MTLL 6143 Organizational Change and the Role of the Master Teacher MTLL 6152 Professional Portfolio for the Master Teacher
   MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
   EDLD 6402 Working with the Marginal Performer
   EDLD 6002 Administrative Law
   EDLD 6552 Administrative Internship Two (2) Curriculum Administrative Internship Courses (4 hours total)
   TOTAL NUMBER OF HOURS: 38

6. **Proposed curriculum. If adding a new course, include new course description.**
   EDLD 6313 Principles of Curriculum for School Leaders
   MTLL 6003 School Organization and Leadership for Teacher Leaders
   EDFD 6003 Educational and Action Research
   MTLL 6223 Teaching and Learning for the Master Teacher
   MTLL 6123 Instructional Leadership for the Master Teacher
   MTLL 6133 Elements of Curriculum
   MTLL 6143 Organizational Change and the Role of the Master Teacher MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
   EDLD 6403 Working with the Marginal Peformer

EDLD 6003 School Law
MTLL 6552 Administrative Internship Two (2) Curriculum Administrative
Internship Courses (4 hours total)
TOTAL NUMBER OF HOURS: 31

7. **Effective date, term, and academic year.** Summer 2024

8. **Reason for change.**
To decrease the number of hours and to streamline the program to be
competitive with universities that prepare master teachers for the P-12
Curriculum Program Director license.

Program Learning Outcomes

The MTLL Curriculum Leadership degree program is aligned with the
National Educational Leadership Preparation (NELP) Program Recognition
Standards for Building Level Leaders. These standards serve as a program
learning objectives (PLOs) for the MTLL Curriculum Leadership degree program
for building-level curriculum leaders working preparing to qualify to take the ETS
School Leadership Licensure Assessment (SLLA) to qualify for the Arkansas P-
12 Curriculum Program Director License.

PLO #1: Mission, Vision, and Improvement

Candidates demonstrate the capacity to promote the current and future
success and well-being of each student and adult by applying the 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. (NELP Standard 1)

PLO #2: Ethics and Professional Norms

Candidates demonstrate the capacity to promote the current and future
success and well-being of each student and adult by applying the knowledge,

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skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. (NELP Standard 2)

PLO #3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates 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. (NELP Standard 3)

PLO #4: Learning and Instruction

Candidates 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. (NELP Standard 4)

PLO #5: Community and External Leadership

Candidates 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. (NELP Standard 5)

PLO #6: Operations and Management

Candidates 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

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improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP Standard 6)

PLO #7: Building Professional Capacity

Candidates 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. (NELP Standard 7)

PLO #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. (NELP Standard 8)

MTLL Degree Program Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
PLO #1: Mission, Vision, and Improvement Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the 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. (NELP Standard 1)	EDLD 6313	• Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study & Advisory Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #2: Ethics and Professional Norms Candidates 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. (NELP Standard 2)	MTLL 6003	• Observation/Reflection • Case Study • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #3: Equity, Inclusiveness, and Cultural Responsiveness Candidates demonstrate the capacity to promote the current and future success and	EDLD 6313	• Curriculum and Assessment Evaluation and Revision Plan

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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. (NELP Standard 3)		• Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #4: Learning and Instruction Candidates 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. (NELP Standard 4)	MTLL 6133 EDFD 6003	• Curriculum Development Plan • Observation/Reflection • Case Study • Classroom Management Plan • Video Teach and Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #5: Community and External Leadership Candidates 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. (NELP Standard 5)	MTLL 6123 MTLL 6143	• Communication Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #6: Operations and Management Candidates 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	MTLL 6143 EDLD 6003	• Curriculum Management Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation

apply laws, policies, and regulations. (NELP Standard 6)		• Observation Reflections • Exit Portfolio
PLO #7: Building Professional Capacity Candidates 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. (NELP Standard 7)	EDLD 6003 MTLL 6123 MTLL 6253	• Professional Development Plan • Clinical Observation/ Reflection • Case Study and Advisory Plan • Formative Observation • Observation Reflections • Exit Portfolio
PLO #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. (NELP Standard 8)	MTLL 6552	• Observations/ Reflections • Video Clinical Observation and Professional Development Session Facilitation and Case Study • Formative Observation • and Reflections • Internship Portfolio • Exit Portfolio

Course Schedule

Shared courses with MAT, EDLD, and COUN stackable programs are identified with an asterisk.*

Year 1	Year 2
Summer EDLD 6313: Principles of Curriculum for School Leadership* MTLL 6003: School Organization and Leadership	Summer No classes scheduled.
Fall MTLL 6123/EDLD 6253: Instructional Leadership*	Fall MTLL 6253: Advanced Curriculum Theory and Design*

EDLD 6003: School Law*	MTLL 6552: Internship
Spring MTLL 6133: Elements of Curriculum* EDFD 6003: Educational and Action Research*	Spring MTLL 6552: Internship MTLL 6143: Organizational Change*

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Master of Education in Teaching, Learning, and Leadership

Ellen Treadway, PhD

Program Director
Crabaugh Hall, 112
(479) 880-4901
etreadway@atu.edu

The Master of Education, Teaching, Learning, and Leadership (MTLL) degree program of study will facilitate individuals in engaging, ongoing dialogue, and study based on the integration of research, theory, and best practices. In addition to promoting the professionalization of teaching and improved professional practice, the completion of this degree will prepare candidates to be teacher leaders in the classroom, as an instructional facilitator in the school, or a curriculum administrator in the district. Additionally, an innovative Nontraditional Teacher Licensure (MTLL-NTL) option is available for individuals seeking an initial teaching license. An MTLL-NTL student may teach on an Arkansas Provisional License if hired by an Arkansas public school while enrolled in this program.

Degree Options

A graduate student enrolled in the MTLL degree program of study may select a program emphasis from two options:

1. **Curriculum Administrator / Master Teacher Leader (MTLL)** - an individual who is a career teacher and wants to improve classroom teaching and learning or desires to become a curriculum leader.
2. **Nontraditional Teacher Licensure (MTLL-NTL)** - an individual with a baccalaureate degree or higher who seeks an alternative route to secure a standard teachers license. An MTLL-NTL student may teach on an Arkansas Provisional License if hired by an Arkansas public school while enrolled in this program.

A licensure endorsement may be added to an existing standard license by fulfilling the program of study requirements (18 hours) for the Instructional Facilitator. Select the Curriculum Administration/Master Teacher Leader (MTLL) program option above to enroll in this Instructional Facilitator Endorsement program of study.

Curriculum Administrator / Master Teacher Leader (MTLL) Option:

Graduate students who select the Curriculum Administrator / Master Teacher Leader option will study the knowledge, skills, and dispositions necessary to be effective curriculum leaders and mentors for new teacher inductees and colleagues, including marginal teachers. Additionally, these degree options will fulfill the program of study requirements for Arkansas Curriculum / Program Administrator Licensure and Instructional Facilitator endorsement on completion of the required state assessments.

Non-Traditional Teacher Licensure (MTLL-NTL) Option:

The Non-Traditional Teacher Licensure (MTLL-NTL) option is intended for the individual who holds a baccalaureate degree or higher and desires to teach in Arkansas public schools at the middle level and secondary level only. (This option is not available for early childhood and elementary teaching levels). This program of study option is designed to immerse the MTLL-NTL graduate student in an in-depth study of basic and advanced pedagogical skills for quality teaching, learning and classroom practice.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Teaching, Learning, and Leadership if they meet the following admission requirements:

Curriculum Administrator / Master Teacher Leader (MTLL-Option

For unconditional admission applicant must:

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must have at least two (2) years teaching experience.
3. Approval from the program director or the Center for Leadership & Learning department head.

Nontraditional Teacher Licensure (MTLL-NTL) Option

For unconditional admission applicant must:

1. Applicants must meet the admission requirements for the Graduate College.
2. Approval from the program director or the Center for Leadership & Learning department head.

> VIEW ALL PROGRAM REQUIREMENTS

Degree Requirements

1. A minimum of ~~38~~ **31** semester hours (all at the 6000 level) must be completed, including the completion of the following courses:

~~Common Core Courses (27 hours)~~

Handwritten notes (left margin):
- EDFD 6003
- EDLD 6003
- EDLD 6313
- EDLD 6403
- MTLL 6253
- MTLL 6552
- MTLL 6552

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6003 School Organization and Leadership for Teacher Leaders
MTLL 6113 Action Research and Data Analysis for School and Classroom Use
MTLL 6223 Teaching and Learning for the Master Teacher
MTLL 6262 Action Research Practicum for the Master Teacher
MTLL 6271 Resource Acquisition for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
MTLL 6123 Instructional Leadership for the Master Teacher
MTLL 6133 Basic Elements of Curriculum
MTLL 6143 Organizational Change and the Role of the Master Teacher
MTLL 6152 Professional Portfolio for the Master Teacher

Select one option for program of study emphasis from the following:

Curriculum Administrator / Master Teacher Leader (MTLL) Option

MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
EDLD 6402 Working with the Marginal Performer
EDLD 6002 Administrative Law
EDLD 6551 Administrative Internship Two (2) Curriculum Administrative Internship Courses (4 hours total)

Non-Traditional Teacher Leadership (MTLL-NTL) Option

MTLL 6233 Advanced Teaching and Learning
MTLL 6252 Communication Advocacy & Policy Development for the Master Teacher
MTLL 6292 Evaluation of Classroom Learning for the Master Teacher
MTLL 6551 Internship Practicum Four (4) Internship Practicum Courses, including the Student Teaching Internship (4 hours total)

2. Prior to degree completion, a culminating professional portfolio must be successfully completed and approved by a portfolio review committee for both program of study options.
3. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.
4. Twenty-Seven (27) hours of graduate work must be taken while in residence at Arkansas Tech University.

The Master of Education degree program must be completed within six (6) years from the time of admission to the graduate program.

*For the Nontraditional Teacher Licensure (MTLL-NTL) option, the MTLL-NTL graduate student must complete the appropriate state assessments for Arkansas teacher licensure prior to graduation.

Graduate Certificate in Teacher Leadership (18 hours)

MTLL 6202 Professionalization of Teaching for the Master Teacher
MTLL 6223 Teaching and Learning for the Master Teacher
MTLL 6123 Instructional Leadership for the Master Teacher
MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
MTLL 6143 Organizational Change and the Role of the Master Teacher

MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher

EDLD 6552 Administrative Internship

Graduate Certificate in Curriculum Leadership (18 hours)

An eighteen-semester hour MTLL program of study satisfies course requirements for the Instructional Facilitator Endorsement to be added to an individual's Arkansas Standard Teaching License. This program of study prepares teachers to be teacher leaders who have the knowledge, skills, and dispositions to work with new teacher inductees and colleagues to improve teaching and learning.

Courses Required for Certificate in Curriculum Leadership (18 hours)

MTLL 6003 School Organization and Leadership for Teacher Leaders
MTLL 6123 Instructional Leadership for the Master Teacher
MTLL 6143 Organizational Change and the Role of the Master Teacher
MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
MTLL 6271 Resource Acquisition for the Master Teacher
EDLD 6402 Working with the Marginal Performer
EDLD 6002 Administrative Law
EDLD 6552 Administrative Internship (2 semesters required)

Additionally, students may choose to complete the remaining MTLL-identified course hours to complete the Master of Education degree in Teaching, Learning, and Leadership Master of Education degree, which fulfills program of study requirements for Arkansas Curriculum/Program Administrator Licensure.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation 📄 online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school, if deemed appropriate to the graduate program by the head of the student's major department and the Graduate College Dean. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Graduate College Dean. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Graduate College Dean.

ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	*Theresa Cullen*	6/29/23
Dean	*Jim Carter*	6/30/23
Assessment		7.3.23
Registrar	*Tammy Weaver*	7/28/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:
Graduate Certificate in Curriculum Leadership

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title:** Graduate Certificate in Curriculum Leadership

2. **Current degree code:** 3975

3. **Current CIP code:** 13.9999

4. **% online (if applicable):** 100% online (courses will be offered online synchronously and asynchronously.).

5. **Current curriculum.**
   MTLL 6003 School Organization and Leadership
   MTLL 6123 Instructional Leadership
   MTLL 6143 Organizational Change
   MTLL 6253 Advanced Curriculum Theory and Design Practicum
   EDLD 6402 Working with Marginal Performer
   MTLL 6271 Resource Acquisition
   EDLD 6002 Administrative Law
   EDLD 6552 Curriculum Administrative Leadership (2 Semesters Required)
   TOTAL NUMBER OF HOURS: 21

6. **Proposed curriculum. If adding a new course, include new course description.**
   MTLL 6003 School Organization and Leadership
   MTLL 6143 Organizational Change
   MTLL 6253 Advanced Curriculum Theory and Design Practicum
   EDLD 6403 Working with Marginal Performer
   EDLD 6003 School Law
   EDLD 6552 Curriculum Administrative Leadership (2 Semesters Required-4 hours total)
   TOTAL NUMBER OF HOURS: 19

7. **Effective date, term, and academic year.** Summer 2024

8. **Reason for change.**
   To decrease the number of hours and to streamline courses that are required for the P-12 Curriculum Program Director license for students holding a master's degree in education to compete with universities offering this same program.

Program Learning Outcomes

The Graduate Certificate in Curriculum Leadership is aligned with the aligned with the National Educational Leadership Preparation (NELP) Program Recognition Standards for Building Level Leaders. These standards serve as a program learning objectives (PLOs) for the MTLL Curriculum Leadership degree program for building-level curriculum leaders completing courses that will prepare them to take the ETS School Leadership Licensure Assessment (SLLA) to qualify for the Arkansas P-12 Curriculum Program Director License.

Program Learning Outcomes

PLO #1: Mission, Vision, and Improvement

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the 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. (NELP Standard 1)

PLO #2: Ethics and Professional Norms

Candidates 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. (NELP Standard 2)

PLO #3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and

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commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP Standard 3)

PLO #4: Learning and Instruction

Candidates 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. (NELP Standard 4)

PLO #5: Community and External Leadership

Candidates 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. (NELP Standard 5)

PLO #6: Operations and Management

Candidates 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. (NELP Standard 6)

PLO #7: Building Professional Capacity

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and

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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. (NELP Standard 7)

PLO #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. (NELP Standard 8)

Graduate Certificate in Curriculum Leadership Program Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
PLO #1: Mission, Vision, and Improvement Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the 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. (NELP Standard 1)	MTLL 6003	• Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study • Advisory Plan • Formative Observation • Observation Reflections • Exit Portfolio
PLO #2: Ethics and Professional Norms Candidates 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. (NELP Standard 2)	MTLL 6003 MTLL 6123	• Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #3: Equity, Inclusiveness, and Cultural Responsiveness Candidates 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. (NELP Standard 3)	EDLD 6003 MTLL 6123	• Curriculum and Assessment Evaluation and Revision Plan • Observation/Reflection • Organizational Change Case Study & Advisory Plan • Behavior Referral Data Analysis and Case Study • Video Teach and Case Study • Formative Observation

		• Observation Reflections
		• Exit Portfolio
PLO #4: Learning and Instruction Candidates 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. (NELP Standard 4)	MTLL 6253	• Curriculum Management Plan • Observation/Reflection • Instructional Leadership Case Study and Advisory Plan • Classroom Management Plan • Video Teach and Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #5: Community and External Leadership Candidates 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. (NELP Standard 5)	MTLL 6123 MTLL 6143	• Family and Community Communication Plan • Observation/Reflection • Case Study and Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #6: Operations and Management Candidates 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. (NELP Standard 6)	MTLL 6003	• Advanced Curriculum Management Plan • Observation/Reflection • Capacity Building Case Study & Advisory Plan • Data Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio

PLO #7: Building Professional Capacity Candidates 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. (NELP Standard 7)	EDLD 6403 EDLD 6003 MTLL 6253	• Professional Development Plan for Curriculum Leadership • Observation/Reflection • School Law Case Study & Advisory Plan • Marginal Performer Support Plan • Video Professional Development Session Facilitation & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
PLO #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. (NELP Standard 8)	MTLL 6552	• Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Professional Development Session Facilitation & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Oral Assessment

Course Schedule
Shared courses with MAT, MTLL, EDLD, and COUN stackable programs are identified with an asterisk.* **19 HOURS**

SUMMER
MTLL 6003 School Organization and Leadership*
FALL
MTLL 6253: Advanced Curriculum Theory and Design* EDLD 6003: School Law* EDLD 6552: Internship
SPRING
EDLD 6403: Working with the Marginal Performer* MTLL 6143 Organizational Change* EDLD 6552: Internship

Graduate Certificate in Curriculum Leadership (~~18~~ *19* hours)

An eighteen-semester hour MTLL program of study satisfies course requirements for the Instructional Fa
added to an individual's Arkansas Standard Teaching License. This program of study prepares teachers to
the knowledge, skills, and dispositions to work with new teacher inductees and colleagues to improve tea

Courses Required for Certificate in Curriculum Leadership (~~18~~ *19* hours)

- MTLL 6003 School Organization and Leadership for Teacher Leaders
- ~~MTLL 6123 Instructional Leadership for the Master Teacher~~
- MTLL 6143 Organizational Change and the Role of the Master Teacher
- MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
- ~~MTLL 6271 Resource Acquisition for the Master Teacher~~
- ~~EDLD 6402 Working with the Marginal Performer~~
- ~~EDLD 6002 Administrative Law~~
- EDLD 6552 Administrative Internship (2 semesters required)

Additionally, students may choose to complete the remaining MTLL-identified course hours to complete
degree in Teaching, Learning, and Leadership Master of Education degree, which fulfills program of stud
Curriculum/Program Administrator Licensure.

EDLD 6403
EDLD 6003

ARKANSAS TECH UNIVERSITY

TM

Request for Curriculum Revision

Department Initiating Proposal	Date
TEL	8-1-23

Title	Signature	Date
Department Head	Pam Dixon	8-1-23
Dean	J. T.	8-1-23
Assessment		8.1.23
Registrar	Y Weaver	8/11/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:
Graduate Certificate in P-12 Building Level Administration

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title**
   Graduate Certificate in P-12 Building Level Administration

2. **Current degree code**
   6552

3. **Current CIP code**
   13.0401

4. **% online (if applicable)**
   100%

5. **Current curriculum.**
   P-12 Building Level Administrator Graduate Certificate
   The student must complete a minimum of 25 semester hours (all at the 6000 level) including the following courses:
   EDLD 6002 Administrative Law
   EDLD 6023 Organizational Change
   EDLD 6102 School Finance
   EDLD 6153 Communication with School and Community
   EDLD 6203 Education and Society: Continuities and Discontinuities
   EDLD 6253 Instructional Leadership
   EDLD 6313 Principles of Curriculum for School Leadership
   EDLD 6402 Working with the Marginal Performer
   EDLD 6552 Administrative Internship (2 semesters)

6. **Proposed curriculum. If adding a new course, include new course description.**
   P-12 Building Level Administrator Graduate Certificate
   The student must complete a minimum of 26 semester hours (all at the 6000 level) including the following courses:
   EDLD 6003 School Law
   EDLD 6023 Organizational Change
   EDLD 6102 School Finance
   EDLD 6153 Communication with School and Community
   EDLD 6203 Education and Society: Continuities and Discontinuities
   EDLD 6253 Instructional Leadership
   EDLD 6313 Principles of Curriculum for School Leadership
   EDLD 6402 Working with the Marginal Performer
   EDLD 6552 Administrative Internship (2 semesters)

7. **Effective date, term, and academic year.**
   01/01/2024, 2024 Summer Term, 2024-25 Academic Year

8. **Reason for change.**
   EDLD 6002 Administrative Law will be changed to EDLD 6003 School Law effective for the 2024-25 catalog.

P-12 Building Level Administrator Graduate Certificate

1. The student must complete a minimum of 25 ~~25~~ *26* semester hours (all at the 6000 level) including the fol

~~EDLD 6002 Administrative Law~~   *EDLD 6003*
EDLD 6023 Organizational Change
EDLD 6102 School Finance
EDLD 6153 Communication with School and Community
EDLD 6203 Education and Society: Continuities and Discontinuities
EDLD 6253 Instructional Leadership
EDLD 6313 Principles of Curriculum for School Leadership
EDLD 6402 Working with the Marginal Performer
EDLD 6552 Administrative Internship (2 semesters)

ARKANSAS TECH UNIVERSITY

Request for New Certificate Program
(CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership	**07-24-2023**

Title	Signature	Date
Department Head	*Pam Dixon*	7/24/23
Dean	*(signature)*	7/24/23
Assessment	*(signature)*	7.31.23
Registrar	*Tammy Weaver*	7/31/23
Graduate College (if appropriate)		
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:
Dyslexia Therapist, K-12 Certificate

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**

   Dyslexia Therapist, K-12

2. **CIP code**

   13.1315

3. **% online (if applicable)**

   100%

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

   The proposed curriculum would consist entirely of existing courses in the K-12 Dyslexia Endorsement program. (15 hours)

   DYS 5003 Dyslexia and Other Learning Disorders
   DYS 5013 Foundation of Language and Literacy Development
   DYS 5023 Interpreting and Administration of Assessments for Planning Instruction
   DYS 5033 Professional Learning and Leadership
   DYS 5043 Structured Language Teaching

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

   Students completing the K-12 Dyslexia Endorsement program are currently being categorized as dropouts. This certificate will remedy that situation.

   Degree program goals/objectives are the same as the current endorsement program. Students completing the program may receive a dyslexia therapist endorsement for their Arkansas Teaching License.

   The courses for the endorsement program are also a part of the K-12 Literacy program. One result of Arkansas L.E.A.R.N.S. is a potential increase in enrollment of that program. It is difficult to estimate the number of potential students who will seek only the dyslexia endorsement.

6. **Approval letter from licensure/certification entity, if required.**

   Not applicable

7. **Effective date, term, and academic year**

   06/01/2024, 2024 Summer Term, 2024-25 Academic Year

CAEP Proficiency	Class	Artifact
Applications of data literacy	DYS 5023 DYS 5043	Assessment Administration and Interpretation, Structured Language Case Study
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	DYS 5043	Structured Language Case Study
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	DYS 5023	Assessment Administration and Interpretation
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	DYS 5033	Reading Case Study and Professional Development Plan
Supporting appropriate applications of technology for their field of specialization	DYS 5003 DYS 5023	UDL Lesson Plan and Video Teach, Assessment Administration and Interpretation
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	DYS 5013 DYS 5033	Strategies and Standards Notebook, Reading Case Study and Professional Development Plan

ARKANSAS TECH UNIVERSITY

Request for Program Deletion
(CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Department of Teaching & Educational Leadership	

Title	Signature	Date
Department Head	Pam Dixon	8/10/23
Dean		8/10/23
Assessment		8.11.23
Registrar	Tammy Weaver	8/11/23
Graduate College (if appropriate)		
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:
Master of Education in Teaching, Learning, and Leadership - Non-Traditional Teacher Licensure Option

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. Current degree/certificate/option/unit title
   MED TLL NTL Master of Education in Teaching, Learning, and Leadership - Non-Traditional Teacher Licensure Option (MED TLL Degree will still exist)

2. Degree code
   3975

3. CIP code
   13.9999

4. Effective date, term, and academic year

   May 31, 2024, Spring term, 2023-24

5. Reason for deletion

   This degree program will be replaced with the MAT program.