

TEACHER EDUCATION COUNCIL

GRADUATE PROPOSALS

1. College of Education & Health – Department of Teaching & Educational Leadership
 - a. Add EDFD 6891-4: Independent Study, to the course descriptions;
 - b. Add SPED 5093: Using Research, Assessment, and Data in Special Education;
 - c. Change the course number for EDLD 6002: Administrative Law, to EDLD 6003, change the title to School Law, and modify the course description;
 - d. Change the title for EDLD 6313: Principles of Curriculum for School Leadership, to Principles of Curriculum for School Leaders, and modify the course description;
 - e. Change the course number for EDLD 6352: Physical Environment of Schools, to EDLD 6353, and modify the course description;
 - f. Change the course number for EDLD 6402: Working with the Marginal Performer, to EDLD 6403, and modify the course description;
 - g. Change the title for EDLD 6552: Administrative Internship, to Building Level Administrator Internship, and modify the course description;
 - h. Change the course number for MTL 6252: Communication, Advocacy, and Policy Development, to MTL 6163;
 - i. Modify the Curriculum for the Graduate Certificate in Teacher Leadership;
 - j. Curriculum Revision to modify the Master of Arts in Teaching;
 - k. Curriculum Revision to modify the Master of Education in K-12 Literacy;
 - l. Curriculum Revision to modify the Master of Education in K-12 Special Education;
 - m. Curriculum Revision to modify the Master of Education in Educational Leadership;
 - n. Curriculum Revision to modify the Master of Education in Teaching, Learning, and Leadership Curriculum Leadership Program;
 - o. Curriculum Revision to modify the Graduate Certificate in Curriculum Leadership;
 - p. Curriculum Revision to modify the Graduate Certificate in P-12 Building Level Administration;
 - q. Add the Graduate Certificate in Dyslexia Therapist, K-12; and
 - r. Delete the Master of Education in Teaching, Learning, and Leadership Curriculum Leadership Program – Non-Traditional Teacher Licensure Option.

2. College of Arts & Humanities – Department of Music
 - a. 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
b. Add the Master of Music in Music Education;

UNDERGRADUATE PROPOSALS

1. College of Education & Health – Department of Department of Department of Teaching & Educational Leadership
 - a. Add MLED 3103: Writing in the Content Area, to the course descriptions;
 - b. Add MLED 4903: Residency B Seminar, to the course descriptions;
 - c. Add the SEED cross-list to ELED 2003: Educational Research and the Teacher as a Lifelong Learner; and change the title to Education as a Profession;
 - d. the SEED cross-list to ELED 2113: Human Development and Learning Theories;
 - e. Change the course number for MLED 3034: Literacy Development in the Middle Grades, to MLED 3033;
 - f. Change the course number for MLED 3062: Tests & Educational Measurements, to MLED 3063;
 - g. Change the course number for MLED 3072: Diversity in the Classroom, to MLED 3073;
 - h. Change the course number for MLED 4004: Middle Level Curriculum and Pedagogy, to MLED 4004;
 - i. Change the title for MLED 4023: Guided Field Experiences, to Residency A Seminar; modify the co-requisite; and modify the course description;
 - j. Change the course number for MLED 4912: Internship, to MLED 4909; change the title to Residency B; modify the co-requisite; and modify the course description;
 - k. Change the course subject for SEED 4052: Educating Diverse and Exceptional Learners, to SPED;
 - l. Change the course number for SEED 4556: Classroom Application of Educational Psychology, to SEED 4553
 - m. Revision to modify the Curriculum in Middle Level Education, as follows:
 - (1) Remove the following options:
 - English/Language Arts and Social Studies;
 - English/Language Arts, Social Studies and Math;
 - English/Language Arts, Social Studies and Science;
 - Math and English/Language Arts;
 - Math and Science;
 - Math and Social Studies;
 - Math, Science and English/Language Arts;
 - Math, Science and Social Studies;
 - Science and English/Language Arts;
 - Science and Social Studies; and
 - (2) Add the following options:
 - English and Language Arts; Social Studies; Mathematics; and Science;

- n. Modify the Curriculum in Agriculture Education for Teacher Licensure, English Education for Teacher Licensure, Health and Physical Education for Teacher Licensure, and Social Studies Education for Teacher Licensure; and
 - o. Add the Advanced Certificate in Secondary Education.

- 2. College of Arts & Humanities – Department of Art
 - a. Modify the Curriculum in Art for Teacher Licensure.

- 3. College of Arts & Humanities – Department of English & World Languages
 - a. Delete the Curriculum in World Language with Concentration in Spanish Education for Teacher Licensure.

- 4. College of Arts & Humanities – Department of Music
 - a. Add MUS 1411: Class Piano I, to the course descriptions;
 - b. Add MUS 1421: Class Piano II, to the course descriptions;
 - c. Add MUS 2023: American Popular Music, to the course descriptions;
 - d. Add MUS 3901: Secondary Music Methods and Materials I, to the course descriptions;
 - e. Add MUS 4801: Advanced Conducting, to the course descriptions;
 - f. Add MUS 4901: Secondary Music Methods and Materials II, to the course descriptions;
 - g. Change the course number for MUS 3702: Music Education Technology, to MUS 2703;
 - h. Change the course number for MUS 3802: Principles of Conducting, to MUS 3801;
 - i. Modify the Curriculum in Music;
 - j. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option;
 - k. Modify the Curriculum in Music Education for Teacher Licensure Keyboard Instrumental Music Option;
 - l. Modify the Curriculum in Music Education for Teacher Licensure Keyboard Vocal Music Option;
 - m. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option; and
 - n. Add the Bachelor of Music Arts from the existing Bachelor of Arts in Music and BME Music Education programs.

- 5. College of Education & Health – Department of Department of Kinesiology & Rehabilitation Science
 - a. Add the minor Sport Coaching.

- 6. College of Science, Technology, Engineering, & Mathematics – Department of Mathematics & Statistics
 - a. Modify the course description for MATH 1001: Orientation to Mathematics;
 - b. Change the title for MATH 3703: Mathematics in the Secondary Schools, to Mathematics in the Middle and Secondary Schools, modify the course description and prerequisites;

- c. Change the course number for MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation, to MATH 3771, change the title to Praxis Middle School and Secondary Mathematics Test Preparation, and modify the course description and prerequisites;
- d. Modify the co-requisites and prerequisites for MATH 4703: Special Methods in Mathematics; and
- e. Modify the Curriculum in Mathematics Education for Teacher Licensure.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	6/7/23
Dean	<i>Jim Lutz</i>	6/8/23
Assessment	<i>Chris [unclear]</i>	6/13/23
Registrar	<i>Gammy Weaver</i>	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) EDFD	Course Number: (e.g., 1003) 6891-4	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 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):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NO
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- 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.

University & College Information

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 & ACCESSIBILITY 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	<i>Sheresa A. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul R. S.</i>	6/13/23
Registrar	<i>Yammy Weathers</i>	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: <input type="radio"/> Spring <input checked="" type="radio"/> 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 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:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. No.
- If this course is required for the major or minor, complete the following.
 - 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
 - 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.
- What is the rationale for adding this course? What evidence demonstrates this need?

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- b. Course number
- c. Catalog course title
- d. Catalog 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
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- m. Course content (outline of material to be covered in course).

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

Instructor:
Contact Info:
E-mail:

Office Location:
Office Hours:

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.
-

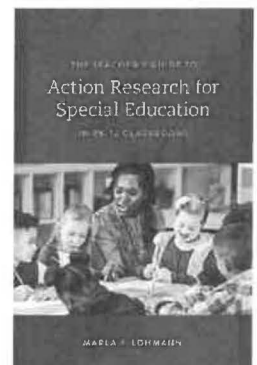
Required Textbook: Lohmann, M. (2023). The Teacher's Guide to Action Research for Special Education in PK-12 Classrooms.

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 NOT 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	<i>Sheresa Cullen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/29/23
Assessment	<i>Pat Schatz</i>	7.3.23
Registrar	<i>Sammy Lee</i>	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	<i>Theresa D. Cullen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/29/23
Assessment	<i>Paul Elbert</i>	9.3.23
Registrar	<i>Yammy Weaver</i>	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)

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 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	<i>Sheresa Cullen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/29/23
Assessment	<i>Phyllis</i>	7.5.23
Registrar	<i>Tommy Weaver</i>	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	<i>Sheresa A. Cullen</i>	6/29/23
Dean	<i>Jim Lutz</i>	6/29/23
Assessment	<i>Phil Ch 2</i>	7.3.23
Registrar	<i>Yammy Weaver</i>	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 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	<i>Sheresa A. Cullen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/29/23
Assessment	<i>Chris [unclear]</i>	7.3.23
Registrar	<i>Sammy [unclear]</i>	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	<i>Pam Dixon</i>	8-2-2023
Dean	<i>Tim Lutz</i>	8/2/23
Assessment	<i>Chris Elch</i>	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)
 MTL 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	<i>Theresa A. Cullen</i>	6/29/23
Dean	<i>Jim Lutz</i>	6/30/23
Assessment	<i>Chris [unclear]</i>	7.3.23
Registrar	<i>Yammy Luevano</i>	7/26/23
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

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
<p>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)</p>	<p>MTLL 6123</p>	<p>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.</p>
<p>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)</p>	<p>MTLL 6143</p>	<p>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.</p>
<p>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</p>	<p>MTLL 6253</p>	<p>Task 3: Professional Learning The candidate will facilitate the design and implementation of an integrated and differentiated professional</p>

aligned with school improvement goals. (Teacher Leader Model Standards Domain 3, PATL Task 3)		learning plan based on assessed student and teacher needs.
PL0 #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.
PL0 #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.
PL0 #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.
PL0 #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

<p>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)</p>		<p>improvement and advocate effectively for colleagues by developing and supporting a collaborative team and promoting interactions that improve the effectiveness of practice.</p>
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Course Schedule

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

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	<i>Theresa A. Cullen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/30/23
Assessment	<i>Phil E. H. 2</i>	7.3.23
Registrar	<i>Lammy Weaver</i>	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)

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 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)

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

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study and Advisory Plan


		<ul style="list-style-type: none"> • Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>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)</p>	<p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>MAMS 5333</p> <p>MTLL 6253</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>EDFD 6003</p> <p>MTLL 6143</p>	<ul style="list-style-type: none"> • Classroom Action Research Artifact • Observation/Reflection • Case Study • Video Teach and Case Study

		<ul style="list-style-type: none"> • Formative Observation • Observation Reflections • Exit Portfolio
<p>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)</p>	<p>MTLL 6123</p> <p>MTLL 6143</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>MTLL 6133</p> <p>MAMS 5333</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>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)</p>	<p>MTLL 6133</p> <p>MAMS 5333</p> <p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & reflection • Formative Observation • Observation Reflections • Exit Portfolio

<p>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)</p>	<p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Portfolio Presentation • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach and Reflection • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>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)</p>	<p>MTLL 6003</p> <p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • 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
Crabaugh Hall, 203
(479) 964-0583 ext 2564
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.

Required core courses

- MTL 6003
- MTL 6163
- EDFD 6503
- MTL 6123
- EDFD 6003
- MTL 6133
- MTL 6143
- MTL 6253
- MTL 6553

Elective

- 3 hrs Elective Graduate Course (5000-6000)

Degree Requirements

1. ~~Thirty-six~~³³ 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.



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	7/25/2023
Dean	<i>Jim Gault</i>	7/25/23
Assessment	<i>Bob Smith</i>	7.31.23
Registrar	<i>Gammy Weaver</i>	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~~ 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 15 (~~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
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	<i>Sheresa Cullen</i>	6.8.23
Dean	<i>Tin Lutz</i>	6/9/23
Assessment	<i>Paul Rutz</i>	6/13/23
Registrar	<i>Yammy Weaver</i>	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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General Information

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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~~ semester hour degree program.

Special Education Degree ~~Core~~ Requirements ~~(6 hours)~~ 3

- [EDFD 6003 Educational Research](#)
- [EDFD 6503 Classroom Behavioral Management](#)
- ~~[EDFD 6993 Project in Educational Research](#)~~
- ~~[EL ED 6943 Literacy Assessment and Intervention](#)~~
- ~~[EDED 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	<i>Sheresa Q. Cullen</i>	6./29/23
Dean	<i>Tin Lutz</i>	6/29/23
Assessment	<i>Chris C. Cullen</i>	7.3.23
Registrar	<i>Yammy Weaver</i>	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.

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_Compencies_final_2023_EEF.pdf

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General Information

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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

- EDLD 6003
- EDFD 6003
- EDLD 6403
- EDLD 6552
- EDLD 6552

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 6112 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:



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	<i>Theresa A. Gillen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/29/23
Assessment	<i>Chris [unclear]</i>	7.3.23
Registrar	<i>Gammy [unclear]</i>	7/28/23
Graduate College (if appropriate)		
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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)

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 Performer

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,

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

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
<p>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)</p>	<p>EDLD 6313</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>MTLL 6003</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #3: Equity, Inclusiveness, and Cultural Responsiveness Candidates demonstrate the capacity to promote the current and future success and</p>	<p>EDLD 6313</p>	<ul style="list-style-type: none"> • Curriculum and Assessment Evaluation and Revision Plan

<p>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)</p>		<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>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)</p>	<p>MTLL 6133</p> <p>EDFD 6003</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study • Classroom Management Plan • Video Teach and Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>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)</p>	<p>MTLL 6123</p> <p>MTLL 6143</p>	<ul style="list-style-type: none"> • Communication Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>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</p>	<p>MTLL 6143</p> <p>EDLD 6003</p>	<ul style="list-style-type: none"> • 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)		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
<u>Summer</u> EDLD 6313: Principles of Curriculum for School Leadership* MTLL 6003: School Organization and Leadership	<u>Summer</u> No classes scheduled.
<u>Fall</u> MTLL 6123/EDLD 6253: Instructional Leadership*	<u>Fall</u> MTLL 6253: Advanced Curriculum Theory and Design*

EDLD 6003: School Law*	MTLL 6552: Internship
<p style="text-align: center;"><u>Spring</u></p> <p>MTLL 6133: Elements of Curriculum* EDFD 6003: Educational and Action Research*</p>	<p style="text-align: center;"><u>Spring</u></p> <p>MTLL 6552: Internship MTLL 6143: Organizational Change*</p>

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General Information

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Master of Education in Teaching, Learning, and Leadership

Ellen Treadway, PhD

Program Director
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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 ~~30~~³¹ semester hours (all at the 6000 level) must be completed, including the completion of the following courses:

Common Core Courses (27 hours)

- EDFD 6003
- EDLD 6003
- EDLD 6313
- EDLD 6403
- MTL 6253
- MTL 6552
- MTL 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 6223 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~~

Master of Education in Teaching, Learning, and Leadership

[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	<i>Sheresa Q. Gillen</i>	6/29/23
Dean	<i>Tim Lutz</i>	6/30/23
Assessment	<i>Chris A. [unclear]</i>	7.3.23
Registrar	<i>Jammy Leaven</i>	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

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

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
<p>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)</p>	<p>MTLL 6003</p>	<ul style="list-style-type: none"> • Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study • Advisory Plan • Formative Observation • Observation Reflections • Exit Portfolio
<p>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)</p>	<p>MTLL 6003</p> <p>MTLL 6123</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>EDLD 6003</p> <p>MTLL 6123</p>	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Observation Reflections • Exit Portfolio
<p>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)</p>	<p>MTLL 6253</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>MTLL 6123</p> <p>MTLL 6143</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>MTLL 6003</p>	<ul style="list-style-type: none"> • 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

<p>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)</p>	<p>EDLD 6403 EDLD 6003 MTLL 6253</p>	<ul style="list-style-type: none"> • 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
<p>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)</p>	<p>MTLL 6552</p>	<ul style="list-style-type: none"> • 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**

<p>SUMMER MTLL 6003 School Organization and Leadership*</p>
<p>FALL MTLL 6253: Advanced Curriculum Theory and Design* EDLD 6003: School Law* EDLD 6552: Internship</p>
<p>SPRING EDLD 6403: Working with the Marginal Performer* MTLL 6143 Organizational Change* EDLD 6552: Internship</p>

Graduate Certificate in Curriculum Leadership (18¹⁹ 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 (18¹⁹ 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

Request for Curriculum Revision

Department Initiating Proposal	Date
TEL	8-1-23

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	8-1-23
Dean	<i>J. E.</i>	8-1-23
Assessment	<i>[Signature]</i>	8.1.23
Registrar	<i>J. Warren</i>	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 ²⁶~~25~~ semester hours (all at the 6000 level) including the fol

~~EDLD 6002 Administrative Law~~

EDLO 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	<i>Pam Dixon</i>	7/24/23
Dean	<i>Jim Lutz</i>	7/24/23
Assessment	<i>Chris Smith</i>	7.31.23
Registrar	<i>Jammy Weaver</i>	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	<i>Pam Dixon</i>	8/10/23
Dean	<i>Jim Hutch</i>	8/10/23
Assessment	<i>Chris Cook</i>	8.11.23
Registrar	<i>Sammy J. [unclear]</i>	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.



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		07/10/23
Assessment		7.20.23
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) 6001	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 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):

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

Does this course require a fee? Yes No How Much? **\$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 or less = F

Academic Dishonesty

Academic dishonesty in any form is unacceptable. 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	<i>Jeff Bright</i>	06/12/2023
Dean	<i>Jeffrey Cass</i>	06/11/23
Assessment	<i>Mark [unclear]</i>	7.19.23
Registrar	<i>Tommy [unclear]</i>	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: <input type="radio"/> Spring <input checked="" type="radio"/> 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):

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

Does this course require a fee? Yes No How Much? **\$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:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
NASM strongly recommends an advanced course in music performance.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Performance Jury
- 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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 4. Prerequisites
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 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)
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- 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.

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After completion of this course, the student should be able to:

- demonstrate a knowledge of the repertoire for the instrument.
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- perform on the instrument, and instruct others at a proficient level.

Required Instructional Materials

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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		07-22/23
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: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> 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):

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

Does this course require a fee? Yes No How Much? \$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
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- 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).

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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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DATE	TOPIC/READING	ASSIGNMENTS DUE
CLASS 1 AUG. 22 Online	<p style="text-align: center;"><u>Class Introduction</u></p> 1) Read <i>Introduction to Research in Education</i> : 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	<p style="text-align: center;"><u>Researching Music</u></p> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 1 Research in Music Education and Music Therapy Chapter 2 The Research Study 2) Read <i>Publication Manual of the American Psychological Assoc.</i> 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 29 th) 4) CITI Module: Social Behavioral Responsible Conduct of Research Course (RCR) http://www.citiprogram.org (Due by 8:30 pm on Tuesday, September 5 th)
CLASS 3 SEPT. 5 Online	<p style="text-align: center;"><u>Contents of a Research Paper</u></p> 1) Read <i>Exploring Research in Music Education and Music Therapy</i> : Chapter 3 Reading Research 2) <i>Experimental research in music (available on blackboard)</i> : 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 5 th)
CLASS 4 SEPT. 12 Online	<p style="text-align: center;"><u>Introduction to Action Research</u></p> 1) <i>Teachers investigate their work: an introduction to the methods of action research</i> : 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 <i>Exploring Research in Music Education and Music Therapy</i> : 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 12 th) 6) <i>Should be working on article critique #1</i> 7) <i>Begin thinking of action research topics that would interest you and that you could study in your classroom</i> 8) Schedule and have individual consultation by September 19th

<p>CLASS 5 SEPT. 19 Online</p>	<p align="center"><u>Principles of Qualitative Research</u></p> <p>1) Read <i>Exploring Research in Music Education and Music Therapy</i>: Chapter 6 Principles of Qualitative Research Chapter 7 Critical Reading of Qualitative Research 2) <i>Teachers investigate their work: an introduction to the methods of action research</i>: Chapter 4 Clarifying the Starting Point of Research Chapter 5 Data Collection Chapter 6 Data Analysis</p>	<p>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)</p>
<p>CLASS 6 SEPT. 26 Online</p>	<p align="center"><u>Developing Action Strategies</u></p> <p>1) Read <i>Exploring Research in Music Education and Music Therapy</i>: Chapter 8 Reflecting on Qualitative Research 2) <i>Teachers investigate their work: an introduction to the methods of action research</i>: Chapter 7 Developing Action Strategies and Putting them into Action</p>	<p>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) <i>Begin work on introduction for final action research proposal</i></p>
<p>CLASS 7 OCT. 3 Online</p>	<p align="center"><u>Mid-Term Exam</u></p>	<p>(Mid-term exam due by 8:30 pm on Tuesday, October 3rd)</p>
<p>CLASS 8 OCT. 10 Online</p>	<p align="center"><u>Principles of Quantitative Research</u></p> <p>1) Read <i>Exploring Research in Music Education and Music Therapy</i>: Chapter 9 Principles of Quantitative Research Chapter 10 Analysis of the Data 2) Read <i>Introduction to Research in Education</i>: Pg. 162-171 Sampling – on blackboard</p>	<p>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</p>
<p>CLASS 9 OCT. 17 Online</p>	<p align="center"><u>Descriptive Statistics</u></p> <p>1) Read <i>Exploring Research in Music Education and Music Therapy</i>: Chapter 11 Quantitative Research – Descriptive</p>	<p>3) Reading Questions 4) Descriptive statistics worksheet 5) Develop survey on Qualtrics and post link on blackboard</p>

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/12/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/12/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Mark Ch 2</i>	7.19.23
Registrar	<i>Sammy Uealla</i>	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: <input type="radio"/> Spring <input checked="" type="radio"/> 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):

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

Does this course require a fee? Yes No How Much? **\$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.

Major Course Topics:

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)

Description of Course Assignments:

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:

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- B = 516-580 (80-89%)
- C = 451-515 (70-79%)
- D = 386-450 (60-69%)
- F = <385 (<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

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3723S MUS 514 500 (SECONDARY MUSIC CURRICULUM)

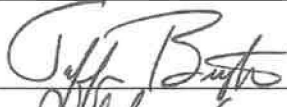
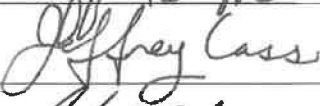
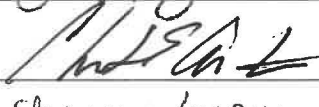

Date	Class	Content for Class	Assignment Due
23-Jan	#1	Teachers Schools and Curriculum in Historical Perspective Introduction to Effective Teaching Chapter 1 Hist/Research Effective Music Teaching	Curriculum Definition Weekly Assignment #1
30-Jan	#2	Understanding by Design (UbD) - Chapter 1 Backward Design 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		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: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> 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):

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

Does this course require a fee? Yes No How Much? \$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 Integrity for common examples of unacceptable academic behavior.

(<https://www.atu.edu/academic-integrity/>)

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

Disability Services Statement

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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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- 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: <input type="radio"/> Spring <input checked="" type="radio"/> 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):

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

Does this course require a fee? Yes No How Much? **\$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:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Specialized performance and pedagogy competencies for music teachers.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Final Pedagogy Project
- 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)**

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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)
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 - 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)
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- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
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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
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*****Late assignments will incur an automatic 20-point deduction**

Code of Academic Integrity

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Applied Music Pedagogy: MUS 6042

Syllabus

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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- 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		07/11/23
Assessment		7.19.23
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Graduate Dean (Graduate Proposals Only)		
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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: <input type="radio"/> Spring <input checked="" type="radio"/> 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:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
NASM recommends a final project in performance and/or pedagogy.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Capstone Project
- 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)**

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- b. Course number
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 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)
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- e. Section for Name of instructor, office hours, contact information (telephone, email)
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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	<i>Jeff Bright</i>	06/12/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Chris Ch...</i>	7.20.23
Registrar	<i>Sammy Deane</i>	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) 6203	Effective Term: <input checked="" type="radio"/> Spring <input checked="" type="radio"/> 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):

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

Does this course require a fee? Yes No How Much? **\$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:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
NASM strongly recommends offering at least one advanced course in music theory and analysis.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Final Exam
- 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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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/12/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/12/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Chris [unclear]</i>	7.20.23
Registrar	<i>Yammy [unclear]</i>	7/20/23
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: <input type="radio"/> Spring <input checked="" type="radio"/> 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 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 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.

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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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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	<i>Jeff Bright</i>	06/12/2023
Dean	<i>Jeffrey Cass</i>	07/10/23
Assessment	<i>Phil H. H.</i>	7.19.23
Registrar	<i>Lammy Weaver</i>	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



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.

6. NEED FOR THE PROGRAM

a. Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic discipline 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.

Even Fall-

MUS 6013 Introduction to Music Education Research

MUS 6002 Applied Music

MUS xxx2 Music Elective (2 hours)

Odd Spring-

MUS 6203 Topics in Music Theory and Analysis

MUS 6032 Contemporary Issues in Music Education

GEN xxx3 Any elective (3 hours)

Odd Fall-

MUS 6023 Music Curriculum & Assessment

MUS 6042 Applied Music Pedagogy

MUS xxx2 Music Elective (2 hours)

Even Spring-

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.

General Education Courses

None

Core Courses

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

Major Courses

MUS 5803	<i>History of American Music</i>
MUS 5853	<i>Music of the World's Peoples</i>
MUS 6001	<i>Applied Music</i>

- e. For each program major/specialty area course, list the faculty member assigned to teach the course.

MUS 5803	<i>History of American Music</i> – Dr. Kae Reed
MUS 5853	<i>Music of the World's Peoples</i> – Dr. Kae Reed
MUS 6001	<i>Applied Music</i> ¹
MUS 6002	<i>Applied Music</i> ¹
MUS 6013	<i>Introduction to Music Education Research</i> – Dr. Jeff Bright
MUS 6023	<i>Music Curriculum & Assessment</i> – Dr. Jeff Bright
MUS 6032	<i>Contemporary Issues in Music Education</i> – Dr. Jonathan Nash
MUS 6042	<i>Applied Music Pedagogy</i> ¹
MUS 6103	<i>Graduate Capstone Project</i> ¹
MUS 6203	<i>Topics in Music Theory and Analysis</i> – Dr. Nick del Grazia
MUS 6303	<i>Topics in Music History</i> – 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	<i>History of American Music</i>
*MUS 5853	<i>Music of the World's Peoples</i>

- 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 of 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

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 COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Theresa D. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul F. ...</i>	6.27.23
Registrar	<i>Gammyle ...</i>	7/10/23
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:
MLED	3103	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Writing in the Content Area		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Each spring

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.

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

See pg. 3 Program Level Assessment

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

See program revision form assessment matrix.

c

Program Level Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level Instruction and Assessment

Standard 5: Middle Level Professional Roles

This course addresses both middle level curriculum and instruction and assessment and helping to teach writing which is a key middle level skill. The increased need for literacy instruction due to state and national mandates will help students meet new curricular and instructional needs.

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

In Arkansas, state testing centers around the ACT Aspire (for now). According to our local area test scores, fewer than half of middle school students are passing the writing test. The state is looking to more closely align the state tests to the standards, which are based on the Common Core. These standards require students to do text-based writing. Students currently struggle with text-based writing and, anecdotally, this can be seen in college students' writing samples here at ATU. Our pre-service teachers need more instruction on how to teach text-based writing. In addition, Arkansas has content literacy standards (reading and writing) that require all content areas to implement literacy instruction in their practice. This proposed course will help close the gap between the standards, state tests, and teacher instruction.

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.



ARKANSAS TECH UNIVERSITY

MLED 3103
Writing in the Content Area
Spring
Course Syllabus

Instructor: Dr. Heather Stefanski
Office Hours: By Appointment
Class Hours/Room:

Email: hstefanski@atu.edu
Phone: 479-964-0583 ext 2565

Conceptual Framework: Professionals of the 21st Century.

Catalog Description: Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program. This course is a review of adolescent development with regard to instructional needs in writing. This course provides strategies for teaching writing in all content areas with an emphasis on text-based writing.

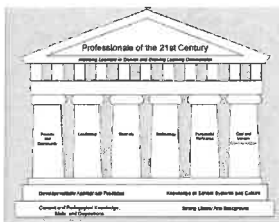
Required text:

Benjamin, A. (2005). *Writing in the content areas* (2nd ed). Eye on Education.

Additional Reading: Additional reading will be provided.

Justification/Rationale: This course will help pre-service teachers understand how to teach writing in all content areas, particularly text-based writing. Pre-service teachers will learn how to assess writing skills, provide instruction on writing in the content area, and choose targeted intervention to help struggling writers.

MLED Conceptual Framework Focus:



The Professional of the 21st Century is a continuously learning expert with a(n):

1. Strong and developing knowledge of the school culture
2. Increasing level of professional and pedagogical knowledge, skills, and dispositions
3. Strong and developing liberal arts background
4. Growing expertise concerning systemic and developmentally appropriate practice
5. Demonstration of moral and ethical professional behavior as models and advocates for young children and who continually seek to grow professionally through reflective practices.

Course Objectives:

Upon completion of the course, the Teacher Candidate will be able to:

1. Understand characteristics of struggling writers.
2. Understand how reading and writing are entwined.
3. Understand the writing process.

4. Understand the Arkansas Literacy Standards for the content areas, particularly the writing focused standards.
5. Explore grade-appropriate texts to use for text-based writing instruction.
6. Create writing assessments.
7. Create writing instruction and remediation lessons.
8. Explore ways to publish student writing.

Organizing Theme: The Middle Level Educator is a lifelong learner who uses reflective decision-making to implement developmentally appropriate practice.

Methods of Instruction: A variety of methodologies including lecture, discussion, demonstration, cooperative learning, collaboration, and presentations will be utilized.

Assessment Methods: Coursework will consist of text readings, class discussions, in-class activities (whether face-to-face or virtual), participation, homework assignments, collaborative group work, sharing and presenting assigned work, and literature based activities.

Grading Scale:

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

Absences:

The policy of the University in regard to class absences is that regular class attendance is essential and that students, in their own interest, are therefore responsible for attending all classes in which they are enrolled. For electronically delivered classes, where physical attendance is not a reasonable requirement, equivalent on-line interaction must be documented in lieu of attendance.

Absence/participation policies and procedures are applicable both to regular terms and to the summer sessions. Attendance policies are set forth by each individual instructor and will be announced at the beginning of the course.

When participation in a University related function requires missing class, the student should, when possible, notify the instructor(s) prior to the absence. Absences due to sickness, accident, or death in the family should be explained to each instructor by the student. For absences of more than five (5) successive days which by their nature, such as an emergency, make it difficult for the student to contact the instructor(s), the student may contact Amy N. Pennington, AVP/Dean of Students and Title IX Coordinator, located in Student Affairs, Doc Bryan Student Services Center, Suite 233, (479) 968-0239, apennington@atu.edu, for assistance in notifying instructors.

**The instructor reserves the right to amend this syllabus during the semester. Students will be notified before changes take place.

Classroom attendance policy:

1. Control of class attendance is vested in the teacher who has the responsibility for clearly defining in each course, early in the semester, the standards and procedures in regard to regularity and punctuality of class attendance;
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3. Before invoking the most severe penalty for unsatisfactory class attendance or non-attendance, dropping a student from a course with a grade of "WN" (withdraw for non-attendance), the instructor is obligated to notify the student, in writing, that an additional absence would result in this penalty. The WN may also be awarded by an instructor to a student who does not participate in an online course as required by Federal Financial Aid guidelines;
4. A student accumulating an excessive number of unjustifiable absences or non-attendance in an audited course may be administratively withdrawn at the request of the instructor;
5. The action of dropping a student from a course for excessive absences or non-attendance becomes final when the instructor reports this action in writing to the Registrar's Office. The student who chooses to protest such action as unjustified has recourse through the grievance procedure for appeal of an academic grade.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness.

Your goal is to be in class each day of the semester. Regardless of your total points earned in this course:

- 1) On the **3rd absence**, your final grade will be lowered one grade.
- 2) On the **4th absence**, your final grade will be lowered one more grade.
- 3) Automatic failure of the course occurs on the **5th absence**.

**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.*

Late Work: Being a former K-12 teacher, I stay on top of my grading. All work is due at the beginning of class for full credit. You may turn in work late (by the next class session) for a reduced grade. I will deduct 20% of your points for work turned in late. I will not accept work after that next class session. If there are extenuating circumstances, please communicate with me so we can make arrangements for work completion and acceptance.

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Your final exam may not be late. You will be given the exam in advance and I will only accept it up to the scheduled date and time. You may turn it in early.

University & College Information:

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.*

Department of Teaching and Educational Leadership

Vision:

- *Seek to develop and empower teachers and educational leaders to positively influence an ever changing world.*

Mission:

- *Develop and inspire teachers and educational leaders who value equity, innovation and student success.*

Technological Expectations: There are *inherent* technological expectations that need to be considered with this class. We will be using WebEx Meetings for online class sessions, incorporating WebEx Teams, Nearpod, Google online applications, etc. In addition, students will submit assignments in Blackboard. Students, who are not familiar with Blackboard, please contact the Blackboard help desk.

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/>

Plagiarism and Other Academic Misconduct:

Being caught in academic dishonesty will result in a zero on the assignment and/or failing the class.

Undergraduate:

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- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense. See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Update%20d.pdf>

Cell Phone/Technology Use During Class Policy: It is expected that you attend class ready to participate. This includes engagement with the professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the professor*. During class sessions, the professor will build in opportunities to interact with content and your classmates. You must be attentive and focused during our class time. If you are not, you will be counted as absent for that day.

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 usable, 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 171
 1605 N Coliseum Drive
 Russellville, AR 72801
 Phone: (479) 968-0302

Student Needs Statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if

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they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/jerrycares/>

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

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 facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

PRIVACY & ACCESSIBILITY POLICIES: See the following links:

Third-Party Privacy and Accessibility Policies or
https://www.atu.edu/etech/privacy_accessibility.php

University 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.

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Theresa A. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Chris Schatz</i>	6.27.23
Registrar	<i>Gammy Weaver</i>	7/10/23
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:
MLED	4903	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Residency B Seminar		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every 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:

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

See bottom of form

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

See program revision form assessment matrix.

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

The current program of study requires students to complete a full internship with four on-campus days spent on topics such as bullying, ethics, completing the exit portfolio, and classroom management. Having led these 4 days along with working with 5/8 of my middle level interns this semester, I have discovered that they need more guidance. This proposed course would give them more instructor time and personalized help inclusive of the 4 campus days, additional instructional videos, synchronous online meetings, and tailored training for the individual needs.

Amended Program Level Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This seminar allows our program to support all of these outcomes by supporting students while in Residency to process experiences in the middle school environment, plan curriculum and assessments, discuss professional roles in and outside the classroom, and apply the middle level philosophy to classroom teaching.

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.



ARKANSAS TECH UNIVERSITY

MLED 4903 Residency B Seminar Spring Course Syllabus

Instructor: Dr. Heather Stefanski

Email: hstefanski@atu.edu

Office Hours: By Appointment

Phone: 479-964-0583 ext 2565

Class Hours/Room: Tues/Thur 10:00-11:20 Crabaugh 221

Conceptual Framework: Professionals of the 21st Century.

Catalog Description:

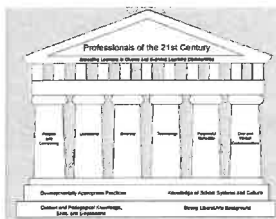
In a select setting under supervision of experienced middle level professionals, teacher candidates will prepare, facilitate, and evaluate an appropriate curriculum experience for instruction of the early adolescent.

Required texts:

Current subscription to taskstream is required.

No new textbooks. We will be utilizing all of the textbooks you have purchased for your previous MLED courses.

MLED Conceptual Framework Focus:



The Professional of the 21st Century is a continuously learning expert with a(n):

1. Strong and developing knowledge of the school culture
2. Increasing level of professional and pedagogical knowledge, skills, and dispositions
3. Strong and developing liberal arts background
4. Growing expertise concerning systemic and developmentally appropriate practice
5. Demonstration of moral and ethical professional behavior as models and advocates for young children and who continually seek to grow professionally through reflective practices.

Course Objectives:

Upon completion of the course, the teacher candidate will be able to:

1. Create and implement lesson plans that demonstrate knowledge of subject, adolescent development, and school structure.
2. Create and implement units of instruction that demonstrate knowledge of subject, adolescent development, and school structure.
3. Meet the needs of diverse students through differentiation, accommodations, modifications, or learning styles.
4. Reflect on current problems of practice and research solutions.

5. Reflect on areas of strength and weakness in planning, instruction, classroom management, and assessment.
6. Understand moral and ethical responsibilities of public school teachers.
7. Communicate effectively with parents of students through an organized continuous communication plan.
8. Construct an effective newsletter about school activities and students for communication with the home.
9. Use state-of-the-art technology as an avenue of communication.
10. Communicate effectively with colleagues, families, community agencies, and community members.
11. Communicate effectively as an advocate for middle level education and the young adolescent.

Organizing Theme: The Middle Level Educator is a lifelong learner who uses reflective decision-making to implement developmentally appropriate practice.

Methods of Instruction: A variety of methodologies including lecture, discussion, demonstration, cooperative learning, collaboration, and presentations will be utilized.

Assessment Methods: Coursework will consist of text readings, class discussions, in-class activities (whether face-to-face or virtual), participation, homework assignments, and collaborative group work

Grading Scale:

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of Students and Title IX Coordinator, located in Student Affairs, Doc Bryan Student Services Center, Suite 233, (479) 968-0239, apennington@atu.edu, for assistance in notifying instructors.

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1605 N Coliseum Drive

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Russellville, AR 72801
Phone: (479) 968-0302

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Sheresa Gillem</i>	6/30/23
Dean	<i>Tim Lutz</i>	7/3/23
Assessment	<i>[Signature]</i>	7.21.23
Registrar	<i>Yammy Lucas</i>	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)
ELED	2003
Official Catalog Title:	
Educational Research and the Teacher as a Lifelong Learner	

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)

SEED 2003

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

Education as a Profession

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

Education as a Profession

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

SEED/MLED

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - 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? State has changed how students can earn credits in high school as concurrent. This will allow easier transfer from concurrent and community college.

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.

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach



Education as a Profession
SEED 2003
Spring 2024

3 Credit Hours

Instructor Information

Instructor:
Office Location:
Phone:
Email:
Website:

Office Hours:
Monday
Tuesday
Wednesday
Friday

Course Related Information

Course Title: SEED 2003

Justification/Rationale:

This course introduces the student to education as a profession. The course is designed to acquaint students with the nature of schooling. The course will focus on the following: social issues that affect students, effective teaching, impact of technology, ethical and legal issues, school governance, professionalism, and professional development.

ATU Course Catalog Description:

This course is designed to provide teacher candidates with an overview of the systemic nature of education and schooling. Emphasis will be given to what the teacher does within the system and how the system is impacted by students, teachers, parents, community, state, nation, and the world. Students will deal with the realities as well as the abstractions of the system through classroom instruction, guided field observation, and reflective discussion.

Prerequisites: None **Co-requisite:** Field Experiences—Minimum 20 hours **REQUIRED TO PASS THE COURSE**

Student Outcomes for Course/Course Objectives:

To become familiar with the following-

- State Standards for Teacher Licensure
- Praxis Exams I (core battery), II (2 parts)
- College of Education Policies and Procedures
- Basic Principles of the teaching profession

Text Required:

<https://uark.pressbooks.pub/introductiontoeducation/>

This is an OER text (Open Educational Resource) you can access it online, or download a copy to your device. Best part. ITS FREE.

Also will need to print specific pages from---

Handbook: SEED 2003 –these will have some of your course assignments on them.

<http://www.atu.edu/teachereducation/>

Handbook: Arkansas Tech University School of Education Curriculum and Instruction Policies and Procedures Manual. (Online)

Course Content/Course Outline/Topics:

Students will be told in advance which chapters to read in preparation for classes. Keep in mind that this is a tentative schedule and may change upon the instructor's discretion and needs according to the class. (See Course Schedule)

- Education as a System
- Roles and Responsibilities within the System
- Governance of the System
- Ethical and Legal Considerations of Teaching
- Curriculum and Instruction
- Diversity and its impact in Curriculum and Instruction
- Global Impact on Systems and Classrooms

Course Assignments and Artifacts:

A variety of assessment methods will serve to evaluate comprehension and application of the concepts and skills outlined in the course objectives. Students will complete the following assignments to demonstrate mastery of the following competencies:

1. Quizzes over various chapters of study
2. Mid-term and Final Exam
3. Interviews during your placements (Teacher & Student)
4. Autobiography and possibly My Teaching Philosophy Paper
5. Observation –20 hours minimum—**ALL of these must be completed to pass the course.**
6. Other Class Assignments as deemed appropriate
7. Attendance (20 points each class session)
8. Professionalism and Participation

All formal assignments (papers) should be done in APA format

Grading Scale:

A= 90-100%

B= 80-89%

C=70-79%

D=60-69%

F=below 60%

Attendance and Participation: Students are expected to attend ALL Class meetings. Excused absences are defined in the student handbook as those which are related to ATU activities and you will be given an excuse slip from your teacher/ activity advisor/coach when that occurs. These are to be presented 24 hours prior to missing the class. All other absences are just that... absent. If pop quiz, in class exit slips, etc. happen on a day that you miss and it is based on discussions from class, there will be no way to make those up. Being late (if I have already taken attendance) is the same thing as being absent. Likewise—late assignments are not accepted. If you are absent with a university note, pre-assigned work is still expected on the due date.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker.

Regular attendance is vital to your success in the Advanced Teaching University Teacher

Education Program. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

For online courses you are expected to login in each week (and I can see reports of your login activity) and for discussions, first post by Thursday midnight and responses by Sunday midnight. Logging in and participating is your form of attendance for an online course.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance.*

****to receive accommodations due to COVID illness you will need to go through the health and wellness center. See info at the end of the syllabus for the link.*

From the student handbook—Class Absence

“Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. Student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “WN.”

Other Important things for class:

1. You are expected to look at blackboard and prepare for the assignments that are upcoming. All quizzes and readings are already scheduled for you.
2. Assignments should be submitted on blackboard.
3. You will need and use your textbook in class...have it available and read it before you come.
4. Come with a great attitude.

University & College Information:

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.*

College of Education

Vision

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

Mission

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

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.

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/>

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Cell Phone/Technology Use During Class Policy:

It is expected that you attend class ready to participate. This includes engagement with the Professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring.

Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the Professor*. In addition to distracting yourself, *if you are engaging with your cell phone, laptop, tablet, smart watch etc.*, it is most likely you are a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you must use technology, you will be asked to leave the class and forfeit your attendance for that day. See the attendance policy for more information about repeated absences and the effect it has on your final class grade.

Video Recording: You do not have permission to (a) record my lectures or (b) download and share my video conferences or video lectures. The videos we make of our classes in webex are meant for the purpose of the class only. You do not have permission to share these with anyone other than you. If you have any questions or concerns about this, please contact the Professor.

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 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

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

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

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

Code of Academic Integrity

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

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Sheresa Allen</i>	6/30/23
Dean	<i>Tim Lutz</i>	7/3/23
Assessment	<i>Mark S. ...</i>	7.21.23
Registrar	<i>Gammy Wheeler</i>	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) ELED	Course Number: (e.g., 1003) 2113
Official Catalog Title: Human Development and Learning Theories	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

SEED

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - 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?
State has changed how students can earn credits in high school as concurrent. This will allow easier transfer from concurrent and community college.

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.

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach



Human Development and Learning Theories
ELED/SEED 2113
Course CRN
Spring 2024

3 credit hours

Instructor Information:

Instructor:

Office Location:

Phone:

Email:

Office Hours:

Easiest way to contact:

Course Title:Subject/Number

Justification/Rationale:

This course meets the university, College of Education, and the department of curriculum and instruction. Goals to help our students make a difference in the world both locally and globally.

ATU Course Catalog Description:

This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying

these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Prerequisites:

None.

Student Outcomes for Course/Course Objectives:

- **Define what is meant by development and describe the nature of developmental change.** ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
- **Identify methods of studying children.** ACEI 1.0; ATS 1.b; TESS 1.b; InTASC 1
- **Compare and contrast theories of development.** ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
- **Describe principles of heredity that provide the biological foundation for human development.** ACEI 1.0; ATS 2.g; InTASC 1
- **Describe the physical, cognitive, and psychosocial, development in early childhood.** ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
- **Describe the physical, cognitive, and psychosocial development of middle/late childhood.** ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
- **Describe the physical, cognitive, and psychosocial development of early adolescence.** ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
- **Define multicultural issues related to child development.** ACEI 3.2; ATS 1.a.k, 2.k ; TESS 1.a.b; InTASC 1
- **Discuss conceptual understanding and strategies for teaching concepts.** ACEI 3.1, 3.2; ATS 1.a, 8.a; TESS 1.b; InTASC 7
- **Describe several types of thinking and ways that teachers can foster them.** ACEI 3.1, 3.2, 3.3, 3.4; ATS 1.a, 1.e, 8.e; TESS 1.b, 4.a; InTASC 2, 8
- **Compare the social constructivist approach with other constructivist approaches** ACEI 3.1; ATS 1.d; TESS 1.b; InTASC 1, 2
- **Explain the application of the Social Cognitive theory to classroom situations** (InTASC Standard 1d; TESS 1b)
- **Define and explain Cognitive Development through the theories of Piaget, Bygotsky, and the Information Processing Model** (InTASC Standards 1d, 5m, 5o, 8j; TESS 1a, 1b)
- **Compare and contrast behavioral and cognitive theories of learning and explain how each may be applied to classroom situations** (InTASC Standards 5m, 5o, 7i, 8j; TESS 1a, 1b)
- **Explain the concepts of development and diversity in education (SES, language, ability, etc) and apply them to your understanding of teaching students.** (InTASC Standards 1b, 1e, 1f, 1g, 1h, 2a, 2d, 2e, 2i, 2j, 2k, 2m, 2o, 3f, 3l, 7i, 7j, 7k, 7n, 8a, 8k, 8p, 8q, 9e, 9i, 10m; TESS 1b-1d, 3a-3e)
- **Define motivation and compare the behavioral, humanistic, cognitive, and social perspectives on motivation.** ACEI 3.1; ATS 1.e; TESS 1.b; InTASC 1
- **Discuss what intelligence is, how it is measured, a theory of multiple intelligences, the neuroscience of intelligence, and some controversies and issues about its use by educators.** ACEI 1.0, 3.2; ATS 1.g, 4.j; TESS 1.b;

InTASC 1, 2

- **Understand and demonstrate effective, and respectful communication in a professional manner through reading, writing, speaking, and listening**
(InTASC Standards

Text Required:

To be determined....current syllabus lists and online text but no link and there are multiple online books with the same name.

The text will have to be one STRONG in the psychology theories as that is crucial for secondary to pass the praxis

Course Content/Course Outline/Topics:

Includes, but not limited to:

- Discussions and activities related to learning theory, teaching, assessment, and classroom management based on students' learning, and human development in all areas of life.
- Examinations
- 10 Hours of Classroom Placement—if you are in other classes with observation...these do not happen concurrently...you will do the required number for EACH course. **COMPLETION OF ALL OBSERVATION HOURS IS REQUIRED TO PASS THE COURSE.**
- Other tasks which may be assigned

Course Assignments and Artifacts:

The following are required:

Tentatively Planned

1. Mid Term	100 points
2. Final Exam	100 points
3. Attendance/Participation (15 per day)	
4. Presentation on observation experience	100 points
5. Quizzes and Reading assignments through the text (points vary)	
6. Interview forms with children brought in	100 each
7. Other classroom assignments as may come up in the natural evolution of the course	

- **Please Observe the Following Guidelines:**
- All assignments must be typed unless otherwise stated (with the exception of the note cards for the final).
- Late assignments will be accepted with a minimum penalty of a decrease in a letter grade. If you are absent—the assignment is still due on the date assigned. Get it to me somehow. If you know you will be gone for a school sponsored event in advance, you will need to get the assignment to me early unless I have made special provisions.
- Late assignments must be completed within 3 days after the due date to receive any credit.
- Please be aware that I may have some assignments that have an absolute deadline with no late days available because of their nature—for example, there are no make-ups for presentations, article critique discussions, or other things that require being with the entire class to learn all of the information.
- No assignments will be accepted after the final examination.

- A missed examination is a 0.
-

Grades will be Assigned Based on the Following:

90 -100 %	A
89 - 80 %	B
79 - 70 %	C
69 – 60 %	D
Below 60%	F

Attendance and Participation:

From the student handbook—

Class Absence

Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “WN.”

Class Policy

1. attendance and participation to all meeting days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children’s getting out of school, etc.
 - b. No---you can not miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day.
 - c. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is an absence in the class. Each day is a grade.

University & College Information:

Arkansas Tech Vision

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

Arkansas Tech 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 and 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.

College of Education and 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.

Teaching and Educational Leadership Mission

Develop and inspire teachers and educational leaders who value equity, innovation and student success.

Teaching and Educational Leadership Vision: Seek to develop and empower teachers and educational leaders to positively influence an ever changing 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 and

Taskstream. 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.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance, field placement conduct/attendance, and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

Although your goal is to be in class each day of the semester, you will have four excused absences. Use these days wisely. Regardless of your total points earned this course:

- 1) On the 5th absence, your final grade will be lowered one grade.
- 2) On the 6th absence, your final grade will be lowered one more grade.
- 3) Automatic failure of the course occurs on the 7th absence.

**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/>

Appropriate Dress with Field Placement:

Please refer to the Dress Code Policy located on the teacher education webpage at: http://www.atu.edu/education/teacher_education.php

Plagiarism and Other Academic Misconduct:

****Put what is appropriate for your area---undergraduate and graduate catalog statements are included*

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Graduate:

- Graduate student academic conduct policies are delineated in the Arkansas Tech Graduate Catalog.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Cell Phone/Technology Use During Class Policy:

It is expected that you attend class ready to participate. This includes engagement with the Professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the Professor*. In addition to distracting yourself, *if you are engaging with your cell phone, laptop, tablet, smart watch etc.*, it is most likely you are a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you must use technology, you will be asked to leave the class and forfeit your attendance for that day. See the attendance policy for more information about repeated absences and the effect it has on your final class grade.

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, 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 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

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

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

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

Code of Academic Integrity

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

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

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

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

URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	8/17/23

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	8-17-23
Dean	<i>Jim Lutz</i>	8/17/23
Assessment	<i>[Signature]</i>	8.17.23
Registrar	<i>[Signature]</i>	8/17/23
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)
MLED	3024
Official Catalog Title:	
Psychological Foundations for the Nature and Needs of Middle Level Students	

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)

3023

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 4-hour course to a 3-hour course to meet the needs of students in terms of course sequencing and congruency.

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.

Standard 2: Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.

Standard 3: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.

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

- Case Study and Advisory Plan
- Case Study & SoR Modules
- Mini Action Research Project
- Integrated Unit & Video Teach
- Video Teach & Case Study
- Formative Observation
- Observation Reflections & Exit Portfolio
- Content Writing Unit & Assessment Plan

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

By decreasing this course from four hours to three hours, the course sequencing is improved which better meets the needs of our students, both transfer and current students.

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	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa D. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Prof. Phil</i>	6.27.23
Registrar	<i>Yammy Weaver</i>	7/10/23
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)
MLED	3034
Official Catalog Title:	
Literacy Development in the Middle Grades	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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

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

3033

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:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle Level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle Level Instruction and Assessment

Standard 5: Middle Level Professional Roles

This course addresses both middle level curriculum and instruction and assessment and helping to teach writing which is a key middle level skill. The increased need for literacy instruction due to state and national mandates will help students meet new curricular and instructional needs. The assessments do not change and include a literacy case study with a school student.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa D. Gillen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul F. Holt</i>	6.27.23
Registrar	<i>Jammy Weaver</i>	7/10/23
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)
MLED	3062
Official Catalog Title:	
Tests & Educational Measurements	

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)

3063

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:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes. Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level Instruction and Assessment -

Standard 5: Middle Level Professional Roles

This course change is just a goal to standardize courses to 3 hours. The outcomes and assessment do not change.

However, this course directly addresses Middle Level Instruction and Assessment. Assessments used remain the same and include a Parent-Teacher Role-Play involving standardized test interpretation with a parent and a Test Construction and Performance Assessment Project.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa D. Cullen</i>	6/7/23
Dean	<i>Tim Cate</i>	6/9/23
Assessment	<i>Chris Clark</i>	6.27.23
Registrar	<i>Sammy Luallen</i>	7/10/23
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) MLED	Course Number: (e.g., 1003) 3072
Official Catalog Title: Diversity in the Classroom	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

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

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This course change is only for number of hours to standardize the program to 3 hour classes. No outcomes changed. The diversity course addresses the Young Adolescent Development as it discusses special education and child development. It also addresses the professional roles in that it talks about the responsibility of middle level educators as professional to promote a welcoming and diverse classroom. The assessment for the course has not changed and involves a research action project with a student with special learning needs, which addresses young adolescent development and middle level professional roles.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa Q. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul E. Ch...</i>	6.27.23
Registrar	<i>Yammy Leavelle</i>	7/10/23
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)
MLED	4004
Official Catalog Title:	
Middle Level Curriculum and Pedagogy	

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)

4003

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:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This is just a change in hours of course - the outcomes remain the same. It is part of our effort to make courses all 3 hours.

This course does directly address the AMLE standard Middle Level Curriculum. The assessments stay the same and include an integrated unit plan and a video teach based on the school environment.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Sheresa Q. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Ch. L. S. H.</i>	6.27.23
Registrar	<i>Jammy Weaver</i>	7/10/23
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)
MLED	4023
Official Catalog Title:	
Guided Field Experiences	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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

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

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

Residency A Seminar

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

New Course Description:

MLED 4023 Residency A Seminar is a series of 90 hours of observation, participation, and teaching experiences ranging from individual to large group settings conducted in selected middle level settings designed to prepare the teacher candidate for a smooth transition to internship in a clinical setting. A survey of school law designed to give teacher candidates an awareness of legal rights and responsibilities of teachers, students, and public schools is presented at the beginning of the course before students begin practicum hours.

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):

MLED 4003 Middle Level Curriculum and Pedagogy

*Please delete MLED 3012 and MLED 3034 from previous catalog

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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

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

Assessment Information:

The course is just a course change in number of hours, which does not change assessment needs.

The Standards from AMLE for Preservice programs drive our outcomes.

1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This field experience allows our program to support all of these outcomes by supporting students while in field experience to process experiences in the middle school environment, plan curriculum and assessments, discuss professional roles in and outside the classroom, and apply the middle level philosophy to classroom teaching.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Theresa A. Cullen</i>	6/7/23
Dean	<i>Jim Lutz</i>	6/9/23
Assessment	<i>Phil L. ...</i>	6.27.23
Registrar	<i>Yammy Weaue</i>	7/10/23
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)
MLED	4912
Official Catalog Title:	
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)

4909

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

Residency B

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

New Course Description:

MLED 4909 Residency B is a minimum of fifteen weeks of reflective clinical internship at the middle level. In a select setting under supervision of experienced middle level professionals, teacher candidates will prepare, facilitate, and evaluate an appropriate curriculum experience for instruction of the early adolescent.

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):

MLED 4903 Residency B Seminar

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.

All assessments will remain in place and according to previous requirements.

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

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

All outcomes will remain the same.

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

All assessments will remain in place and according to previous requirements.

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

This not a course addition, but a change in name and hours to better align with other programs in the College of Education and Health.

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.

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This experience allows our students to demonstrate all of these outcomes while in Residency to process experiences in the middle school environment, plan curriculum and assessments, discuss professional roles in and outside the classroom, and apply the middle level philosophy to classroom teaching.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Sheresa A. Gilman</i>	6/30/23
Dean	<i>Tim Lutz</i>	7/3/23
Assessment	<i>Chris E. Smith</i>	7.21.23
Registrar	<i>Yammye Wearden</i>	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)
SEED	4052
Official Catalog Title:	
Educating Diverse and Exceptional Learners	

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

Change Prefix from SEED to SPED

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

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

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - 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? State has changed how students can earn credits in high school as concurrent. This will allow easier transfer from concurrent and community college.

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.

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach



College of Education and Health

SPEd
SEED 4052 | Spring 2024

Educating Diverse & Exceptional Learners

Instructor: Dr. Kathleen Myers
Contact Info: (479) 880-4220
E-mail: kmyers3@atu.edu

Office Location: Crabaugh 211
Office Hours MW 11:00-2:00

Catalog Description: A study of the major areas of diversity including, gifted, emotionally disturbed, children from economically disadvantaged homes and other considerations that place students at risk for academic failure, and their special needs in a school program.

Note: May not be taken for credit after completion of EDFD ~~5052~~⁶⁰⁵³, EDFD 4052 or repeated for credit as EDFD 5052 or equivalent.

Note: A field experience is required in this course. You will submit a copy of your log via Blackboard.

Required Textbook: Smiley, L., Richards, S., & Taylor, R. (2021). *Exceptional Students: Preparing Teachers for the 21st Century*, 4th ed.

Subscription to Taskstream: www.taskstream.com

Prerequisite: Admission to Stage II of the Teacher Education Program.

Justification/Rationale: ^{SPEd} This course helps the student to become a more effective reflective decision-maker in the classroom. ~~SEED~~ 4052 is a survey course designed to acquaint students with inclusion of both the handicapped and the gifted and talented. This course will focus on the following: the implications of legislation and litigations pertaining to exceptional learners, characteristics of exceptional learners, attitudes toward exceptional learners, assessment of exceptional learners' needs, learning environments, educational provisions and curricula, evaluation, Individualized Education Program, resources, teaching strategies, and uses of technology for exceptional learners.

ATS-Arkansas Teacher Standards

TESS-Teacher Excellence Support System

NAEYC-National Association for the Education of Young Children

Objectives:

1. State the criteria for classification into each category of diversity. **Domain 1 - 1b Demonstrating Knowledge of Students, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development & 2 Learner Differences NAECYC 1.0**
2. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing. **Domain 1 - 1b Demonstrating Knowledge of Students, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development & 2 Learner Differences**
3. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children. **Domain 1- 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments, 4 Content Knowledge, & 7 Planning for Instruction TESS 1.b ATS 2,3 NAECYC 4.0**
4. To describe how curricula might be adapted or managed differently for gifted, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. **Domain 1- 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments, 4 Content Knowledge, & 7 Planning for Instruction**
5. Recognize and comprehend specific vocabulary associated with exceptionalities such as inclusion, mainstreaming, attention deficit disorder, modality preference, dyslexia, dyscalculia, dysgraphia, Fernald method, Down's syndrome, rehearsal strategies, autism, schizophrenia, hyperopia, auditory reception, readability, and conduct disorder. **Domains 1 & 4 - 1d Demonstrating Knowledge of Resources, 4d Participating in Professional Community, 4e Growing and Developing Professionally 4f Showing Professionalism, INTASC Standard 10 Leadership and Collaboration**
6. Recognize major problems that parents face when they realize that their child is handicapped; the Kübler-Ross Grief Cycle. **Domain 1- 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments.**
7. Apply these principles of behavior management as they relate to classroom management with various types of exceptionalities: positive reinforcement, negative reinforcement, Premack principle, extinction, aversive stimuli, response cost, token economies, assertive discipline plans, reinforcement for alternative behaviors, reality therapy. **Domains 1 & 4 - 1b Demonstrating Knowledge of Students, 4a Reflecting on Teaching, 4d Participating in a Professional Community, 4e Growing and Developing Professionally, 4f Showing Professionalism, INTASC Standards 1 Learner Development & 9 Professional Learning and Ethical Practice TESS 1.0, 2.0, 3.0, 4.0 ATS 1-8**

Student Expectations:

- ✓ Attendance: You are expected to attend each class session. It is important that you arrive to class on-time and are prepared for the class to begin. Please read the attendance policy below.
- ✓ Engagement: You are expected to come to class ready to learn. You should have read the weekly materials prior to the class period. The class period should be a time for review. 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.

Methods of Instruction: A variety of instructional methods in this course will include textbook readings, presentations, specific and open-ended discussion questions, and online research. This course primarily uses a student-led approach.

Methods of Evaluation:

1. Examinations | 100 points each
2. Chapter Outline | 25 points each
3. Journals | 25 points each
4. Research Action Project Components | 25 points each
5. Research Action Project | 200 points

*The Research Action Project serves as the artifact for this course and as an opportunity to demonstrate scholarship, literacy, and deep understanding of subject material central to an understanding of exceptional learners. This project must be satisfactorily completed in order to fulfill course requirements and agency competencies.

Late assignments **will not** be accepted.

Attendance Policy: Your goal is to be in class each day of the semester. Regardless of your total points earned in this course:

1. On the **4th absence**, your final grade will be lowered one grade.
2. On the **5th absence**, your final grade will be lowered one more grade.
3. Automatic failure of the course occurs on the **6th absence**.

**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 are expected to attend and engage in class during each scheduled class meeting.*

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](#)

Cell Phone/Technology Use During Class Policy: It is expected that you attend class ready to participate and engage with your professor and classmates. Engaging with your cell phone is a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you cannot refrain, you will be asked to leave the class and forfeit your attendance for that day. **No exceptions.**

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 **SEED 4054** 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.

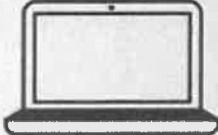
HOW TO EMAIL A TEACHER

1 SUBJECT LINE
2-5 word summary of the email

- Missing Grade
- Homework Question
- Late Work

4 CLOSING


- Thank you
- Have a nice day!



2 BEGIN WITH A GREETING

- Good Morning
- Hello
- Good Afternoon

This is in the body of the email



5 SIGN YOUR NAME!

General Tips:

- Be sure to use proper capitalization & punctuation.
- Always use proper grammar.
- Plz spell out ur words.
 - Please spell out your words.

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](#).

COVID-19 Considerations:

- Masking is now optional inside all ATU facilities. You may still choose to mask, and are encouraged to do so if you feel more comfortable masking. Similarly, if you prefer, you may choose not to mask indoors. It is important that we recognize that everyone has different circumstances and respect individual choices with regard to risk mitigation.
- Arkansas Tech University students or faculty who have COVID-19 symptoms, have been recently exposed to COVID-19 or are being tested for COVID-19 should review updated guidance at www.atu.edu/hwc/hwc_covid.php.
- It is no longer mandatory to report symptoms, cases or exposures to the ATU Health and Wellness Center. Students need to communicate directly with their professors/instructors regarding any necessary absence(s) following a positive test, as they would with any communicable illness.
- ATU HWC continues to offer COVID-19 testing and vaccinations to the campus community at this time.
- The COVID-19 Task Force continues to monitor COVID conditions and will continue to recommend policies and procedures designed to keep the community healthy.
- If there are any questions or concerns, contact the ATU Health and Wellness Center (HWC) at (479) 968-0329 or by email at hwc@atu.edu .

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.

1. By February 3, you must have accumulated a **minimum of 35 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.

2. By March 10, you must have accumulated a **minimum of 35 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.

3. By April 14, you must have accumulated a **minimum of 20 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.
 - You cannot pass your courses without successfully completing a minimum of 90 hours during Internship I.

February 3



35 Hours



March 10

35 Hours

April 14



20 Hours

Internship Observation Log

Candidate's Name: _____ T#: _____

Set 1 (minimum of 35 hours) | Due February 3, 2023 Supervising Teacher Signature for Set 1: _____

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 2 (minimum of 35 hours) | Due March 10, 2023 Supervising Teacher Signature for Set 2: _____

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 3 (minimum of 20 hours) Due April 14, 2023 Supervising Teacher Signature for Set 3: _____

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

GRAND TOTAL:

Field-Based Supervisor's Signature: _____

School: _____

NOTE TO FIELD-BASED SUPERVISOR
 This form can be used as a reference for hours completed.

NOTE TO STUDENTS
 You are expected to complete a minimum of 90 hours and **MUST** be in your assigned classroom **EACH** week. No exceptions. Make a schedule with your mentor teacher and stick to it. Please **make and keep** a copy once you have completed the required hours. You will submit this log for each set of hours to your SEED professors.

Hello,

Thank you for hosting our students at Arkansas Tech University and providing them with an experience that will help shape who they are as educators. Your intern is currently enrolled in SEED 4052: Educating Diverse and Exceptional Learners.

This course examines diversity including children with learning disabilities, intellectual disabilities, emotional disabilities, children who are gifted, children from economically disadvantaged homes, and the needs of diverse learners in the educational environment. This course includes an artifact that your intern will be working on throughout the remainder of the semester. I would greatly appreciate if they have an opportunity to work with a student with an IEP or 504 in place to complete this project. I have attached a copy of the instructions given to them to complete this assignment.

Again, thank you for your willingness to host our students and provide them with an experience and strategies they can use in their classroom. Please let me know if you have any questions.

Sincerely,

Dr. Kathleen Myers
Arkansas Tech University
Director of Special Education
Assistant Professor of Teaching and Educational Leadership
479-880-4220

Instructions Given to Student to Complete RAP

The RAP will consist of the following components:

*Title Page & Table of Contents (2 pages) Please use example in the RAP resources folder

*Introduction & Overview (2 pages) You will introduce the school district and the individual school that you are placed at. Include any related data, demographics, socioeconomic status, special education services offered, etc.. The school's website, DESE, and myschoolinfo is a great resource to collect some of this information. Discuss the diversity that you find in depth.

*Development of the Child (2 pages) You will discuss the development of the child. This component may be easier to write once you have filled out the IEP snapshot. Consider the past development, current goals, and plans for future development for this student.

*IEP Snapshot (1-2 pages) You will use a template found in the RAP resources folder.

*Special Provisions (2 pages) Discuss the provisions that are in place for the student you have been working with. Do you agree with these provisions that are in place? Why or why not? What would you do if this student was in your classroom?

*UDL Lesson (3-5 pages) Before creating your UDL, please visit <http://udlguidelines.cast.org/>. Make sure you review each of the guidelines. Using the UDL template I provide, you will create a Universal Design for Learning lesson. This lesson will be specific to your content area and developmentally appropriate for all of your students. You MUST include three types of technology to integrate into your lesson. You will integrate considerations for multiple exceptionalities. The last page of your UDL lesson plan needs to be an assessment for this lesson and something that you have created independently.

*Related Research (2 pages) The related research will discuss the exceptionality that your student with an IEP or 504 has been diagnosed with. You must use research that has been peer-reviewed. What does the research say about the disability? How do you plan to apply this information in your classroom?

*Overall Reflection (2 pages) Discuss your feelings on your Research Action Project. Some questions you may consider are: 1) Are you familiar with the school district you were assigned? 2) Did any of the data you discover surprise you? 3) Do you feel more prepared to work with students who have an IEP or 504? 4) Are you confident in your ability to develop modifications and accommodations for your students? 5) How was your experience in the field? 6) Do you plan to use the lesson you created in the future? Why or why not? 7) Do you feel more prepared? 8) How has this project affected you professionally?

*References (1-2 pages) Include your references in APA format. Do not depend on an online reference generator as they are often incorrect. You must have a minimum of five references. REMINDER: Use the latest edition of APA format. If you are unsure of what this consists of, please refer to your APA manual. If you do not have one, this is a great

resource: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Student Contract

I, _____, have read the syllabus and understand the expectations for this course. I understand that late assignments are not accepted. I understand what is considered an excused absence and what is not. I also understand that my grade will be affected by continued absences. I understand that it is important for me to communicate with my professor with any problems, concerns, or questions I may have. I am aware that outside of this course, our primary form of communication is a WebEx group that has been created specifically for this class for me to communicate with my peers and professor if I wish to do so.

Student Signature

Date



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Theresa A. Cullen</i>	6/30/23
Dean	<i>Tina Lutz</i>	7/3/23
Assessment	<i>Mark Sch...</i>	7.21.23
Registrar	<i>Sammy Weaver</i>	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)
SEED	4556
Official Catalog Title:	
Classroom Application of Educational Psychology	

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)

4553

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:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - 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?
- d. To allow us to offer credit for the state concurrent classes while not increasing total credit hours.

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.

From the catalog:

The program recognizes three important components in the education of a prospective teacher

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach

Secondary Classroom Methods, Management,
and Assessment

SEED 4553
Course CRN 21659
Spring 2024

3 credit hours

Instructor Information:

Instructor:

Office Location:

Phone:

Email:

Website:

Office Hours:

Course Related Information:

Course Title;Subject/Number

Justification/Rationale:

This course meets the university, College of Education, and the department of curriculum and instruction. Goals to help our students make a difference in the world both locally and globally. Students will be both studying culture, history, language of Austria while preparing to teach in the public schools there.

ATU Course Catalog Description:

This course applies educational psychology as a research oriented discipline and a science to practical application in the classroom. The

emphasis will be on research-based theory and practice applied to the improvement of teaching and learning. The course requires students to apply the theories and principles to instructional planning, to the selection of alternative models of instruction, to the formulation of a plan for classroom management, and to the design and use of assessment techniques.

Prerequisites:

Admittance to Stage 2. This course will include Residency A which is 90 hours in a public school classroom. You should also be in your first semester of your last year of courses. You should only have Residency B left after this course/semester.

Student Outcomes for Course/Course Objectives:

The student will be able to:

- identify the characteristics of effective educational professionals, explain how they promote effective learning, and demonstrate these characteristics in designing and implementing lessons (**InTASC Standards 1c, 1j, 1k, 2l, 2n, 3a, 3n, 3r, 5r, 6n, 9a, 9b, 9e, 9g, 9m, 9n, 9o, 10n, 10s, 10t; Danielson's Framework for Teaching Domain 4 – 4a, 4d-4f**)
- construct, use, and understand both formal and informal assessments based on stated objectives that are reliable and valid and which will be used to inform instruction (**InTASC Standards 1a, 1i, 6a, 6b, 6c, 6j, 6k, 6l; Danielson's Framework for Teaching Domain 1 – 1f, Domain 3 – 3d**)
- discuss and demonstrate the use of technology for classroom application (**InTASC Standards 2f, 3g, 3h, 3m, 5l, 7k, 8g, 8m, 8n, 8o, 8r; Danielson's Framework for Teaching Domain 1 – 1d, Domain 3 – 3a, 3c**)
- explain the concepts of development and diversity in education and apply them to your classroom (**InTASC Standards 1b, 1e, 1f, 1g, 1h, 2a, 2d, 2e, 2i, 2j, 2k, 2m, 2o, 3f, 3l, 7i, 7j, 7k, 7n, 8a, 8k, 8p, 8q, 9e, 9i, 10m; Danielson's Framework for Teaching Domain 1 – 1b-1d, Domain 3 – 3a-3e**)

- write a unit plan founded upon the appropriate Arkansas Curriculum Frameworks, demonstrating your understanding of objectives, daily lesson plans, a variety of teaching strategies, appropriate use of technology as a teaching/learning tool and assessment/evaluation procedures (**InTASC Standards 1d, 2c, 2f, 2g, 2h, 3b, 5j, 5s, 6k, 6o, 6r, 7a, 7b, 7c, 7d, 7g, 7n, 7p, 8n, 8o; Danielson’s Framework for Teaching Domain 1 -1a-1f**)
- create a classroom management presentation appropriate for your discipline and implement appropriate management procedures within a classroom (**InTASC Standards 3d, 3k; Danielson’s Framework for Teaching Domain 2 – 2a-2e**)
- demonstrate lesson presentation and or facilitation skills including, but not limited to, focus, advance organizers, questioning, lecture, discussion, cooperative learning, guided activities, and closure to establish an appropriate climate of learning (**InTASC Standards 2b, 3b, 3e, 3j, 3o, 3p, 5c, 5f, 5j, 5m, 5o, 5s, 6e, 7k, 7q, 8a, 8b, 8d, 8e, 8f, 8g, 8h, 8i, 8l, 8n, 8s; Danielson’s Framework for Teaching Domain 2 – 2a-2e, Domain 3 – 3a-3e**)
- understand and demonstrate effective and respectful communication through reading, writing, speaking, and listening(**InTASC Standards 3f, 3h, 3l, 3q, 3r, 5e, 6n, 8h, 8m, 8q; Danielson’s Framework for Teaching Domain 2 – 2a, Domain 3 – 3a**)

Text Required:

Tentative—will be searching other options in Fall 2023

1. Eggen, P. & Kauchak, D. (2020): Using Educational Psychology in Teaching (11th Edition). Columbus, OH: Prentice-Hall.
2. Taskstream enrollment (needed only at last half of semester)

Course Content/Course Outline/Topics:

Includes, but not limited to:

- Discussions and activities related to learning theory, teaching, assessment, and classroom management.
- Examinations
- Teaching Unit
- 90 Hours of Classroom Internship—you must complete all 90 to pass the course
- One or Two Recorded Lessons with Appropriate Critiques as determined by your level of mastery.
- Classroom Management Plan
- Other tasks which will be assigned as we get to specific daily topics

Course Assignments and Artifacts:

The following are required:

- attendance and participation to all meeting days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children's getting out of school, etc.
 - b. No---you can not miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day unless you are willing to take the point loss.
 - c. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is an absence in the class.

d. Each day will count for 15 points on towards your attendance grade.

- **Examinations**--two tests and a final (**apx 300 points**) (**apx 100 points each**) *The final is posted in blackboard from day one of the semester.*
- **Teaching Unit**--A teaching unit in your discipline area will be developed. (**300 points**) (The lessons will support the unit plan objective(s) and include appropriate Arkansas Curriculum Framework Standards. You will be required to write lesson plans based on a format that you learn in your specialty area methods class. The unit will include one traditional and one performance assessment developed based upon the planned lessons and unit objective(s) and Arkansas Curriculum Frameworks.). Assessments must be created by you and cannot be from a test bank or preprinted exam. These will be submitted in Taskstream.
 - I will be having you turn in parts of the unit at various times in the semester for points. This will allow me to give you some feedback as you go and prohibit you from waiting to the last minute to work on the project.
- **Observation/Teaching Experience/Residency A**—You were assigned observation and Residency placements. You will be in classroom in your discipline area will be assigned to you (For some of you, an elementary or middle-level classroom may be used.) in order to observe, complete case study activities, and teach one or two video-recorded lessons. This experience should consist of a minimum of 90 hours which must be completed to pass the course. You must also arrange for the one/two lessons that you teach to be video recorded. Your teacher may allow you to teach more depending on your professionalism and how well you work with the students.
- In this class, you will teach in the public schools a during your hours of internship.
 - During one of your lessons, you will record yourself teaching according to a set of specific directions. You will review your video teach with your professor. You will receive a grade on this teach. You must attain a “B” (80%) or higher on this teach.
 - If you do not achieve this level of proficiency or if you feel you would benefit from completing an additional teaching opportunity, you will need to plan to do a second teach within the school in which you are placed. Your second teach will be graded by me

alone and will be held to a higher standard since you will have had more experience and have been told all of the areas to work on.

- After teaching your lesson and reviewing with your professor, you must submit your lesson plan being taught and your self-evaluation of your lesson using the Danielson/TESS-adapted rubric and the Second Teach TESS Reflection Template. These two elements will be submitted in Taskstream. This may occur with the first video if that is deemed high enough quality. If a second video is needed, you will submit the directed self-evaluation for that teach to TaskStream
- The second lesson if needed will be evaluated by your professor. In addition to a complete lesson plan and appropriate handouts, you will submit a ***flash drive recording or private google drive link*** of your second teach directly to your professor. Please *keep in mind that flash drives are not retained by the professor past the end of the semester for return purposes. However, it is up to the student to come and retrieve it.*
- **Classroom Management Presentation– Classroom Management Presentation–** . Included with the presentation the presenter will provide a well-designed 1-2 page handout summary of the information with graphics for each student in the class and a lesson plan following the format provided. Students will peer and self-evaluate according to the TESS rubric **(100 points)**
- **Classroom Management Plan**—Directions for this are given in the Residency AI handbook. **(100 points)**
 - **Other quizzes, readings, etc. as assigned including your logs for Residency A attendance (0-450 points)**

Please Observe the Following Guidelines:

- All assignments must be typed unless otherwise stated (with the exception of the note cards).
- Late assignments will be accepted with a minimum penalty of a decrease in a minimum of a letter grade. **If you are absent—the assignment is still due on the date assigned.** Get it to me somehow. If you know you will be gone for a school sponsored event in advance, you will need to get the assignment to me early unless I have made special provisions.
- Late assignments must be completed within 3 days after the due date to receive any credit.

- Please be aware that I may have some assignments that have an absolute deadline with no late days available because of their nature—for example, you must have all parts of the video teach ready when you attend your meeting with me.
- No assignments will be accepted after the final examination.
- A missed examination is a 0.
- *****Your residency is assessed by your mentor at the end of the semester based on several factors including professionalism, attendance, communication, disposition, promptness, teaching, cooperation, following directions, etc. Failure to be successful in this portion of the Residency AI semester will result in failure in my course as well. **YOU MUST COMPLETE A MINIMUM OF 90 HOURS OF RESIDENCY TO PASS THIS COURSE.**

Grades will be Assigned Based on the Following:

90 -100 %	A
89 - 80 %	B
79 - 70 %	C
69 – 60 %	D
Below 60%	F

Attendance and Participation:

From the student handbook—

Class Absence

Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “WN.”

Seed 4556 Class Policy

1. attendance and participation to all meeting days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children’s getting out of school, etc.

- b. No---you can not our miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day.
- c. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is an absence in the class. Each day is a grade.If you do...you don't have to tell me. It will just be missing that day. Not the end of the world if it is a one time thing, but if missing more than 2-3 times will be difficult to pass the class with a high grade.
- d. You will receive a grade for attendance with each class being worth 15 points.
- e. You will also be conferenced with if attendance becomes a problem with you missing classes. We will determine if you will be able to be successful in the class and if the instructor thinks that you may need to consider dropping the class until another semester. DO NOT MISS UNLESS YOU ARE SICK!!!!!!!!!!

University & College Information:

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.*

College of Education and Health

Will be changing as the colleges merged this summer.

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 and Taskstream. 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.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker.

Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance, field placement conduct/attendance, and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

**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/>

Appropriate Dress with Field Placement:

Please refer to the Dress Code Policy located on the teacher education webpage at: http://www.atu.edu/education/teacher_education.php

Plagiarism and Other Academic Misconduct:

****Put what is appropriate for your area---undergraduate and graduate catalog statements are included*

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Cell Phone/Technology Use During Class Policy:

It is expected that you attend class ready to participate. This includes engagement with the Professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the Professor*. In addition to distracting yourself, *if you are* engaging with your cell phone, laptop, tablet, smart watch etc., it is most likely you are a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you must use technology, you will be asked to leave the class and forfeit your attendance for that day. See the attendance policy for more information about repeated absences and the effect it has on your final class grade.

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 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

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

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

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

Code of Academic Integrity

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

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

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

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

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic

Integrity resources. The

URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/24/2023

Title	Signature	Date
Department Head	<i>Theresa A. Cullen</i>	6/7/23
Dean	<i>Tim Lantz</i>	6/9/23
Assessment	<i>Paul S. Smith</i>	6.27.23
Registrar	<i>Sammy Weaver</i>	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:
Middle Level 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**
Bachelor of Science – Middle Level Education
- 2. Current degree code**
2910
- 3. Current CIP code**
13.1203
- 4. % online (if applicable)**
- 5. Current curriculum.**
See attached current curriculum.
Deleting the following options:
English/Language Arts and Social Studies
English/Language Arts, Social Studies and Math
English/Language Arts, Social Studies and Science
Math and English/Language Arts
Math and Science
Math and Social Studies
Math, Science and English/Language Arts
Math, Science and Social Studies
Science and English/Language Arts
Science and Social Studies
- 6. Proposed curriculum. If adding a new course, include new course description.**
See attached proposed curriculum.
Adding the following options:
English/Language Arts
Math
Science
Social Studies
- 7. Effective date, term, and academic year.**
06/01/2024, 2024 summer, 2024-25
- 8. Reason for change.**
The students enrolled in the middle level program at Arkansas Tech are having difficulty passing their content area Praxis exams. It takes them several attempts,

which is costly. Because our students must pass their content Praxis prior to interning, I have had several students delay their internships until they can pass (which costs them extra money for classes to maintain financial assistance). I have also had some students switch to a bachelors of professional studies because they can't pass the Praxis and have given up.

By creating a program that has only one concentration area, students can focus on the content and gain deeper understanding. As the program currently stands, the middle level students are simply getting a basic, surface understanding, which leaves gaps in their content knowledge, thus setting them up for failure on their content Praxis.

In addition, state requirements have changed, requiring only one concentration area, and all other Arkansas middle level education program have switched to one area of focus. By making this proposed program change, we will fall more in line with programs across the state, creating a stronger draw for students, thus boosting our matriculation numbers.

Finally, the proposed changes bring three degree numbers down to 120 hours (and one [social studies] with 121), whereas now some of our degree maps are around 126 hours. By making the program degree maps all 120 (to 121) hours, a degree in middle level education at ATU will be even more affordable.

MLED
English/Language Arts

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
Any Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
Fine Arts and Humanities
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
2000 or above English Elective - 3 hours
HIST 2003 US History to 1877
COMM 2003 Public Speaking
ENGL 2233 Introduction to Fiction
ENGL 2043 Introduction to Creative Writing
Total 15

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
ENGL 2063 Introduction to Literary Studies
3000-4000 level English Elective - 3 hours
Total 15

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
ENGL 3223 Young Adult Literature
Total Hours 15

Semester 6 Spring

Course
HIST 2153 Introduction to Arkansas History
MLED 3073 Diversity in the Classroom
MLED 3103 Writing in the Content Areas
ENGL 3013 Systems of Grammar
ECON 2003 Principles of Economics
Total 15

Semester 7 Fall

Course
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
ENGL 2223 Introduction to Poetry
MLED 3013 Research Foundations
ENGL 4733 Teaching English in the Secondary School
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

**MLED
Math**

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
Any Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
COMM 2003 Public Speaking
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
HIST 2003 US History to 1877
STAT 2163 Intro to Statistical Methods
MATH 2043 Math Concepts II
MATH 2703 Discrete Math
Total 15

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
MATH 1203 Plane Trigonometry
MATH 3033 Methods of Teaching Elementary Math
Total 15

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
MATH 3703 Mathematics in the Secondary Schools
Total 15

Semester 6 Spring

Course
MLED 3073 Diversity in the Classroom
MLED 3103 Writing in the Content Areas
MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation
7 Hours Elective
Total 15

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
MATH 4703 Special Methods in Mathematics
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

MLED Science

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
BIOL 1114 Principles of Biology
MATH 1113 College Algebra) or higher
EDFD 1001 Orientation to Teaching K-12
PHSC 1053 Astronomy
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1903 Survey of American History
PHSC 1013 Introduction to Physical Science
PHSC 1021 Physical Science Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
COMM 2003 Public Speaking
CHEM 1113 A Survey of Chemistry
CHEM 1111 A Survey of Chemistry Laboratory
BIOL 2004 Basic Human Anatomy and Physiology
Total 14

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
PHYS 1114 Applied Physics
STAT 2163 Intro to Statistical Methods or PSY 2053
Total 16

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
BIOL 2134 Principles of Botany
Total 16

Semester 6 Spring

Course
GEOL 1004 Essentials of Earth Science
MLED 3073 Diversity in the Classroom
BIOL 3223 Science Education in the Middle Level
MLED 3103 Writing in the Content Areas
BIOL 2054 Microbiology for Health Sciences
Total 17

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
Total 12

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

**MLED
Social Studies**

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
BIOL 1014 Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
SOC 1003 Introduction to Sociology
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
HIST 2003 US History to 1877
COMM 2003 Public Speaking
GEOG 2013 Regional Geography of the World
Elective 2 hours
Total 14

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
HIST 2513 Sources and Methods in History
HIST 2013 US History from 1877
Total 15

Semester 5 Fall TR

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
HIST 4714 Social Studies Methods for Secondary
Total 16

Semester 6 Spring

Course
Upper Division Euro/World History (3513, 3433)
MLED 3073 Diversity in the Classroom
Upper Division Political Science (3013, 3023, 3033, 3123, 3143)
MLED 3103 Writing in the Content Areas
ECON 2003 Principles of Economics
Total 15

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
Upper Division Geography (2833, 3803, 3413)
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

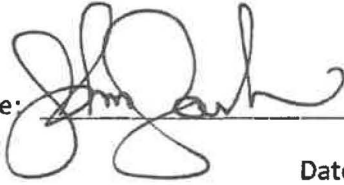
Middle Level Programs Assessment Matrix

Standard Outcome	Courses for Outcome	Outcome Measure
<p>Standard 1: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.</p>	<p>MLED 2003 MLED 3023 MLED 4003 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 2: Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.</p>	<p>MLED 3023, MLED 3073 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Case Study & Advisory Plan • Mini Action Research Project • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 3: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.</p>	<p>MLED 3023 MLED 3033 MLED 3073 MLED 4003 MLED 4023 MLED 4909 MLED 4903 MLED 3103</p>	<ul style="list-style-type: none"> • Case Study and Advisory Plan • Case Study & SoR Modules • Mini Action Research Project • Integrated Unit & Video Teach • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio • Content Writing Unit & Assessment Plan
<p>Standard 4: Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.</p>	<p>MLED 3063 MLED 3103 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Parent Teacher Role Play & Test Construction and Performance Assessment Project • Content Writing Unit & Assessment Plan • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 5: Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.</p>	<p>MLED 3013 MLED 3073 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Action Research Project • Research Action Project • Formative Observation • Observation Reflections & Exit Portfolio

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: MATHEMATICS, STATISTICS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:  _____

Date: 6/21/23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: I was involved in the decision making process that led to the changes.	



Department Head Signature: _____

Date: 14 June 2023

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: EWL looks forward to the possibility of having MLED students in more of our courses and believes they will especially benefit from the inclusion of ENGL 3223 Young Adult Literature.	

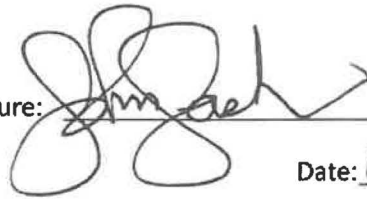
Department Head Signature: Emily Hoffman
Date: 06-15-23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Biological Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date:

6/26/23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: EWL looks forward to the possibility of having MLED students in more of our courses and believes they will especially benefit from the inclusion of ENGL 3223 Young Adult Literature.	

Department Head Signature:


Emily Hoffman

Date: 06-15-23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: MATHEMATICS, STATISTICS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:  _____
Date: 6/21/23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: I was involved in the decision making process that led to the changes.	




Department Head Signature: _____

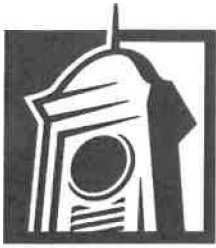
Date: 14 June 2023

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Biological Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:  Date: 6/26/23



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	<i>Sheresa A. Cullen</i>	7/1/23
Dean	<i>Jim Lutz</i>	7/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.21.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
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)	

<p>Program Title:</p> <p>Agriculture Education for Teacher Licensure</p> <p>English Education for Teacher Licensure</p> <p>Health and Physical Education for Teacher Licensure</p> <p>Social Studies Education for Teacher Licensure</p>
--

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

Delete SEED 2002: Education as a Profession

Delete SEED 3702: Introduction to Educational Technology

Delete SEED 4054: Educating Developing, Diverse, and Exceptional Learners

Delete SEED 4556: Classroom Application of Educational Psychology

Add SEED 2003: Education as a Profession

Add SEED 2113: Human Development and Learning Theories

Add SEED 4553: Classroom Application of Educational Psychology

Add SPED 4052: Educating Diverse and Exceptional Learners

Add EDMD 2013: Integrating Instructional Technology

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This change will allow students who engage with Concurrent Courses to better have their courses count and to be able advance toward degree more quickly. It is also in line with state initiatives.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is not mandated, but the state has begun offering more classes concurrently, the way the Secondary Education Program was arranged was not conducive to counting them.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
It is just a rearrangement of the content and course numbers to allow for better transfer. The content is not changing overall.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Microteaching and lesson planning through the program that shows these skills applied.
- 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.
All Arkansas institutions are having to make changes because the state has started an CTE course series for high school students. They take Introduction to Education (3 hours), Human Learning and Development (3 hours) and Instructional Technology (3 hours). Currently our program only counted 4 hours for those 9 taken. This rearrangement will help keep us competitive with other state institutions recruiting from Concurrent students.
- 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.)

At the end of the program, Students in the SEED areas will

- 1) Have a strong general education in their content area of choice.,
- 2) Demonstrate an in-depth knowledge in a selected teaching field

- 3) Demonstrate a knowledge of K-12 schooling, various diversity and developmental characteristics of students, and the teaching-learning process.

In early classes students have to define and explain learning theories and the developmental characteristics of students. In the later classes students must demonstrate their knowledge of schools through field experiences and residencies, lesson plans, teaching examples, and how they incorporate the diversity and characteristics in their teaching. They are evaluated using the TESS rubric used by the State of Arkansas in their microteaching and residencies.

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.

The other departments submitted new matrices to show their support.

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

Curriculum Matrix for Catalog Curriculum in <u>Agricultural Education</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGPS 1024 • COMS 1003 <p>Delete:</p> <ul style="list-style-type: none"> • AGAS 1014 • MATH 1113 <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGAS 1014 • COMM 2003 • Fine Art/Humanities <p>Delete:</p> <ul style="list-style-type: none"> • COMS 1003 • AGBU 1013 • AGPS 1024 <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGBU 1013 • MATH 1113 • SEED 2003 • History/Government <p>Delete:</p> <ul style="list-style-type: none"> • SEED 2002 • COMM 2003 • Fine Arts/Humanity • Social Science <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGAS 2084 • SEED 2113 <p>Delete:</p> <ul style="list-style-type: none"> • AGEG 3203 • History/Government <p>Total Hours: 17</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGPS 3093 • EDMD 2013 <p>Delete:</p> <ul style="list-style-type: none"> • AGBU 3013 • AGPS 3044 	<p>Junior Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGPS 3044 • AGBU 3013 • AGEG 3203 <p>Delete:</p> <ul style="list-style-type: none"> • SEED 3702

Total Hours: 15	<ul style="list-style-type: none">• AGAS 2084• AGPS 3093 Total Hours: 16
Senior Fall Semester Add/Change: <i>SSIXX' 3hrs</i> <ul style="list-style-type: none">• SEED 4553• SEED 4052 <i>SPEO</i> Delete: <ul style="list-style-type: none">• SEED 4054• SEED 4556 Total Hours: 13	Senior Spring Semester Add/Change: Delete: Total Hours: 12

DEGREE AUDIT CHECK LIST (BS-AGED) Agriculture Education

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		21
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
AGAS	1014 2084 3021	9
AGBU	1013 3013	6
AGED	1001♦ 1013 2104 2203 3033 4033 4044	21
AGEG	3203	3
AGLE	3003 3013	6
AGPS	1024 3044 3093	11
BIOL	1014**	4
CHEM	1113/1111**	4
COMM	2003**	3
COMS	1003	3
MATH	1113#**	3
SEED	2003 2113 4553 2002 3702 4054 4503 4556 4909	26 21
	SPEP 4052	2
	EPMD 2013 "C" or better in all courses on this side	3
TOTAL MAJOR HOURS		99 99
TOTAL HOURS		

Final Check:


Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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General Information

Navigate this section: 

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- Military Science
- Catalog PDF 

Agricultural Education for Teacher Licensure

PROGRAM
HOMEPAGE

The rapid growth of the Agricultural Education program at Arkansas Tech University mirrors the opportunities for our graduates, and growing need for agriculture teachers throughout the nation. If you had an ag teacher that played a major role in your life and you would like to continue that tradition, Agriculture Education may be the major for you. There are many options subsequent to obtaining an agricultural education degree outside the classroom due to the diversity of the degree and extensive training in demonstration and teaching methods; many of our also alumni have continued on to graduate school, a career in the Cooperative Extension and agriculture industry.

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman			
Fall	Credits	Spring	Credits
ENGL 1013	3	ENGL 1023	3
Composition I ¹		Composition II ¹	
BIOL 1014	4	COMS 1003	3
Introduction to Biological Science		Introduction to Computer Based Systems	
MATH 1113 College Algebra	3	AGBU 1013 Principles of Agricultural Business	3
AGAS 1014 Principles of Animal Science	4		

Handwritten notes in red:
 Fall: AGPS 1024 (4 credits), COMS 1003 (3 credits)
 Spring: AGAS 1014 (4 credits), COMM 2003 (3 credits), FAH 1XXX (3 credits)

Fall	Credits	Spring	Credits
<u>AGED 1001</u>	1	<u>AGED 1013</u>	3
<u>Introduction to Agricultural Education</u>		<u>Agricultural Youth Organizations</u>	
Total Hours	15	<u>AGPS 1024 Principles of Plant Science</u>	4
AG BU 1013	3	Total Hours	16
MATH 1113	3		
Sophomore		AGAS 2084	4 ✓
<u>SEED 2003</u>	3	<u>SEED 2113</u>	3
<u>USHG 1XXX</u>	3		
Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
<u>SS 1XXX Social Science Courses</u> ¹	3	<u>CHEM 1113 A Survey of Chemistry and CHEM 1111 Survey of Chemistry Laboratory</u>	4
<u>SEED 2002 Education as a Profession</u>	2	<u>USHG 1XXX U.S. History and Government</u> ¹	3
<u>COMM 2003 Public Speaking</u>	3	<u>AGED 2104</u>	4
<u>AGED 2104</u>	4	<u>Introduction to Agricultural Systems Technology</u>	
Total Hours	15 16	<u>AGED 2203 Applied Agricultural Systems Technology</u>	3
		<u>AGEG 3203 Soil, Water and Forest Conservation</u>	3
		Total Hours	16 17
Junior		AGPS 3044	4 ✓
<u>AGPS 3093</u>	3	<u>AGBU 3013</u>	3
<u>EDMD 2013</u>	3	<u>AGEG 3203</u>	3
Fall	Credits	Spring	Credits
<u>SS 1XXX Social Science Courses</u> ¹	3	<u>SEED 3702</u>	2
<u>AGBU 3013 Principles of Farm Management</u>	3	<u>Introduction to Educational Technology</u>	
<u>AGED 3033</u>	3	<u>AGAS 2084 Feeds and Feeding</u>	4
<u>Philosophy and Foundations of Program Development</u>		<u>AGED 4033</u>	3
		<u>Curriculum Design and Assessment</u>	

Fall	Credits	Spring	Credits
<u>AGLE 3003 Personal Leadership Theory and Development</u>	3	<u>AGLE 3013 Team Leadership and Organizational Change</u>	3
<u>AGPS 3044 Plant Propagation</u>	4	<u>AGPS 3093 Greenhouse Operation and Management</u>	3
Total Hours	16 15	Total Hours	15 16
Senior			
SS1XXX¹	3		
SEED 4553	3		
SEED 4052	2		
Fall	Credits	Spring	Credits
<u>SEED 4054 Educating Developing, Diverse, and Exceptional Learners</u>	4	<u>SEED 4503 Seminar in Secondary Education</u>	3
<u>SEED 4556 Classroom Application of Educational Psychology</u>	6	<u>SEED 4909 Teaching in the Secondary School</u>	9
		Total Hours	12
<u>AGAS 3021 Livestock Selection and Evaluation</u>	1		
<u>AGED 4044 Methods in Teaching Agriculture</u>	4		
Total Hours	15 13		

¹ See appropriate alternatives or substitutions in "General Education Requirements".

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

Curriculum Matrix for Catalog Curriculum in _____ BA English Education _____	
<p>Freshman Fall Semester</p> <p>Add/Change: US History/Government.</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester—NO CHANGE</p> <p>Add/Change: Change General Electives from 3 to 6 hours</p> <p>Delete: USHG 1XXX' 3 hrs</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: SEED 2003 SEED 2113</p> <p>Delete: SEED 2002 English Elective 3 3 hrs General Elective 4 3 hrs</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester—NO CHANGE</p> <p>Add/Change: Change Elective^{4,5} from 0-1 to 1 hr.</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester—NO CHANGE</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: EDMD 2013 SEED 4052 SPEO SEED 4553 English Elective (2000-4000)^{3,4,5} 3 hrs</p> <p>Delete: SEED 3702 SEED 4054 SEED 4556</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester—NO CHANGE</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

DEGREE AUDIT CHECK LIST

(BA-ENED) English Education for Teacher Licensure

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		13

Student's Name		
T#		
Major Requirements		Hrs
ENGL	2003** 2063 3013 3023 3313 3323 3413 3423 4013 4733	
ENGL ELEC	(3UD)	
ENGL ELEC	(9 @ 2-4000)*	42
	*Excluding Engl 2003, 2013, 2113, 2173 2881, 4881-4	
COMM	2003**	3
FOR LANG	(ONE LANG) 1013 1023	6
EDMD/ SEED	²⁰¹³ EDMD 3013 or SEED 3702 (2-3hrs)	2 3
SEED	2003 2113 4553 2002 4054 4503 4556 4909	24 21
SPEO	4052	2
"C" or better in all courses on this side		
	TOTAL MAJOR HOURS	77
	TOTAL HOURS	

Final Check:


Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____


** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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- University Honors
- College Distinction
- Military Science
- Catalog PDF 

English Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

	Fall	Credits	Spring	Credits
	USHG 1XXX'	3		
	<u>ENGL 1013</u>	3	<u>ENGL 1023</u>	3
	<u>Composition I</u> ¹		<u>Composition II</u> ¹	
	<u>SS 1XXX Social</u>	3	<u>SS 1XXX Social</u>	3
	<u>Science Courses</u> ¹		<u>Science Courses</u> ¹	
	<u>MATH XXXX</u>	3	<u>SCIL 1XXX Science</u>	4
	<u>Mathematics</u> ¹		<u>with Laboratory</u> ¹	
	<u>Beginning Foreign</u>	3	<u>Beginning Foreign</u>	3
	<u>Language I</u> ²		<u>Language II</u> ²	
	<u>TECH 1001</u>	1	<u>COMM 2003 Public</u>	3
	<u>Orientation to the</u>		<u>Speaking</u>	
	<u>University</u>			
Total Hours		13 16	Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
USHG 1XXX U.S. History and Government¹	3	FAH 1XXX Fine Arts and Humanities Courses¹	3
SCIL 1XXX Science with Laboratory ¹	4	SEED 2002 Education as a Profession	2
ENGL 2003 Introduction to World Literature	3	ENGL 3023 Introduction to Linguistics	3
ENGL 2063 Introduction to Literary Studies	3	English Elective ³	3
Elective ⁴	3 6	Elective ⁴	6 3
Total Hours	16	Total Hours	15

Handwritten notes: SEED 2003, SEED 2113

Junior

Fall	Credits	Spring	Credits
ENGL 3013 Systems of Grammar	3	ENGL 3323 Modern American Literature	3
ENGL 3313 American Literature to 1900	3	ENGL 3423 British Literature since 1800	3
ENGL 3413 British Literature to 1800	3	English Elective (2000-4000) ^{3,4,5}	3
ENGL 4013 History of the English Language	3	English Elective (3000-4000) ^{3,4,5}	3
English Elective (2000-4000) ^{3,4,5}	3	Elective ^{4,5}	3
Elective ^{4,5}	0 1	Total Hours	15
Total Hours	15 16		

Handwritten notes: EPMD 2013, SEED 4052

Senior

Fall	Credits	Spring	Credits
ENGL 4733 Teaching English in the Secondary School	3	SEED 4503 Seminar in Secondary Education	3

Handwritten notes: SEED 4553, ENGL Elective (2000-4000)^{3,4,5}

Fall	Credits	Spring	Credits
SEED 3702 Introduction to Educational Technology or EDMD 2013 Integrating Instructional Technology	2-3	SEED 4909 Teaching in the Secondary School	9
		Total Hours	12
SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4		
SEED 4556 Classroom Application of Educational Psychology	6		
Total Hours	15-16		

14

¹ See appropriate alternatives or substitutions in "General Education Requirements".

² All minimum college hours (at least two semesters) should be in one language. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination

³ Any 2-4000 level English courses excluding ENGL 2003 Introduction to World Literature, ENGL 2013 Introduction to American Literature, ENGL 2173 Introduction to Film / JOUR 2173 Introduction to Film, ENGL 2881 Practicum-Literary Journal Publication, and ENGL 4881 Practicum-Editing Literary Journal. OK OK

⁴ At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses.

⁵ Juniors admitted to the Accelerated B.A. in English Education to MA in TESOL Program should substitute two of the following courses as electives: TESL 5023 Second Language Acquisition/ENGL 5013 Second Language Acquisition, TESL 5703 Teaching English as a Second Language/ENGL 5703 Teaching English as a Second Language, TESL 5713 ESL Assessment/ENGL 5713 ESL Assessment, and TESL 5723 Teaching People of Other Cultures/ENGL 5723 Teaching People of Other Cultures, ENGL 5083 Seminar: English Language (seminar: no repetitive topic).

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

Curriculum Matrix for Catalog Curriculum in ___HPE Education 7-12_____	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>HES1002</p> <p>Delete:</p> <p>Total Hours: 16 No changes.</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Add Fine Arts Humanities</p> <p>Delete:</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>SEED 2003</p> <p>PE 2101</p> <p>Delete:</p> <p>PE 3101</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>EDMD 2013</p> <p>SEED 2113</p> <p>Delete:</p> <p>Fine Arts Humanities</p> <p>PE 3051</p> <p>SEED 2003 2002</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>PE 3101</p> <p>HLED 4303</p> <p>Delete:</p> <p>HLED 3203</p> <p>HLED 4403</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>PE 3051</p> <p>HLED 3203</p> <p>HLED 4403</p> <p>Delete:</p> <p>PE 3603</p> <p>SEED 3702</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>PE 3603</p> <p>SEED 4052 SPED</p> <p>SEED 4553</p> <p>Delete:</p> <p>SEED 4054</p> <p>SEED 4556</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 13 (no changes)</p>

DEGREE AUDIT CHECK LIST

(BS-HPE-TC) Health and Physical Education - Teacher Licensure

~~2023-24~~ **2024-25**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		21
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
*PE	1201♦ 2101 2111 2513 2523 2653 3051	
	3101 3413 (3512 3522 or 3532) 3543	
	3573 3583 3603 3661 3663 4033 4203	
	4513 4523 4701	48
*BIOL	1014**	4
*COMM	2003**	3
*HLED	1513 3203 4303 4403	12
HES	1002	2
*MATH	1113 or higher #**	3
PHSC**		4
*SEED	2002 3702 4054 4503 4556 4809 ^{2003 2113 4553}	26 21
	SPEO 4052	2
	Ecmd 2013	3
	* MUST EARN "C" OR BETTER	
TOTAL MAJOR HOURS		102
TOTAL HOURS		

Final Check:


Min. hours required 123
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____.

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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Bachelor of Science in Health & Physical Education (Including Teacher Licensure Requirements)

DEPARTMENT
HOMEPAGE

See the [College of Education](#) page for additional requirements.

For licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
		FAH 1XXX	3
<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>MATH 1113</u> College <u>Algebra</u>	3	<u>SS 1XXX</u> Social <u>Science Courses</u> ¹	3
<u>BIOL 1014</u> <u>Introduction to</u> <u>Biological Science</u>	4	<u>PHSC XXXX</u> Physical <u>Science with</u> <u>Laboratory</u> ¹	4
<u>HLED 1513</u> Lifetime <u>Health and Fitness</u>	3	<u>PE 211</u> Methods of <u>Teaching Individual</u> <u>Activities</u>	1
<u>HES 1002</u> Physical <u>Health and Fitness</u>	2	<u>PE 2513</u> First Aid	3
<u>PE 1201</u> Orientation to <u>Health, Physical</u> <u>Education, and</u> <u>Wellness Science</u>	1	Total Hours	14 17
Total Hours	16		

Sophomore

Fall	Credits	Spring	Credits
		EDMO 2013	3
SEED 2003	3	SEED 2113	3
<u>USHG 1XXX</u> U.S. <u>History and</u> <u>Government</u> ¹	3	<u>FAH 1XXX</u> Fine Arts <u>and Humanities</u> <u>Courses</u> ¹	6 3
<u>COMM 2003</u> Public <u>Speaking</u>	3	<u>SS 1XXX</u> Social <u>Science Courses</u> ¹	3
<u>PE 2101</u> Methods of <u>Teaching Team</u> <u>Activities</u>	1	SEED 2002 Education as a Profession	2
<u>PE 2523</u> Foundations <u>in Health and Physical</u> <u>Education</u>	3	PE 3051 Methods of Teaching Fitness and Wellness Concepts	1
<u>PE 2653</u> Anatomy and <u>Physiology</u>	3	<u>PE 3661</u> Laboratory <u>Experiences in</u> <u>Anatomy/Physiology</u> <u>and Kinesiology</u>	1
PE 3101 Methods of Teaching Rhythmic and Gymnastic Movements	1	<u>PE 3663</u> Kinesiology	3
Total Hours	14 16	Total Hours	16

Junior		PE 3051 HLED 3203	
Fall	Credits	Spring	Credits
HLED 3203 Consumer Health Programs	3	SEED 3702 Introduction to Educational Technology	2
HLED 4403 Sport and Exercise Nutrition	3	HLED 4303 Methods and Materials in Health for Grades K-12	3
PE 3543 Motor Development and Lifespan Applications in Pedagogy	3	PE 3512 Coaching Strategies: Football & Baseball, PE 3522 Coaching Strategies: Basketball & Track and Field, or PE 3532 Coaching Strategies: Softball and Volleyball	2
PE 3413 Coaching Theory	3	PE 3583 Methods and Materials in Physical Education for Kindergarten and Elementary Grades	3
PE 3573 Prevention and Care of Athletic Injuries	3	PE 3603 Methods and Materials in Physical Education for Secondary Schools	3
PE 4033 Exercise Physiology	3	PE 4513 Organization and Administration of Health and Physical Education	3
Total Hours	18 16	Total Hours	16 15
Senior		PE 3063 SEED 4052 SEED 4553	
Fall	Credits	Spring	Credits
SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4	SEED 4503 Seminar in Secondary Education	3
SEED 4556 Classroom Application of Educational Psychology	6	SEED 4809 Teaching in the Elementary and Secondary School ²	9
		PE 4701 Special Methods in Health and Physical Education	1

Fall	Credits	Spring	Credits
<u>PE 4203 Methods of Teaching Adapted Physical Education</u>	3	Total Hours	13
<u>PE 4523 Measurement and Evaluation in Health and Physical Education</u>	3		
Total Hours	16 14		

123

¹ See appropriate alternatives or substitutions in "General Education Requirements".

² Three semester hours of the student teaching requirement must be completed at the elementary or middle school level, below the ninth grade, where the cooperative teacher is certified in Elementary Physical Education OR student must complete a three-semester-hour internship under direct supervision from the staff of the University's Physical Education Department.

Selected Second Teaching Fields

Students are encouraged to meet at least minimal licensure requirements in a second field of teaching in addition to their major field of study.

Licensure requirements in Driver Education are as follows: Hold or be qualified to hold a standard secondary certificate; Driver Education I, two semester hours; Driver Education II, two semester hours; First Aid, two semester hours. Total of 6 semester hours.

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

Curriculum Matrix for Catalog Curriculum in ___ Social Studies Education 7-12 _____	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>SEED 2003 Introduction to Education</p> <p>Delete:</p> <p>SEED 2002 Education as a Profession</p> <p>Total Hours: 17</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>POLS 2003 American Government</p> <p>Delete:</p> <p>General Elective (1 hour)</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>COMM 2003 Public Speaking OR COMM 2173 Bus/Prof Speaking</p> <p>General Elective (1 hour)</p> <p>Delete:</p> <p>POLS 2003 American Government</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>EDMD 2013</p> <p>Delete:</p> <p>COMM 2003 Public Speaking OR COMM 2173 Bus/Prof Speaking</p> <p>SEED 3702 Introduction to Educational Technology</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>SEED 2113 Human Development and Learning Theory</p> <p>Delete:</p> <p>HIST/POLS Elective (3000/4000 level) 3 hrs</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15 (no changes)</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>SEED 4052 SEED</p> <p>SEED 4553</p> <p>HIST/POLS Elective (3000/4000 level)</p> <p>Delete:</p> <p>SEED 4054 Developing Diverse and Exceptional Learners</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12 (no changes)</p>

SEED 4556 Classroom Application of Educational
Psychology

Total Hours: 13

DEGREE AUDIT CHECK LIST (BA-HISE) Social Studies Education

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		24
Electives		
TOTAL ELECTIVE HOURS		3

Student's Name		
T#		
Major Requirements		Hrs
HIST	1503** 1513** 2003** 2013 4153 4714	
	(HIST 2513, 4963) OR (POLS 2513, 4963)	
HIST/ POLS	12 HRS UD	
POLS	(3033, 3123, 3133, or 3143)	
POLS	2003**	43
ANTH	2003	3
ECON	2003 2013	6
GEOG	2013 (3 HRS ELEC)	6
PSY	2003	3
SOC	1003	3
COMM	2003 or 2173	3
SEED	2003 2113 4553 2002 3702 4054 4503 4556 4909	26 21
SPED	4052	2
EDMD	2013 "C" or better in all courses on this side	3
TOTAL MAJOR HOURS		93
TOTAL HOURS		

Final Check:


Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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Social Studies Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

	Fall	Credits	Spring	Credits
	SEED 2003	3	POLS 2003	3
	ENGL 1013	3	ENGL 1023	3
	Composition I ¹		Composition II ¹	
	HIST 1503 World History to 1500	3	HIST 1513 World History since 1500	3
	SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
	MATH XXXX Mathematics ¹	3	SOC 1003 Introductory Sociology	3
	SEED 2002 Education as a Profession	2	Elective	1
	TECH 1001 Orientation to the University	1	Total Hours	14
	Total Hours	16		16
		17		16

Sophomore

Comm 2003 or 2173 3		EDMO 2013 3	
Fall	Credits	Spring	Credits
POLS 2003 American Government	3	COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
HIST 2003 United States History to 1877	3	HIST 2013 United States History since 1877	3
PSY 2003 General Psychology	3	ECON 2003 Principles of Macroeconomics	3
ANTH 2003 Cultural Anthropology	3	SEED 3702 Introduction to Educational Technology	2
GEOG 2013 Regional Geography of the World	3	GEOG Elective	3
Total Hours	15	HIST 2513 Sources and Methods in History or POLS 2513 Research Design ³	3
	(16)	Total Hours	17
			(15)

Junior

SEED 2113 3			
Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
HIST 4714 Social Studies Methods for Secondary Teachers	4	ECON 2013 Principles of Microeconomics	3
POLS 3033 American State and Local Government	3	HIST 4153 History of Arkansas	3
POLS 3123 American Political Behavior		HIST/POLS Elective (3000-4000 level)	6
POLS 3133 United States Congress, or POLS 3143 The United States Presidency		Total Hours	(15)
HIST/POLS Elective (3000-4000 level)	6 3		

Fall	Credits
Total Hours	16
	<i>HIST/POLS Elective (3010-4000) 3</i>
Senior	<i>SEED 4052 2</i>
	<i>SEED 4553 3</i>

Fall	Credits	Spring	Credits
<u>HIST 4963 Senior Seminar/POLS 4963 Senior Seminar</u> ³	3	<u>SEED 4503 Seminar in Secondary Education</u>	3
SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4	<u>SEED 4909 Teaching in the Secondary School</u>	9
SEED 4556 Classroom Application of Educational Psychology	6	Total Hours	12
Elective	2		
Total Hours	15		

13

¹ See appropriate alternatives or substitutions in "General Education Requirements".

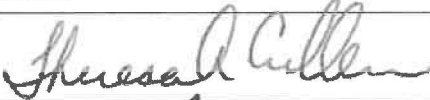
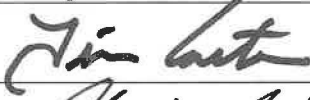

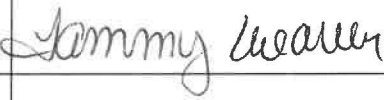
² Students must complete HIST 2513 Sources and Methods in History and HIST 4963 Senior Seminar OR POLS 2513 Research Design and POLS 4963 Senior Seminar.



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head		6/30/23
Dean		7/3/23
Assessment		7.21.23
Registrar		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:

Advanced Certificate in Secondary Education

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. Advanced Certificate in Secondary Education

2. CIP code. 13.1205

3. % online (if applicable)

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

SEED 2003 Education as a Profession

EDMD 2013 Educational Technology

SPED 4052 Educating Developing, Diverse, and Exceptional Learners

SEED 4503 Seminar in Secondary Education

SEED 4553 Classroom Application of Educational Psychology

SEED 2113 Human Development and Learning Theories

SEED 4909 Teaching in the Secondary School or SEED 4809 - Teaching in the K12 School.

Total hours: 26

Students will also be required to complete a competency module for methods in their teaching area prior to applying to the internship.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Each year the state publishes shortage areas; From the most recent report (22-23) [https://dese.ade.arkansas.gov/Files/2022-](https://dese.ade.arkansas.gov/Files/2022-2023%20Core%20Academic%20Subject%20Area%20Teacher%20Shortage%20List%20EEF.pdf)

[2023 Core Academic Subject Area Teacher Shortage List EEF.pdf](https://dese.ade.arkansas.gov/Files/2022-2023%20Core%20Academic%20Subject%20Area%20Teacher%20Shortage%20List%20EEF.pdf) (The programs highlighted in yellow are programs we had, but cut, and the only way students can become teachers is to graduate, then pursue a Masters degree or state licensure through their alternative program APPEL.) Arkansas Department of Education, Division of Elementary and Secondary Education has designated the following as core academic subject teacher shortage areas for the 2022-2023 school year. • Art (K-12) • Computer Science (4-12) • Foreign Language (K-12) • Music (K-12) • Secondary Mathematics (7-12) • Secondary Science (7-12) (all areas) • Secondary Social Studies (7-12) • Special Education (K-12).

At Arkansas Tech – we have cut programs in Computer Science, Foreign Language, all Sciences because they do not pass the ADHE viability tests. This will allow students to still obtain teaching credentials in secondary education even if the program is cut.

- 6. Approval letter from licensure/certification entity, if required.**
This comes after internal approval.

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Art	7/11/23

Title	Signature	Date
Department Head	<i>Karla Sauer</i>	7/11/23
Dean	<i>Jeffrey Cass</i>	07-11-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.20.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
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:
Art Education

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

Delete SEED 2002: Education as a Profession

Delete SEED 3702: Introduction to Educational Technology

Delete SEED 4054: Educating Developing, Diverse, and Exceptional Learners

Delete SEED 4556: Classroom Application of Educational Psychology

Add SEED 2003: Education as a Profession

Add SEED 2113: Human Development and Learning Theories

Add SEED 4553: Classroom Application of Educational Psychology

Add SPED 4052: Educating Diverse and Exceptional Learners

Add EDMD 2013: Integrating Instructional Technology

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?

This program change updates our education courses for Art Education majors. This will allow our program to accommodate proposed changes from The College of Education and will help support our students in achieving their goals.

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

N/A

- c. What is the rationale for this program change?

1. How will the program change impact learning for students enrolled in this program?

This program change will improve the SEED courses within our program and help our students adhere to the program changes for The College of Education.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Student learning assessment evidence for changes in SEED courses should be provided by College of Education program change.

- 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.

Comparison data for changes in SEED courses should be provided by College of Education program change.

- 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.)

Assessment plan for changes in SEED courses should be provided by College of Education program change.

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 _____Art Education K-12_____	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 (no change)</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 (no Change)</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>SEED 2003</p> <p>Delete:</p> <p>SEED 2002</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>SEED 2113</p> <p>Delete:</p> <p>COMM 2003</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>EDMD 2013</p> <p>Delete:</p> <p>Social Science</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15 (no change)</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>SEED 4553</p> <p>SEED 4052</p> <p>COMM 2003</p> <p>Social Science Elective</p> <p>Delete:</p> <p>SEED 3702</p> <p>SEED 4556</p> <p>SEED 4054</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12 (no change)</p>

DEGREE AUDIT CHECK LIST

(BA-ARTE) Art Education

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
ART	1303 1403 1503 2103 2113 2123** 2303 2403 2413 3001 3003 3013 3073 3603 3803 4823	
ART	3403 or 3533	
ART	3 HRS FROM (Art History): 3113 3133 3143 3153 4113 4723	
ART/JOUR	1163	
ART ELEC	(6 HR UD)	61
COMM	2003**	3
SEED	2003 4052 4553 2113 2002 3702 4054 4503 4556 4809	26 23
EDMO	2013	3
"C" or better in all courses on this side		
TOTAL MAJOR HOURS		90
TOTAL HOURS		

Final Check:


Min. hours required 120
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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Art for Teacher Licensure

PROGRAM
HOMEPAGE

The degree in Art Education provides a foundation of art skills, methodology, and advanced work through teaching internships necessary for teacher licensure.

**See the [College of Education and Health](#) page for additional requirements.*

Curriculum

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

Freshman

	Fall	Credits	Spring	Credits
	ENGL 1013	3	ENGL 1023	3
	Composition I ¹		Composition II ¹	
	SS 1XXX Social Science Courses ¹	3	SCIL 1XXX Science with Laboratory ¹	4
	MATH XXXX Mathematics ¹	3	ART 1503 Introduction to Graphic Design	3
	TECH 1001 Orientation to the University	1	ART 2123 Experiencing Art	3
	ART 1303 Introduction to Drawing	3	ART 2403 Color Design	3
	ART 1403 Two-dimensional Design	3	Total Hours	16
	Total Hours	16		

Sophomore

	Fall	Credits	Spring	Credits
	FAH 1XXX Fine Arts and Humanities Courses ¹	3	USHG 1XXX U.S. History and Government ¹	3

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory ¹	4	SEED 2003 Public Speaking	3
SEED 2002 Education as a Profession	2 3	ART 1163 Basic Digital Photography/JOUR	3
ART 2103 Art History I	3	1163 Basic Digital Photography	
ART 2413 Three-dimensional Design	3	ART 2113 Art History II	3
Total Hours	15 16	ART 2303 Figure Drawing	3
		ART 3001 Sophomore Review	1
		Total Hours	16

Junior

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses	3	ART 3013 Art Education Practicum	3
ART 3003 Concepts in Art Education	3	ART 3603 Introduction to Ceramics	3
ART 3073 Introduction to Sculpture	3	ART 3803 Introduction to Printmaking	3
ART 3403 Introduction to Opaque Painting OR ART 3533 Watercolor Painting	3	Art History (3000-4000) ²	3
Art Elective (3000-4000)	3	Art Elective (3000-4000)	3
Total Hours	15	Total Hours	15

Senior

Fall	Credits	Spring	Credits
SEED 3702 Introduction to Educational Technology	2 3	SEED 4503 Seminar in Secondary Education	3
SS 1XXX Social Science Course	3		

Fall	Credits	Spring	Credits
SEED 4054 ⁴⁰⁵² Educating Developing, Diverse, and Exceptional Learners	4 ²	SEED 4809 Teaching in the Elementary and Secondary School	9
SEED 4556 ⁴⁵⁵³ Classroom Application of Educational Psychology	6 ³	Total Hours	12
ART 4823 Art Criticism and Aesthetics	3		
Total Hours	15 ¹⁴		

¹ See appropriate alternatives or substitutions in "General Education Requirements".

² Art history electives ART 3113 Art History, American, ART 3133 Art History, Americas & Africa, ART 3143 Art History, Asia & Pacific, ART 3153 History of Digital Art, ART 4113 Art History, Art After 1945, ART 4723 Art History Seminar can be used toward this requirement.



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
English and World Languages	2/28/23

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	02-28-23
Dean	<i>Jeffrey Cass</i>	2/28/23
Assessment	<i>Mark Edwards</i>	3.29.23
Registrar	<i>Yammy Cuevas</i>	4/26/23
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:
~~Foreign Languages Education~~ *World Language with Concentration in*

BA-SPEP

Spanish Education for Teacher Licensure

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

BA in Foreign Languages Education

2. Degree code

1445

3. CIP code

1313.06

2. Effective date, term, and academic year

Fall 2024, AY 24-25

4. Reason for deletion

Program has appeared repeatedly on non-viability report, insufficient number of graduates per academic year, principally due to failure to pass Praxis. Will teach out the current students or move them to the BA in Foreign Language.



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
English and World Languages	2/28/23

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	02-23-23
Dean	<i>Jeffrey Cass</i>	2/28/23
Assessment	<i>Ph. Ph. Ph.</i>	3.29.23
Registrar	<i>Gammylewauer</i>	4/26/23
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:
~~Spanish for Medical Interpretation~~ *Certificate of Proficiencies in Spanish for*
medical interpretation

CP-5MCP

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**
CP for Spanish for Medical Interpretation
2. **Degree code**
1802
3. **CIP code**
1601.03
2. **Effective date, term, and academic year**
Fall 2024, AY 24-25
4. **Reason for deletion**
Program has appeared repeatedly on non-viability report; insufficient number of Graduates per academic year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Chris Elton</i>	7.21.23
Registrar	<i>Lammy Weaver</i>	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) MUS	Course Number: (e.g., 1003) 1411	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Class Piano I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Class Piano I		

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):

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

Does this course require a fee? Yes No How Much? **\$10 + \$25**

If selected other list fee type: **Applied Music Fee + Curriculum Content Fee**

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?
Course will be offered every fall semester

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Performance and Functional Performance
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Piano proficiency exam
- What is the rationale for adding this course? What evidence demonstrates this need?
Clarify the level of instruction students will receive.

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.

*“To come in contact with music (and all the arts)
is to apprehend more fully what it means to be human.”*
(Rogers, 2004, p. 9)

MUS-1411 Class Piano I Syllabus Fall 2023

Instructor: Dr. Mary Trotter
mtrotter2@atu.edu

Class Meetings: Section 2, MW, 8:00-8:50, WPN 300
Section 4, TR, 9:30-10:20, WPN 300

Office Hours: By appointment in WPN 219 (use QR code on studio door to schedule)

COURSE DESCRIPTION (*What is this class?*)

Music majors only, one hour credit. A development of the fundamental skills of the piano, emphasizing those aspects most useful to non-piano majors. A knowledge of scales and chords is stressed, as is sight reading, improvisation, playing in all keys, and harmonizing melodies.

RATIONALE (*Why does this class matter?*)

This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

COURSE GOALS (*What are we trying to accomplish?*)

- Developing students' dexterity, familiarity, and comfort with the topography of the keyboard.
- Increasing students' technical and reading skills at the keyboard.
- Enabling students to make visual, aural, and tactile connections with concepts covered in Music Theory and Ear Training.
- Equipping students with the necessary keyboard skills to function as competent and confident performers and educators.

CONNECTION TO OTHER COURSES (*Is it really all about piano?*)

It's not really about piano at all!! While it's awesome to be able to sit down and play a song or lead a choir sectional from the keyboard, the benefits of this course extend far beyond simply learning to coordinate ten fingers and two feet. We reinforce the skills learned in ear training as we sing in Solfège while reading (and transposing) and harmonizing melodies. We learn to conduct with sound, using the keyboard as our baton. We are able to visualize and feel half steps, whole steps, triads in inversions and even see principles of voice leading at work. We strengthen our score reading muscles as we learn to scan multiple parts at once. We apply principles of music theory as we create reductions at sight and learn to see the skeleton of the harmonic structure. We improve our ability to sight-read as we read together as an ensemble. We find connection to our breath, even as we play a non-wind instrument.

“Every serious student aspires to be an artist,

every serious artist is a student. "

(Moore, 1943, p.40)

COURSE OBJECTIVES (*What am I expected to learn?*)

As a result of this course, students will be able to:

- Play all major-minor-diminished-augmented triads beginning on any note
- Play all major and minor pentascales - hands together
- Play all major arpeggios - hands separate, 1 oct.
- Play all white major scales - hands separate, 1 oct.
- Read early elementary repertoire
- Transpose simple examples to a new key

TEXT AND BIBLIOGRAPHY (*Which textbook do I need?*)

eNovative Piano online curriculum subscription, available through the ATU Bookstore.

The instructor will provide additional scores and resources throughout the semester, as appropriate.

COURSE CONTENT (*How much of the textbook will we cover?*)

This course covers all materials provided in the *eNovative* curriculum and prepares students to pass the **Piano Exit Exam - Level 1**.

MATERIALS (*What else do I need to have?*)

- Pencil (regular or digital)
- Metronome/metronome app
- Digital device to make homework videos.
- Piano/digital keyboard for daily practice. Pianos are available in rooms 224, 225, 226, 228, 231, 307, 308, 309, 310, and sometimes the piano lab classroom.

CLASSROOM VALUES

(*What are the standards and priorities for how we treat ourselves and each other as we learn?*)

In this classroom, we will:

- **Honor the process.** Rather than seeking perfection, we will strive for excellence. Rather than attempting to be "correct," we will seek truth, wherever it may be found. Rather than awaiting an arrival at a destination, we will choose to be present to the place we are, here and now. Rather than comparing our own progress to that of another, we will acknowledge that all members of this classroom are learners (including the instructor).
- **Acknowledge that learning is a vulnerable activity.** Working to create a brave space for all members, we will embrace failure as a natural and *necessary* part of the learning process and praise each other's courage and willingness to risk.
- **Work to be good stewards of our responsibilities as scholar-artists.** Respectful of each other's gifts, as well as our own, we will seek to honor each other's time and efforts by coming to class well-prepared and ready to receive from each other.
- **Remember our humanity.** Acknowledging that the creation of art is a human endeavor as much as it is a technical one, we will take care to bring our own voice to our work. While we will seek to understand the stories already present in the repertoire we encounter, we will also allow our own story to affect how we communicate.

PIANO EXIT EXAM - LEVEL 1 (*Which elements of proficiency will we cover this semester?*)

TRIADS: be able to play major-augmented-minor-diminished triads beginning on any note.

PENTASCALES: Major and minor, all keys, hands together, ascending and descending chromatically with triads

ARPEGGIOS: All major keys - one octave, hands separate

SCALES: All white major keys - one octave, hands separate

GENERAL EDUCATION OBJECTIVES ADDRESSED

(*How does this class fulfill larger degree requirements?*)

Objective 2: Abstract and quantitative thinking are required for interpretation of rhythm symbols and understanding of music theory, and scale and chord relationships.

Objectives 5 and 8: Foreign and domestic cultures are reflected in the music literature.

GRADING SCALE: A: 93-100% B: 86-92.99% C: 80-85.99% D: 60-79.99% F: below 60%

Objective 6: Creative and artistic expression is explored, utilized, and nurtured.

GRADING POLICY (*How is my grade calculated?*)

Grades will be assigned for preparation class assignments, participation, practice check-ins, and exams, and will be weighted in the following manner:

30%: Class attendance, practice check-ins, preparation, and participation

35%: Midterm

35%: Final

REGULAR PRACTICE (*What are some tools for success?*)

Class Piano is a skills-based course, and as such, cannot be crammed. Neither will it suffice to only understand the material intellectually; you must train your hands, ears, and eyes by actively engaging yourself at the piano. It is vital that you set aside regular practice time in order to reinforce the work we do in class. At a minimum, I recommend practicing 20 minutes a day/5-6 days a week. The class homework is meant to be a starting point, but you are encouraged to find other ways to hone your skills. Sight read the melody line of a new piece on the piano before you learn it on your instrument. Transcribe a line of a song you like to listen to. Most importantly, practice with your classmates! We learn best in community.

LEARNING IN COMMUNITY (*How does my participation affect everyone else?*)

This is an applied music and group/ensemble class. Therefore, in order for the class to progress, each class member must come fully prepared, as for any ensemble-style class. If you are not prepared, you will negatively affect your duo ensembles, quartets, and the group as a whole.

Please treat this as you would a choir or band rehearsal: bring your best, remain alert and ready for instruction, have your pencil out and ready to mark scores, maintain good posture, and look for ways to be a supportive and encouraging colleague. Learning is hard work!

OFFICE HOURS (*How can I get extra help for this class?*)

If you have questions or need with a concept or a piece, please do not hesitate to see me after class or email me to schedule a time to meet. My office hours are not a substitute for regular preparation for

class; this time is available for more focused attention on specific problems or questions about the material covered in class. Getting help early can facilitate a successful semester.

COMMUNICATION POLICY

(How do I get in touch with the instructor, and how will the instructor contact me?)

Email is the primary mode of communication for this course. Please allow at least a 24-hour turnaround for all emails you send me. After 48 hours, however, you are *strongly encouraged* to send it again—it has gotten buried. Of course, I will attempt to answer messages as soon as possible, but last-minute or odd-hour emails will have to wait. In case of an emergency: email me immediately to apprise me of the situation, and then relax—we will work something out.

“The quest to always learn more about one’s art deepens its very mystery. Those who say, ‘I have no need to learn music theory,’ or ‘I don’t ever care to learn a diminished chord,’ are really just shutting themselves off from learning. One new insight or one new chord can open a whole new world.” (Sudo, 1997, p. 62)

CLASS ATTENDANCE POLICY (What happens if I can’t come to class?)

Daily attendance is crucial to understanding the concepts introduced over the course of the semester. Attendance will be taken at every class session. Unexcused absences in the excess of **three** will result in the lowering of the semester grade by 5% per occurrence. Habitual tardiness to class will also result in lowering of the semester grade at the discretion of the instructor.

Please come to class! If you must miss class, please let me know **AHEAD** of time, at least 24 hours in advance. If you are required to isolate, please communicate with me as soon as possible. We will work it out.

USE OF TECHNOLOGY (Can I bring my device to class?)

Phones: Please remember that this is a classroom, and the use of phones (of all kinds, in all ways) is not only distracting, but disrespectful towards myself and your colleagues. If you are on your phone during class, I reserve the right to count you as absent for that day. We are all adults and, since you’ve made the choice to come to class, please stand by that choice by not texting, talking, Facebook-ing, Instagram-ing, tweeting, anything else not related to what we’re talking about during class. If something really is that important, then, by all means, feel free to leave the room to work it out.

Laptops/Tablets: Since we utilize an electronic format for our textbook, you are welcome to utilize laptops and tablets to access the class materials during class. Please refrain from using your devices for other purposes.

POLICY FOR MAKE-UP WORK (How can I make up the assignments I missed?)

As a general rule, I do not accept late/make-up work. No make-ups for attendance, quizzes or exams without a medical note. If you must miss class, you are still responsible to turn in your assignments on time. I do not accept late work; however, I will happily correct your late work (for no credit) at any point. I also recognize that COVID-19 has presented us with an extraordinary set of circumstances. If you are sick, please a.) stay home and b.) be proactive in communication. I am happy to work with you to make accommodations if they are warranted and documented, and if you are clear and consistent in your communication.

PHYSICAL CONTACT

(Why might physical contact be involved in the learning process? What if I feel uncomfortable?)

Traditionally, normal instruction in piano performance (and virtually all musical instruments) involves a certain amount of limited and neutral physical contact between the teacher and the student when dealing with such topics as posture, finger/hand position, tension, etc. Before initiating physical contact, I will ask your consent, which you should feel empowered to revoke at any time. I am always happy to work with you to find an alternative at any point.

HEALTH AND SAFETY (*What should I do to protect my body from injury?*)

We need healthy bodies to play our instruments (or in the case of voice, to BE our instrument). As with all physical activities, music-making can cause injuries if we are not intentional in the way we utilize our bodies. Please familiarize yourself with the information found [here](#) and inform me ANY time you are experiencing pain or discomfort in your music-making.

SPECIAL ACCOMMODATIONS (*What if I have specific needs for my learning environment?*)

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>. My goal is to create a learning environment that is useable, equitable, inclusive, and welcoming. Please do not hesitate to contact me 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.

*“The more that music is studied, the more there is to hear;
the more that is heard, the more there is to learn.”*
(Rogers, 2004, p. 17)

ACADEMIC INTEGRITY (*What happens if I cheat?*)

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 Code for] common examples of unacceptable academic behavior. <https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

TITLE IX STATEMENT (*How can I get help if feel harassed or discriminated against?*)

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>.

STUDENT NEEDS STATEMENT (*Where do I go to find non-academic help?*)

Students who face challenges securing their food or housing and believe this may affect their performance in the course are urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage:

<https://www.atu.edu/localresources/> If students find they need more support, they are encouraged to contact the Office of the Vice President for Student Services at 479-968-0238.

COVID-19 CONSIDERATIONS

Masking is now optional inside all ATU facilities. You may still choose to mask, and are encouraged to do so if you feel more comfortable masking. Similarly, if you prefer, you may choose not to mask indoors. It is important that we recognize that everyone has different circumstances and respect individual choices with regard to risk mitigation.

Arkansas Tech University students or faculty who have COVID-19 symptoms, have been recently exposed to COVID-19 or are being tested for COVID-19 should review updated guidance at www.atu.edu/hwc/hwc_covid.php. It is no longer mandatory to report symptoms, cases or exposures to the ATU Health and Wellness Center. Students need to communicate directly with their professors/instructors regarding any necessary absence(s) following a positive test, as they would with any communicable illness. ATU HWC continues to offer COVID-19 testing and vaccinations to the campus community at this time. The COVID-19 Task Force continues to monitor COVID conditions and will continue to recommend policies and procedures designed to keep the community healthy. If there are any questions or concerns, contact the ATU Health and Wellness Center (HWC) at (479) 968-0329 or by email at hwc@atu.edu.

Quotes taken from the following:

L'Engle, M. (1995). *Walking on water: Reflections on faith and art*. North Point Press.

Moore, G. (1943). *The unashamed accompanist*. Methuen & Co. Ltd.

Rogers, M. (2004). *Teaching approaches in music theory: An overview of pedagogical philosophies* (2nd ed.). Southern Illinois University Press.

Sudo, P. T. (1998). *Zen guitar*. Fireside.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Mike [unclear]</i>	7.21.23
Registrar	<i>Sammy Weaver</i>	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) MUS	Course Number: (e.g., 1003) 1421	Effective Term: <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Class Piano II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Class Piano II		

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):

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

Does this course require a fee? Yes No How Much? **\$10 + \$25**

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?

Course will be offered every spring semester

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

Practice room pianos

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

Piano lab

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
Performance and Functional Performance
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Piano proficiency exam
- c. What is the rationale for adding this course? What evidence demonstrates this need?
Clarify the level of instruction students will receive.

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 equivalentents 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.

*“To come in contact with music (and all the arts)
is to apprehend more fully what it means to be human.”*
(Rogers, 2004, p. 9)

MUS-1421 Class Piano II Syllabus Spring 2024

Instructor: Dr. Mary Trotter
mtrotter2@atu.edu

Class Meetings: Section ____, WPN 300
Section ____, WPN 300

Office Hours: By appointment in WPN 219 (use QR code on studio door to schedule)

COURSE DESCRIPTION (*What is this class?*)

Prerequisite: Pass MUS 1411 with a “C” or better.

Music majors only, one hour credit. A development of the fundamental skills of the piano, emphasizing those aspects most useful to non-piano majors. Students will continue to develop skills through performance of scales, chords, sight reading, improvisation, playing in all keys, and harmonizing melodies.

RATIONALE (*Why does this class matter?*)

This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

COURSE GOALS (*What are we trying to accomplish?*)

- Developing students’ dexterity, familiarity, and comfort with the topography of the keyboard.
- Increasing students’ technical and reading skills at the keyboard.
- Enabling students to make visual, aural, and tactile connections with concepts covered in Music Theory and Ear Training.
- Equipping students with the necessary keyboard skills to function as competent and confident performers and educators.

CONNECTION TO OTHER COURSES (*Is it really all about piano?*)

It’s not really about piano at all!! While it’s awesome to be able to sit down and play a song or lead a choir sectional from the keyboard, the benefits of this course extend far beyond simply learning to coordinate ten fingers and two feet. We reinforce the skills learned in *ear training* as we sing in *Solfège* while reading (and transposing) and harmonizing melodies. We learn to *conduct* with sound, using the keyboard as our baton. We are able to visualize and feel half steps, whole steps, triads in inversions and even see *principles of voice leading* at work. We strengthen our *score reading* muscles as we learn to scan multiple parts at once. We apply principles of *music theory* as we create reductions at sight and learn to see the skeleton of the harmonic structure. We improve our ability to *sight-read* as we read together as an ensemble. We find *connection to our breath*, even as we play a non-wind instrument.

*“Every serious student aspires to be an artist,
every serious artist is a student.”*

(Moore, 1943, p.40)

COURSE OBJECTIVES (*What am I expected to learn?*)

As a result of this course, students will be able to:

- Play all black major and white harmonic minor scales - hands separate, 1 oct.
- Play all minor arpeggios - hands separate, 1 oct.
- Play all major and minor triads in inversions - hands separate, blocked and broken, ascending and descending, 1 oct.
- Read early elementary repertoire
- Transpose simple melodies to a new key

TEXT AND BIBLIOGRAPHY (*Which textbook do I need?*)

The instructor has provided a course pack on Blackboard that you may either download and print or use in a digital format (**either tablet or laptop - no phones, please**). Please bring this to class *every day* along with a pencil (regular or digital) to mark scores.

COURSE CONTENT (*How much of the textbook will we cover?*)

This course covers all materials provided in the course pack and prepares students to pass the **Piano Exit Exam - Level 2**.

MATERIALS (*What else do I need to have?*)

- Course pack (provided on Blackboard) either printed-out or in digital form (on tablet or laptop).
- Pencil (regular or digital)
- Metronome/metronome app
- Digital device to make homework videos.
- Piano/digital keyboard for daily practice. Pianos are available in rooms 224, 225, 226, 228, 231, 307, 308, 309, 310, and sometimes the piano lab classroom.

CLASSROOM VALUES

(What are the standards and priorities for how we treat ourselves and each other as we learn?)

In this classroom, we will:

- **Honor the process.** Rather than seeking perfection, we will strive for excellence. Rather than attempting to be “correct,” we will seek truth, wherever it may be found. Rather than awaiting an arrival at a destination, we will choose to be present to the place we are, here and now. Rather than comparing our own progress to that of another, we will acknowledge that all members of this classroom are learners (including the instructor).
- **Acknowledge that learning is a vulnerable activity.** Working to create a brave space for all members, we will embrace failure as a natural and *necessary* part of the learning process and praise each other’s courage and willingness to risk.
- **Work to be good stewards of our responsibilities as scholar-artists.** Respectful of each other’s gifts, as well as our own, we will seek to honor each other’s time and efforts by coming to class well-prepared and ready to receive from each other.

- **Remember our humanity.** Acknowledging that the creation of art is a human endeavor as much as it is a technical one, we will take care to bring our own voice to our work. While we will seek to understand the stories already present in the repertoire we encounter, we will also allow our own story to affect how we communicate.

PIANO EXIT EXAM - LEVEL 2 (*Which elements of proficiency will we cover this semester?*)

ARPEGGIOS: all major and minor, hands separate, 1 oct.

INVERSIONS: all major and minor triads in inversions, hands separate, blocked and broken, ascending and descending, 1 oct.

SCALES: all black major and white harmonic minor scales, hands separate, 1 oct.

SIGHT READING: Level 1

TRANSPOSITION: Simple, diatonic melodies within a 1 oct. range

GENERAL EDUCATION OBJECTIVES ADDRESSED

(*How does this class fulfill larger degree requirements?*)

Objective 2: Abstract and quantitative thinking are required for interpretation of rhythm symbols and understanding of music theory, and scale and chord relationships.

Objectives 5 and 8: Foreign and domestic cultures are reflected in the music literature.

GRADING SCALE: A: 93-100% B: 86-92.99% <u>C: 80-85.99%</u> D: 60-79.99% F: below 60%

Objective 6: Creative and artistic expression is explored, utilized, and nurtured.

GRADING POLICY (*How is my grade calculated?*)

Grades will be assigned for preparation class assignments, participation, practice check-ins, and exams, and will be weighted in the following manner:

30%: Class attendance, practice check-ins, preparation, and participation

35%: Midterm

35%: Final

REGULAR PRACTICE (*What are some tools for success?*)

Class Piano is a skills-based course, and as such, cannot be crammed. Neither will it suffice to only understand the material intellectually; you must train your hands, ears, and eyes by actively engaging yourself at the piano. It is vital that you set aside regular practice time in order to reinforce the work we do in class. At a minimum, I recommend practicing 20 minutes a day/5-6 days a week. The class homework is meant to be a starting point, but you are encouraged to find other ways to hone your skills. Sight read the melody line of a new piece on the piano before you learn it on your instrument. Transcribe a line of a song you like to listen to. Most importantly, practice with your classmates! We learn best in community.

LEARNING IN COMMUNITY (*How does my participation affect everyone else?*)

This is an applied music and group/ensemble class. Therefore, in order for the class to progress, each class member must come fully prepared, as for any ensemble-style class. If you are not prepared, you will negatively affect your duo ensembles, quartets, and the group as a whole.

Please treat this as you would a choir or band rehearsal: bring your best, remain alert and ready for instruction, have your pencil out and ready to mark scores, maintain good posture, and look for ways to be a supportive and encouraging colleague. Learning is hard work!

OFFICE HOURS (*How can I get extra help for this class?*)

If you have questions or need with a concept or a piece, please do not hesitate to see me after class or email me to schedule a time to meet. My office hours are not a substitute for regular preparation for class; this time is available for more focused attention on specific problems or questions about the material covered in class. Getting help early can facilitate a successful semester.

COMMUNICATION POLICY

(How do I get in touch with the instructor, and how will the instructor contact me?)

Email is the primary mode of communication for this course. Please allow at least a 24-hour turnaround for all emails you send me. After 48 hours, however, you are *strongly encouraged* to send it again—it has gotten buried. Of course, I will attempt to answer messages as soon as possible, but last-minute or odd-hour emails will have to wait. In case of an emergency: email me immediately to apprise me of the situation, and then relax—we will work something out.

“The quest to always learn more about one’s art deepens its very mystery. Those who say, ‘I have no need to learn music theory,’ or ‘I don’t ever care to learn a diminished chord,’ are really just shutting themselves off from learning. One new insight or one new chord can open a whole new world.” (Sudo, 1997, p. 62)

CLASS ATTENDANCE POLICY (*What happens if I can’t come to class?*)

Daily attendance is crucial to understanding the concepts introduced over the course of the semester. Attendance will be taken at every class session. Unexcused absences in the excess of **three** will result in the lowering of the semester grade by 5% per occurrence. Habitual tardiness to class will also result in lowering of the semester grade at the discretion of the instructor.

Please come to class! If you must miss class, please let me know AHEAD of time, at least 24 hours in advance. If you are required to isolate, please communicate with me as soon as possible. We will work it out.

USE OF TECHNOLOGY (*Can I bring my device to class?*)

Phones: Please remember that this is a classroom, and the use of phones (of all kinds, in all ways) is not only distracting, but disrespectful towards myself and your colleagues. If you are on your phone during class, I reserve the right to count you as absent for that day. We are all adults and, since you’ve made the choice to come to class, please stand by that choice by not texting, talking, Facebook-ing, Instagram-ing, tweeting, anything else not related to what we’re talking about during class. If something really is that important, then, by all means, feel free to leave the room to work it out.

Laptops/Tablets: Since we utilize an electronic format for our textbook, you are welcome to utilize laptops and tablets to access the class materials during class. Please refrain from using your devices for other purposes.

POLICY FOR MAKE-UP WORK (*How can I make up the assignments I missed?*)

As a general rule, I do not accept late/make-up work. No make-ups for attendance, quizzes or exams without a medical note. If you must miss class, you are still responsible to turn in your assignments on time. I do not accept late work; however, I will happily correct your late work (for no credit) at any point. I also recognize that COVID-19 has presented us with an extraordinary set of circumstances. If you are sick, please a.) stay home and b.) be proactive in communication. I am happy to work with you to make accommodations if they are warranted and documented, and if you are clear and consistent in your communication.

PHYSICAL CONTACT

(Why might physical contact be involved in the learning process? What if I feel uncomfortable?)

Traditionally, normal instruction in piano performance (and virtually all musical instruments) involves a certain amount of limited and neutral physical contact between the teacher and the student when dealing with such topics as posture, finger/hand position, tension, etc. Before initiating physical contact, I will ask your consent, which you should feel empowered to revoke at any time. I am always happy to work with you to find an alternative at any point.

HEALTH AND SAFETY (What should I do to protect my body from injury?)

We need healthy bodies to play our instruments (or in the case of voice, to BE our instrument). As with all physical activities, music-making can cause injuries if we are not intentional in the way we utilize our bodies. Please familiarize yourself with the information found [here](#) and inform me ANY time you are experiencing pain or discomfort in your music-making.

SPECIAL ACCOMMODATIONS (What if I have specific needs for my learning environment?)

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>. My goal is to create a learning environment that is useable, equitable, inclusive, and welcoming. Please do not hesitate to contact me 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.

*“The more that music is studied, the more there is to hear;
the more that is heard, the more there is to learn.”*

(Rogers, 2004, p. 17)

ACADEMIC INTEGRITY (What happens if I cheat?)

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 Code for] common examples of unacceptable academic behavior. <https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

TITLE IX STATEMENT (How can I get help if feel harassed or discriminated against?)

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>.

STUDENT NEEDS STATEMENT (Where do I go to find non-academic help?)

Students who face challenges securing their food or housing and believe this may affect their performance in the course are urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/> If students find they need more support, they are encouraged to contact the Office of the Vice President for Student Services at 479-968-0238.

COVID-19 CONSIDERATIONS

Masking is now optional inside all ATU facilities. You may still choose to mask, and are encouraged to do so if you feel more comfortable masking. Similarly, if you prefer, you may choose not to mask indoors. It is important that we recognize that everyone has different circumstances and respect individual choices with regard to risk mitigation.

Arkansas Tech University students or faculty who have COVID-19 symptoms, have been recently exposed to COVID-19 or are being tested for COVID-19 should review updated guidance at www.atu.edu/hwc/hwc_covid.php. It is no longer mandatory to report symptoms, cases or exposures to the ATU Health and Wellness Center. Students need to communicate directly with their professors/instructors regarding any necessary absence(s) following a positive test, as they would with any communicable illness. ATU HWC continues to offer COVID-19 testing and vaccinations to the campus community at this time. The COVID-19 Task Force continues to monitor COVID conditions and will continue to recommend policies and procedures designed to keep the community healthy. If there are any questions or concerns, contact the ATU Health and Wellness Center (HWC) at (479) 968-0329 or by email at hwc@atu.edu.

Quotes taken from the following:

L'Engle, M. (1995). *Walking on water: Reflections on faith and art*. North Point Press.

Moore, G. (1943). *The unshamed accompanist*. Methuen & Co. Ltd.

Rogers, M. (2004). *Teaching approaches in music theory: An overview of pedagogical philosophies* (2nd ed.). Southern Illinois University Press.

Sudo, P. T. (1998). *Zen guitar*. Fireside.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>John Bright</i>	7.21.23
Registrar	<i>Gammysawallen</i>	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:
MUS	2023	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
American Popular Music		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
American Popular 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?

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? \$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?

Not applicable

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.
Not a required course for a major or minor
 1. Provide the program level learning outcome(s) it addresses. **N/A**
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **N/A**
- c. What is the rationale for adding this course? What evidence demonstrates this need?
An additional music course to be offered for general education credit. The content of the course will be more relevant and relatable to the current students at ATU.

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 2023 – American Popular Music Syllabus	
Instructor: TBD	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: Multiple Sections Class Time: Multiple Sections fall, winter and spring semesters	
Instructor's Office Hours: by appointment	

Catalog Description: An exploration of American popular music from the 19th century to the present, including its history, styles, composers, artists, and genres.

\$25 per credit hour curriculum content fee

Course Rationale/Major Goals

Music is art as well as science. To comprehend it to the fullest, we must, therefore, be able to appreciate its emotional and intellectual content. The aim of this course is very simple: To provide you with the tools for a basic understanding of music. It will not make you a musician or teach you how to write music. It will, however, give you the necessary background to understand what is going on technically when you are listening to music so that your experience is not limited to a wash of sound that produces a certain feeling.

The course will concentrate on a) The development of an attentive style of listening, b) The introduction and systematic study of the building blocks of music, and c) Enhancing awareness of the leading musical styles of American popular music. Additional goals include the following:

- 1) To introduce students to the different style periods and genres associated with American popular music.
- 2) To describe the fundamentals of music and how they are used to craft musical compositions.
- 3) To recall standard literature in American popular music repertoire.
- 4) To describe different musical styles.
- 5) To identify how American popular music is connected to American and world history.
- 6) To generalize the interconnectedness of the arts.
- 7) To demonstrate listening skills.

Course Outcomes:

After completion of this course, the successful student will be able to:

- identify and analyze elements and forms of music.
- identify selected works of various composers and artists.
- identify and explain music terminology.
- identify various genres, periods, and major composers.
- analyze the role of music and musicians within historical contexts.
- attend a live performance and write a critique of the experience using terminology appropriate to the course.
- differentiate various instruments aurally and visually.

General Education Goals and Objectives:

The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- Communicate effectively
- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning
- Demonstrate knowledge of the arts and humanities
- Understand wellness concepts

This course meets the general education objectives by developing how students' value the arts and humanities through the study of music. Students will also be challenged to think critically to understand the significance of human expression on shaping social, cultural, and historical outcomes and events.

Instructional Materials

Required Texts: On American Popular Music
Connect4Education ISBN:978-0-9911409-2-3

Student Performance Activities

Students are expected to be aware of assignment deadlines and complete assignments and exams in a timely manner. Since each day's material is quite extensive students should complete them on the day they were assigned. Students who fall behind will find it difficult to catch up on the assessments assigned for each day. Deadlines are set to help students finish the course by the end of the semester. Extensions will not be given to complete the course.

Assignment Due Dates

Assignment due dates are set online in the course website. Students should make sure they are familiar with these requirements at the start of the class.

Student Evaluation

Students will be evaluated through reading assessments (33%), written assignments (24%), a midterm exam (20%) and a final exam (23%). The following grading scale will be used for the assignment of letter grades:

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

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. Students may learn more by visiting the following web site - <https://www.atu.edu/academic-integrity/>

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.

Course Content

- Lesson 1 - American Popular Music in the Nineteenth Century
- Lesson 2 - Tin Pan Alley and Ragtime
- Lesson 3 - Rural Blues and Urban Blues
- Lesson 4 - Dixieland
- Lesson 5 - Swing and Big Bands
- Lesson 6 - Broadway and the Development of the American Musical
- Lesson 7 - Hillbilly and Country and Western Music
- Lesson 8 - Traditional Pop in the 1940s and 1950s
- Lesson 9 - Doo-Wop and Rhythm and Blues
- Lesson 10 - Early Rock and Roll
- Lesson 11 - Rockabilly
- Lesson 12 - Teen-Styled Rock Music in the Early 1960s
- Lesson 13 - The Record Producer and the Rise of Surf Rock
- Lesson 14 - Soul
- Lesson 15 - The British Invasion
- Lesson 16 - American Reactions to the British Invasion
- Lesson 17 - Bluegrass
- Lesson 18 - Folk and Folk Rock
- Lesson 19 - Psychedelic Rock
- Lesson 21 - Country Rock and Southern Rock
- Lesson 22 - From Soul to Funk
- Lesson 23 - Funk
- Lesson 24 - Country Music Goes Mainstream
- Lesson 25 - Hard Rock and Heavy Metal
- Lesson 26 - Disco
- Lesson 27 - Punk Rock and New Wave
- Lesson 28 - Detroit Techno
- Lesson 29 - MTV
- Lesson 30 - Heavy Metal in the 1980s
- Lesson 31 - Hip-Hop's Roots and Origins
- Lesson 32 - Hip-Hop Comes of Age
- Lesson 33 - The Rise of Alternative Rock
- Lesson 34 - Alternative and Metal in the 1990s
- Lesson 35 - Hip-Hop in the 1990s
- Lesson 36 - Hybrids and Genres Without Definition
- Lesson 37 - Country Music in the 1980s and 1990s
- Lesson 38 - Popular Music and Controversy After 9/11
- Lesson 39 - Music Creation and Distribution in the 21st Century
- Lesson 40 - Conjunto Music
- Lesson 41 - Mexican American Popular Music



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright		06/01/2023
Dean		07/11/23
Assessment		7.21.23
Registrar		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:
MUS	3901	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Secondary Music Methods and Materials I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sec. Music Methods & Mat. I		

Will this course be cross-listed with another existing course? If so, list course subject and number.
 Yes No _____

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? **\$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 fall semester

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
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.
Conducting and Musical Leadership
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Praxis Exam

c. What is the rationale for adding this course? What evidence demonstrates this need?
Restructure methods courses to include instrumental and vocal content to better prepare students for the Praxis Exam.

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.

Arkansas Tech University
MUS 3901 – Secondary Music Methods and Materials I Fall: 202x
WPN 101

Instructor: Dr. Jon Nash

Office: WPN 116

Email: jnash@atu.edu

Phone: 479.356.1125

Office Hours: MW 11:00-12:00 T/TH 10-12

Required Texts:

- *Instrumental Music Education – Teaching with the Musical and Practical in Harmony*, Feldman, Contzius and Lutch. Routledge Publishing. ISBN 13: 978-0-415-87990-3
Companion Website – [Instrumental Music Education \(routledge.com\)](http://Instrumental Music Education (routledge.com))
- *Methods and Materials for Conducting*, Stotter. GIA Publishing. ISBN: 1-57999-551-9

Catalogue Description

Laboratory experience in conducting and performance of materials appropriate to teaching choral and instrumental music in the public secondary schools.

Co-Requisites: MUS 3801 or permission of instructor

Course Fee: \$25 per credit hour curriculum content fee.

Course Purpose

This course is designed to prepare the student to successfully conduct literature and teach/administrate all aspects of a band program. The class will also delve into both mainstream and alternative rehearsal systems and techniques for effective teaching in different scheduling configurations.

Course Objectives

By the end of this course, students will:

- Refine teaching skills for beginning instruction on all instruments and voices in class and group settings
- Practice using a wide variety of instructional materials and age appropriate literature for instrumental learners
- Develop and refine conducting and rehearsal techniques
- Develop a working philosophical basis for teaching instrumental music
- Become familiar with some of the extra-musical responsibilities of the school instrumental director
- Become familiar with some of the extra-curricular assignments and job duties required for secondary school instrumental directors
- Learn a variety of strategies for student assessment and to gain skills in developing evaluation tools
- Practice developing lesson plans and curricular units
- Practice transposition skills by adapting music for specific instrumentation and voice limitations
- Practice providing alternative instructional methodologies for students with special needs and of diverse populations

- Learn by observing/evaluating the teaching-learning process, teaching procedures and practices related to instrumental music
- Become aware of the financial responsibilities of managing a secondary instrumental music program
- Prepare for the job search

Evaluation

- Active classroom participation: This includes being ready to teach assigned content, interaction with peers, and having a working knowledge of content being presented.
- Project based assignments, classroom teaching, and written assignments. Projects and written assignments will be submitted via Blackboard and live presentation.
- Rehearsal observations: 2 junior high and 2 high school observations. 2 public school concerts. Bullet-point outline of the observed rehearsal accompanied by a description of observations and conclusions.

ALL GRADES AVERAGED EQUALLY

Grading Scale

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

Assignments

No late work will be accepted – no exceptions!!
 “The world wants results, not excuses!”

Attendance Policy

Attending all class meetings is required, as well as some (outside class) hours of public school observation/teaching.

3 tardies =1 absence; 3 absences=1 grade lower; 4 or more absences = failure of the class. There is no distinction between excused or unexcused absences. Prior notification for either absences or tardies is requested, no later than 8:00am on class day.

Academic Honesty Statement

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Other forms of academic dishonesty include, but are not limited to buying papers, copying homework from the internet, copying another student’s answers, etc. Instances of academic dishonesty will result in the student’s work being submitted to other faculty for their interpretation of the work. If the faculty members find the work is guilty of plagiarism, the faculty can make the following recommendations: award a grade of a “0” on the assignment, make the student re-submit the work, award an “F” in the course, and/or report the student to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is

useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Methods I Course Content (subject to change based on need and pacing of content):

- History of Instrumental Music Education (Chapter 5)
- Music Education Philosophy (Chapter 5)
- Senior Year Preparation
- Arkansas Organization (ASBOA)
- Educational and Professional Resources (online, conferences, organizations, books)
- Process of Teaching Instrumental Music; Establishing Templates for Music Synthesis
 - Chapter 1: An Introduction to Sound-to-Symbol
 - Chapter 2: Teaching Rhythm and Rhythm Reading
 - Chapter 3: Tonality, Melody, Singing
 - Chapter 4: Teaching Improvisation and Composition
 - Chapter 6: Conceptual Learning
 - Chapter 8: Middle School Curriculum
 - Method Book Analysis
 - Curriculum Map
 - Quality Repertoire and Analysis
- Instrument Fundamentals and Teaching
- Administration
 - Chapter 20: Communication
 - Chapter 21: Budget and Copyright

Methods I Projects (subject to change based on need and pacing):

- Music Education Philosophy
- E-Portfolio/Resume Creation/Revision
- Professional Resource Guide
- Instrument Assignment Chart
- Middle School and High School Curriculum Map
- Quality Music Project
- Repertoire Project
- Method Book Analysis and Mapping for Middle and High School
- Instrument Tone Chart (with tendencies and pitch manipulation resources)
- Style Chart
- Rhythm System and Teaching Demonstration
- Mini-Lesson Teaching on Each Beginning Instrument
- Observation Assessments of Rehearsals/Performances
- Year-Long Budget



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/05/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/05/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Phil...</i>	7.21.23
Registrar	<i>Gammy...</i>	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:
MUS	4801	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Advanced Conducting		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? \$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 spring semester

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

No

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

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.

Conducting and musical leadership

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

Praxis Exam

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

Restructuring conducting from one 2 hour course to two 1 hour courses.

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.

Course Syllabus
ADVANCED CONDUCTING
MUS 4801
Spring 20xx
Dr. Belongia

Dr. Belongia Office: WPN 117 Office Hours: M/W/F 2:00 – 4:00 Email: DBelongia@atu.edu

Email: DBelongia@atu.edu

Course Description- Continued study of the principles and practices of conducting. Additional topics will include score study and preparation, stylistic interpretation, and verbal and visual communication of musical intent.

Prerequisite: MUS 3801 with a “C” or better.

Fee: \$25 curriculum content fee

Rationale: Professional music training requires that a person be able to rehearse and conduct musical ensembles, both instrumental and choral. The purpose of this course is to teach basic conducting gestures and ensemble rehearsal techniques. This course applies the student’s knowledge of musicianship, musical style, and rehearsal and performance discipline.

Class attendance is mandatory. Following one unexcused non-participation, the final grade may be lowered by one letter grade per each additional non-participation.

Each member of the class will conduct nearly each week. Sessions are to be recorded for student review. Students will review and hone transposition and basic conducting skills. As a final exam, each student will study scores and conduct in a Symphonic Wind Ensemble rehearsal. Choices of repertoire include Holst *Suites 1 or 2* and Ralph Vaughn Williams, *English Folk Song Suite*.

In addition to your instrument, bring the following to each class meeting:

- A baton
- A video and audio recording device (smartphone or tablet is perfect)
- **Required Text:** *Methods and Materials for Conducting*. Stotter, Douglas. Chicago: GIA Publications, 2006.

Recommended:

- *The Modern Conductor. Seventh Edition* Elizabeth Green. Very effective text that deals with performance technique (from a conductor's point of view). This text will be used for assigned reading and study.
- *Lead and Inspire, A Guide to Expressive Conducting*. Battisti and Garofalo. This text will have assigned reading. A fine resource for developing initial conducting skills.

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

1. Conduct in a variety of styles including legato, marcato, staccato, etc.
2. Conduct selected beat patterns and mixed meters.
3. Adequately study an instrumental score in a variety of manners in order to prepare for the successful rehearsal of an ensemble
4. Effectively convey through gesture a personal interpretation of an instrumental score
5. Demonstrate a synthesis of the knowledge of conducting technique, musical score reading/study, and podium leadership by conducting music with a live ensemble
6. Correctly identify performance errors and provide clear suggestions for improvement.

Grades are earned through:

Daily performance (conducting and playing) - 80%

Evaluation documents from Stotter text (page 244) will be utilized

Grade Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Final Exam – 20%

Students will conduct in symphonic wind ensemble as described above.

Evaluation document from Stotter text (page 245) will be utilized.

This course will follow all ATU Privacy and Accessibility policies. Full descriptions available here:

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

Code of Academic Integrity

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

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

Course Content

Stotter, Unit 3

Fermatas in all contexts, expressive volumes, cues, holds and release
Battisti and Garofalo chapter 7, dynamics, cuing, and fermatas

Stotter, Unit 4

Divided Meters

Stotter, Unit 8 and 4

Marking the score and Preparing the Parts and Simple Asymmetrical Meters

Stotter, Unit 5

Asymmetrical Meters

Stotter, Unit 6

Independent action in both hands, cuing, definitions of left-handed signals, non-traditional gestures, musicianship.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Phyllis</i>	7.27.23
Registrar	<i>Sammy</i>	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:
MUS	4901	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Secondary Music Methods and Materials II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sec. Music Methods & Mat. II		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? YES No How Much? \$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 spring semester

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

No

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

No

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Conducting and Musical Leadership
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Praxis Exam
- What is the rationale for adding this course? What evidence demonstrates this need?
Restructure methods courses to include instrumental and vocal content to better prepare students for the Praxis Exam.

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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- d. Catalog description
 1. Arkansas Course Transfer System (ACTS) course number, if applicable
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 5. Co-requisites
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 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.

Arkansas Tech University
MUS 4901 – Secondary Music Methods and Materials II – Spring 202x
WPN 101

Instructor: Dr. Jon Nash

Office: WPN 116

Email: jnash6@atu.edu

Phone: 479.356.1125

Office Hours: Posted on door or by appointment

Required Texts:

- *Instrumental Music Education – Teaching with the Musical and Practical in Harmony*, Feldman, Contzius and Lutch. Routledge Publishing. ISBN 13: 978-0-415-87990-3
Companion Website – www.routledge.com/textbooks/9780415992107
- *Methods and Materials for Conducting*, Stotter. GIA Publishing. ISBN: 1-57999-551-9

Catalogue Description

Laboratory experience in conducting and performance of materials appropriate to teaching vocal and instrumental music in the public secondary schools.

Pre-Requisites: MUS 3901

Course Fee: \$25 per credit hour curriculum content fee.

Course Purpose

This course is designed to prepare the student to successfully conduct literature and teach/administrate all aspects of a secondary music program. The class will also delve into both mainstream and alternative rehearsal systems and techniques for effective teaching in different scheduling configurations.

Course Objectives

By the end of this course, students will:

- Refine teaching skills for beginning instruction on all instruments and voices in class and group settings
- Practice using a wide variety of instructional materials and age appropriate literature for instrumental learners
- Develop and refine conducting and rehearsal techniques
- Develop a working philosophical basis for teaching instrumental and vocal music
- Become familiar with some of the extra-musical responsibilities of the school director
- Become familiar with some of the extra-curricular assignments and job duties required for secondary school directors
- Learn a variety of strategies for student assessment and to gain skills in developing evaluation tools
- Practice developing lesson plans and curricular units
- Practice transposition skills by adapting music for specific instrumentation limitations
- Practice providing alternative instructional methodologies for students with special needs and of diverse populations
- Learn by observing/evaluating the teaching-learning process, teaching procedures and practices related to music
- Become aware of the financial responsibilities of managing a secondary music program
- Prepare for the job search

Evaluation

- Active classroom participation: This includes being ready to teach assigned content, interaction with peers, and having a working knowledge of content being presented.
- Project based assignments, classroom teaching, and written assignments. Projects and written assignments will be submitted via Blackboard and live presentation.
- Rehearsal observations: 2 junior high and 2 high school observations. 2 public school concerts. Bullet-point outline of the observed rehearsal accompanied by a description of observations and conclusions.

Grading

Attendance and Participation	10%
Assignments, Projects, Lesson Plans, Reflections	50%
Observation Assignments, e-Portfolio/Resume	20%
Final Project	20%

Grading Scale

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

Attendance Policy

Attending all class meetings is required, as well as some (outside class) hours of public school observation/teaching.

3 tardies =1 absence; 3 absences=1 grade lower; 4 or more absences = failure of the class. There is no distinction between excused or unexcused absences. Prior notification for either absences or tardies is requested, no later than 8:00am on class day.

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visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Methods II Course Content (subject to change based on need and pacing of content):

- Process of Teaching Music Review:
 - Teaching Rhythm
 - One-on-one teaching
 - Large ensemble fundamentals
- Teaching Bands
 - Chapter 7: Classroom Management
 - Chapter 11: Large Ensemble Set-Up
 - Chapter 8: Curriculum, Assessment, Grading
High School Curriculum
Warm-up/fundamental/method books analysis
Mapping student progress
 - Chapter 9: Quality Repertoire and Analysis
 - Chapter 10: Score Study
 - Chapter 11: Rehearsals
 - Chapter 13: IEP/504 Inclusions
 - Chapter 14: Intonation
 - Chapter 15: Other Ensembles (jazz, choir, orchestra, chamber)
- Administration
 - Chapter 17: Recruiting, Organizing, Retention
 - Chapter 18: Planning and Managing Concerts and Establishing Etiquette
 - Chapter 19: Fundraising, Promotion, Advocacy
- Life Management
- Continuing Education
- Interview Preparation

Methods II Projects (subject to change based on need and pacing):

- Band/Choir Director Interview
- E-Portfolio/Resume Creation/Revision
- Band/Choir Handbook
- High School Recruitment and Retention
- Middle School Recruitment and Retention
- Middle School and High School Curriculum Map
- Repertoire Project
- Method Book Analysis and Mapping for Middle and High School
- Lesson Plans with IEP/Behavior 504 Inclusion
- Observation Assessments of Rehearsals/Performances
- Concert Program Creation (following given format)



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	05/31/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	05/31/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>[Signature]</i>	7.21.23
Registrar	<i>Yammy Uealeu</i>	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)
MUS	3702
Official Catalog Title:	
Music Education Technology	

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)

MUS 2703

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:

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.
Not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
Specialization Competency
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
PRAXIS Exam
- c. What is the rationale for adding this course? What evidence supports this action?

Course number change to reflect similar changes made in Educational Technology course offered by the College of Education.

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
Music	05/31/2023

Title	Signature	Date
Department Head Jeff Bright		05/31/2023
Dean		07/11/23
Assessment		7.21.23
Registrar		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)
MUS	3802
Official Catalog Title:	
Principles of Conducting	

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)

MUS 3801

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:

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.

Not applicable

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

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

Conducting and musical leadership

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

Praxis Exam

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

Not an addition just a restructure.

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
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright	<i>Jeff Bright</i>	05/23/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.20.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
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:
Bachelor of Arts in Music

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

DELETE

MUS 1441 Piano 3 *or 1201*
MUS 1441 Piano 4 *or 1201*
MUS 3692 Music History 3

CHANGE

MUS1441 Piano I or MUS1201 to MUS 1411
MUS1441 Piano II or MUS1201 to MUS 1421
Electives 38 hours to 40 hours

ADD

~~MUS 2000 Applied Competency~~
MUS 2003 Music History Survey as a directed arts and humanities general education course
MUS 3801 Conducting
MUS 4801 Advanced Conducting

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The addition of conducting courses will help students synthesize their music learning. The applied competency course will serve as the performance capstone for this degree.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the music education programs and to provide better opportunities for students to synthesize their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Arts in Music degree. All three have a similar curricular structure as the BA in Music degree offered at ATU.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
See attached.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Bachelor of Arts in Music</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>MUS 1411 Class Piano 1</p> <p>Delete:</p> <p>MUS 1441 Class Piano 1</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement)</p> <p>Delete:</p> <p>SS 1XXX Social Science Course Piano Exit Exam MUS 1441 Class Piano 2</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>General Elective (2 hours) 8,9</p> <p>Delete:</p> <p>MUS 1441 Class Piano 3 or MUS 1201</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 2000 Applied Competency USHG 1XXX US History/Government 1</p> <p>Delete:</p> <p>MUS 1440 Piano Proficiency MUS 1441 Class Piano 4 or MUS 1201 MUS 2000 Sophomore Barrier</p> <p>Total Hours: 17</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>MUS 3801 Conducting 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9 2 Hrs. Gen. Elect.(3000/4000 level) 8,9</p> <p>Delete:</p> <p>MUS 3802 Principles of Conducting USHG 1XXX US History/Government Electives (7 hours)</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>MUS 4801 Advanced Conducting 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9</p> <p>Delete:</p> <p>Electives (7 Hours)</p>

<p>Total Hours: 15</p>	<p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. General Elective</p> <p>3 Hrs. General Elective</p> <p>Delete:</p> <p>MUS 3692 Music History 3</p> <p>Electives (14 Hours)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>SS 1XXX Social Science Course</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>Delete:</p> <p>FAH 1XXX Fine Arts and Humanities Course</p> <p>Electives (10 hours)</p> <p>Total Hours: 12</p>

Curriculum Restructure BA Music

Semester	Classes	Semester	Classes
1 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1441 Class Piano 1 M41 • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 14 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1440 Piano Proficiency • MUS 1441 Class Piano 2 1421 • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2
3 14 hrs 17	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • ___4 SCIENCE LAB • ___3 BEGINNING LANGUAGE 1 • 2 Elective 	4 17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2000 Applied Competency • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • ___3 US HISTORY/GOVERNMENT • ___4 SCIENCE LAB • ___3 BEGINNING LANGUAGE 2
5 16 hrs 15	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3773 History of Music 1 • MUS 3801 Conducting • ___3 SOCIAL SCIENCES • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • 2 3 Gen. Elect.(3000/4000 level) 	6 17 hrs 16	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3783 History of Music 2 • MUS 4801 Advanced Conducting • ___3 SOCIAL SCIENCES/FINE ARTS/HUMANITIES/COMMUNICATION • ___3 FINE ARTS & HUMANITIES • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • 1 Gen. Elect.(3000/4000 level)
7 14 hrs 15	<ul style="list-style-type: none"> • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • ___3 General Elective • 3 2 General Elective 	8 13 hrs 12	<ul style="list-style-type: none"> • ___3 SOCIAL SCIENCES • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • 1 General Elective

Program Learning Outcomes

1 Calendar Year Assessment Information 2022 Calendar Year Assessment

1.1

Performance

Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Sophomore Major Applied Barrier Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1__2, Applied Music on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

90% of the students will complete the 4th semester sophomore barrier exam with a grade of "C" or above.

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific

1.2.1

Music Theory III - augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.3.1

Music Theory IV Composition Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the augmented 6th assessment with a grade of 70% ("C") or above.

1.2.2.1

70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.3.1.1

Students produce an original music composition based on the provided project guidelines.

Program Learning Outcomes

requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

Composition project assigned in MUS 2723, Theory IV.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

Expectations/Target for this Outcome

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.





1.4.1.1



Students were assessed on their ability to identify what style period musical examples represented. 70% of the students will complete the History of Music I assessment with a grade of 70% ("C") or above.


Program Learning Outcomes

Expectations/Target for this Outcome

<p>1.4.2</p> <p>History of Music II - Symphony Characteristics</p> <p>Analyze characteristics of a symphony</p>	<p>1.4.2.1 </p> <p>Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.</p> <p>70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.</p>
<p>1.4.3</p> <p>History of Music III Listening Exam</p> <p>Listening Exam in MUS 3692, History of Music III.</p>	<p>1.4.3.1 </p> <p>A listening exam where students matched 20th century composers to aural excerpts.</p> <p>70% of the students will complete the listening exam with a grade of 70% ("C") or above.</p>
<p>1.5</p> <p>Synthesis</p> <p>While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.</p>	<p>1.5.1 </p> <p>Sophomore Major Applied Barrier Exam</p> <p>Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1__2, Applied Music on the students major instrument.</p> <p>1.5.1.1 </p> <p>Students perform a prepared solo on their major instrument before a jury of music department faculty.</p> <p>90% of the students will complete the 4th semester sophomore barrier exam with a grade of "C" or above.</p>

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Bachelor of Arts in Music

DEPARTMENT
HOMEPAGE

An audition, demonstrating acceptable musical preparation, is required prior to enrollment as a major in music.

To meet the requirements for the baccalaureate degree in music, the student must complete 120 semester hours, including

- 8 hours of applied music and successful completion of the Sophomore Barrier and Keyboard Proficiency Exams,
- 4 hours in required ensembles (band or choir),
- 16 hours in music theory and ear training; and
- 8 hours of music history.

See the [Department of Music](#) page for additional requirements.

Curriculum

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

Freshman		MUS 1440	0
		MUS 2003	3
Fall	Credits	Spring	Credits
<u>ENGL 1013</u>	3	<u>ENGL 1023</u>	3
<u>Composition I</u> ¹		<u>Composition II</u> ¹	
<u>MATH XXXX</u>	3	SS-XXXX Social-	3
<u>Mathematics</u> ¹		Science Courses ¹	
<u>MUS 1000 Recital Attendance</u>	0	<u>MUS 1000 Recital Attendance</u>	0
<u>MUS 1__2</u> ^{5, 7, 10}	2	<u>MUS 1__2</u> ^{5, 7, 10}	2
MUS 144 ¹⁴¹¹ <u>Class Piano</u>	1	MUS 144 ¹⁴²¹ <u>Class Piano</u>	1
I, II, III, and IV or MUS 1201 Applied Music - Piano ²		I, II, III, and IV or MUS 1201 Applied Music - Piano ²	

Fall	Credits	Spring	Credits
<u>MUS 1501 Band, MUS 1571 University Choir, or MUS 1681 Concert Chorale</u> ³	1	<u>MUS 1501 Band, MUS 1571 University Choir, or MUS 1681 Concert Chorale</u> ³	1
<u>MUS 1713 Theory I</u>	3	<u>MUS 1723 Theory II</u>	3
<u>MUS 1731 Ear Training I</u>	1	<u>MUS 1741 Ear Training II</u>	1
<u>MUS 1751 Orientation to Music</u>	1	Piano Exit Exam ⁴	0
Total Hours	15	Total Hours	14

Sophomore

Fall	Credits	Spring	Credits
<i>Elective</i> ^{8,9} <u>SCIL 1XXX Science with Laboratory</u> ¹	2	<i>USHG 1XXX'</i> <u>SCIL 1XXX Science with Laboratory</u> ¹	3
Beginning Language I [†]	3	Beginning Language II [†]	3
<u>MUS 1000 Recital Attendance</u>	0	<u>MUS 1000 Recital Attendance</u>	0
<u>MUS 1__2</u> ^{5,7,10}	2	<u>MUS 1__2</u> ^{5,7,10}	2
<u>MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano</u> ²	1	<u>MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano</u> ²	1
<u>MUS 1501 Band, MUS 1571 University Choir, or MUS 1681 Concert Chorale</u> ³	1	<u>MUS 1501 Band, MUS 1571 University Choir, or MUS 1681 Concert Chorale</u> ³	1
<u>MUS 2713 Theory III</u>	3	<u>MUS 2723 Theory IV</u>	3
<u>MUS 2731 Ear Training III</u>	1	<u>MUS 2741 Ear Training IV</u>	1
Total Hours	15 17	<u>MUS 1440 Piano Proficiency</u> <u>MUS 2000 Sophomore Barrier</u> ⁶ <i>Applied Competency</i>	0 15
		Total Hours	17

Junior		Senior	
<p>MUS 3801 ¹ Elective (3000-4000) ^{8,9} Credits ⁸</p>		<p>MUS 4801 ¹ Electives (3000-4000) ^{8,9} Credits ⁶</p>	
Fall		Spring	
SS 1XXX Social Science Courses ¹	3	SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹	3
USHG 1XXX U.S. History and Government ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
MUS 3000 Recital Attendance	0	MUS 3000 Recital Attendance	0
MUS 3773 History of Music I	3	MUS 3783 History of Music II	3
Elective ^{8,9}	7	Elective ^{8,9}	7
Total Hours	16 15	Total Hours	16 16
<p>MUS 3692 History of Music III ^{8,9} Electives (3000-4000) ^{8,9} Credits ⁶</p>		<p>FAH 1XXX Fine Arts and Humanities Courses ³ Electives (3000-4000) ^{8,9} Credits ⁹</p>	
Fall		Spring	
MUS 3692 History of Music III	2	FAH 1XXX Fine Arts and Humanities Courses ¹	3
Elective ^{8,9}	14	Elective ^{8,9}	10
Total Hours	16 15	Total Hours	13 12

Do we need Footnote 2?

Do we need Footnote 4?

¹ See appropriate alternatives or substitutions in "General Education Requirements".

² Piano (MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano) to be taken each semester until completion of Piano Exit Exam. Students completing the exam upon entrance may substitute music elective hours for the requirement.

³ Enrollment in MUS 1501 Band, MUS 1571 University Choir, or MUS 1681 Concert Chorale to be selected by advisor. Only one credit per semester may be used for completion of major ensemble requirement.

⁴ Successful completion required for graduation.

⁵ Vocal majors are encouraged to enroll in Vocal Diction (MUS 1191 Vocal Diction I, MUS 2191 Vocal Diction II) for elective credit.

⁶ Successful completion required for enrollment in upper-level applied study for two hour credit and for completion of all music degrees.

⁷ Concurrent enrollment is required for applied study in appropriate MUS 1501 Band, MUS 1571 University Choir or MUS 1681 Concert Chorale.

⁸ Elective courses to obtain a minimum of sixty-six non-music hours (21-23 in addition to General Education and Foreign Language hours).

⁹ Elective courses to obtain a minimum of forty 3000/4000 level hours (32 in addition to music history hours).

¹⁰ See course descriptions for the appropriate applied music course number.

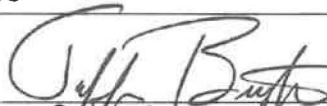
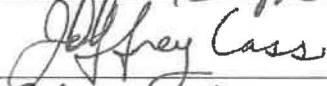
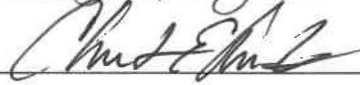
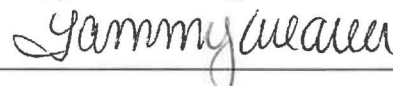
¹¹ Must be in one language. Students may waive three hours of language requirements for every one year of language study in high school with grades of "C" or better.



ARKANSAS TECH UNIVERSITY

Request for Program Reconfiguration

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		05/24/23
Assessment		6/19/23
Registrar		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: **Bachelor of Musical Arts**
Create Bachelor of Music Arts from Existing BA Music and BME Music Education Programs

LETTER OF NOTIFICATION

Program Reconfiguration

Creation of a new degree program by combining a portion of the curriculum of two or more existing degrees. This action will not affect the approval of the degrees that were reconfigured. (Degree A and Degree B reconfigured to create Degree C. Degrees A and B will remain unchanged).

Required information:

1. **Current degree title(s)**
Bachelor of Arts – Music
Bachelor of Music Education – Music Education

2. **Degree code(s)**
Bachelor of Arts – Music – 1630
Bachelor of Music Education – Music Education – 1640

3. **CIP code(s) of the degree(s) in which curriculum will be used.**
Bachelor of Arts – Music – 50.0901
Bachelor of Music Education – Music Education – 13.1312

4. **Proposed degree title**
Bachelor of Music Arts – Music Arts

5. **CIP code**
50.0901

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

7. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

New courses with course descriptions-

MUS 3801 Conducting – Fall Principles and practices of conducting; a study of music terminology and transpositions; development of baton techniques based on the practice of outstanding choral and instrumental conductors.

MUS 4801 Advanced Conducting – Spring Continued development of conducting techniques emphasizing the communication of musical intent through expressive gesture; introduction to rehearsal techniques, score study, literature for large ensembles, and programming.

Semester	Classes	Semester	Classes
1 15 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1411 Class Piano 1 MUS 1713 Theory 1 MUS 1731 Ear Training 1 MUS 1751 Orientation to Music ENGL 1013 Composition 1 MATH 1003 College Mathematics	2 14 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 1723 Theory 2 MUS 1741 Ear Training 2 MUS 2003 Intro to Music (A&H GE) ENGL 1023 Composition 2

3 17 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 2713 Theory 3 MUS 2731 Ear Training 3 __4 SCIENCE LAB __3 MUS Elective __3 General Elective	4 14 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 2000 Applied Competency MUS 2723 Theory 4 MUS 2741 Ear Training 4 __3 US HISTORY/GOVERNMENT __4 SCIENCE LAB
5 15 hrs	MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3773 History of Music 1 MUS 3801 Conducting __3 SOCIAL SCIENCES __2 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level)	6 16 hrs	MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3783 History of Music 2 MUS 4801 Advanced Conducting __3 SOCIAL SCIENCES/FINE ARTS/HUMANITIES/COMMUNICATION __3 FINE ARTS & HUNANITIES __3 MUS Elect.(3000/4000 level)
7 15 hrs	__3 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. or MUS Elective (3000/4000 level) __3 Gen. or MUS Elective (3000/4000 level)	8 14 hrs	__3 SOCIAL SCIENCES __3 MUS Elect.(3000/4000 level) __2 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level)

8. Effective date, term, and academic year

Effective: 6/1/2024, 2024 Summer Term, and 2024-25 Academic Year

9. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

The Bachelor of Musical Arts Degree allows students to earn a professional music degree with 15% of the total program involving studies in a field outside of music. The program allows each student the flexibility to develop a unique interdisciplinary or multidisciplinary approach to customizing their course of study. For example, students could use their outside electives to pursue coursework in entrepreneurship.

The US Department of Labor's long-term occupational projections (2020-2030) shows that the need for musicians will continue to grow nationwide and across the state. National projections show that over the next seven years, the need for music directors and composers will increase by 6.4%, and the need for musicians and singers will increase by 11.1%. In Arkansas, the need for directors and composers will increase by 10.6%, while the need for musicians and singers will increase by 10.3%.

Area	Title	Base	Projected	Change	%Change	Avg. Annl Openings
United States	Music Directors and Composers	48,100	51,200	3,100	6.4	6,000
United States	Musical Instrument Repairers and Tuners	7,800	7,500	-300	-3.8	800
United States	Musicians and Singers	157,300	174,800	17,500	11.1	20,800

Arkansas	Music Directors and Composers	470	520	50	10.6	60
Arkansas	Musicians and Singers	1,750	1,930	180	10.3	230

The state of Arkansas long-term (2020-2030) industry and occupational projection predicts that the need for arts, entertainment, and recreation employees will increase by 36.9% over the next seven years.

NAICS Code	NAICS Title	2020 Estimated Employment	2030 Projected Employment	Numeric Change	Percent Change
710000	Arts, Entertainment, and Recreation	10,203	13,972	3,769	36.94%

Currently, no other Bachelor of Musical Arts program is being offered in Arkansas, making it a unique opportunity to attract new students to ATU. The students currently enrolled in the BA Music program have expressed that they would like a program of study that would allow them to pursue additional music electives. The use of music electives would also allow students to graduate in a timelier fashion. For these reasons, we plan for the students enrolled in the BA Music program to migrate to the Bachelor of Music Arts program, allowing us to eliminate the need for the BA Degree. If current enrollment trends continue, the program will enroll approximately 30-40 students producing an average of 7-10 credentials each year. Since we are implementing this degree to better meet the need of ATU students, we don't anticipate a significant impact on any existing internal or external programs other than the elimination of the Bachelor of Arts degree.

1. Performance. Students must acquire:

- a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
- d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- e. Keyboard competency.
- f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature. Normally, performance study and ensemble experience continue throughout the baccalaureate program.

2. Musicianship Skills and Analysis. Students must acquire:

- a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- c. The ability to place music in historical, cultural, and stylistic contexts.

3. Composition/Improvisation.

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

4. History and Repertory.

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards for Accreditation III.L.).

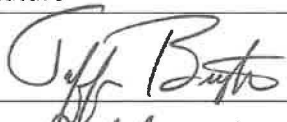
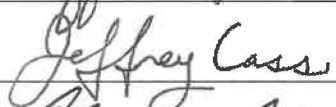
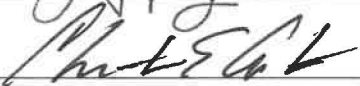

5. Synthesis. While synthesis is a lifetime process, by the end of undergraduate study, students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		07/11/23
Assessment Dr. Christine Austin		7.20.23
Registrar Ms. Tammy Weaver		7/28/23
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:
Music Education for Teacher Licensure (Vocal Music Option)

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

DELETE

One of five Instrument Techniques Courses (Require only 1)

MUS 2191 Vocal Diction 2

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

MUS 3821, 4821

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 3901

MUS 4901

Change:

MUS 1441 or MUS 1201 to
MUS 1411, 1421, 1431,
and 1441

Change: ~~MUS 3821~~

MUS list from

2 hr to 1 hr

3401 3421 3431

3481 ~~4441~~

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?

Changes are to improve student success and to help students excel in their musical endeavors.

- 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?

Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.

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

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

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

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Vocal Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change: MUS 1191 Vocal Diction MUS 1411 Class Piano 1</p> <p>Delete: MUS 1441 Class Piano 1</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester Add/Change: MUS 1421 Class Piano 2 MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 1191 Vocal Diction 1 MUS 1441 Class Piano 2 SS 1XXX Social Science Course</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester Add/Change: MUS 1431 Class Piano 3 MUS 3481 Stringed Instruments SEED 2003 Introduction to Education</p> <p>Delete: MUS 1441 Class Piano 3 MUS 2191 Vocal Diction 2</p> <p>Total Hours: 15-16</p>	<p>Sophomore Spring Semester Add/Change: MUS 1441 Class Piano 4 MUS 2000 Applied Competency MUS 3401 Brass Instruments MUS 3421 Woodwind Instruments, Double Reeds SEED 2113 Human Development and Learning</p> <p>Delete: SEED 2002 Education as a Profession MUS 3481 Stringed Instruments - ? <i>not in current matrix</i> MUS 2000 Sophomore Barrier</p> <p>Total Hours: 15-16</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting MUS 4832 Vocal Pedagogy USHG 1XXX US History/Government</p> <p>Delete: MUS 3421 Woodwind Instruments, Double Reeds MUS 3702 Music Educational Technology MUS 3802 Principles of Conducting MUS 3821 Secondary Choral Methods and Materials 1 MUS 4461 Percussion Instruments SEED MUS 4712 Form and Analysis COMM 2003 Public Speaking</p> <p>Total Hours: 15-16</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2</p> <p>Delete: USHG 1XXX US History/Government MUS 3762 Instrumental and Choral Arranging MUS 4821 Secondary Choral Methods and Materials 2 4821 MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461)</p> <p>Total Hours: 18</p>
<p>Senior Fall Semester Add/Change: MUS 4000 Capstone Recital SS 1XXX Social Science Course SEED 4052 Exceptionalities SPEO</p>	<p>Senior Spring Semester Add/Change: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p>

not ? in current matrix?

<p>SEED 4553 Methods, Classroom Management and Assessment</p> <p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461</p> <p>Total Hours: 14</p>	<p>Delete: SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 4000 Capstone Recital MUS 4832 Vocal Pedagogy FAH 1XXX Fine Arts and Humanities Course</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Vocal Music Education

Semester	Classes	Semester	Classes
1 <u>16 hrs</u>	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1191 Vocal Diction 1 • MUS 1441 Class Piano 1 1411 • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 <u>17 hrs</u>	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1441 Class Piano 2 1421 • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2 • COMM 2003 Public Speaking
3 <u>15 or 16 hrs</u>	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1441 Class Piano 3 1431 • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • <i>MUS 3481 Stringed Instruments*</i> • SEED 2003 Introduction to Education • __4 SCIENCE LAB 	4 <u>15, 16 or 17 hrs</u>	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1440 Piano Proficiency • MUS 1441 Class Piano 4 1441 • MUS 2000 Applied Competency • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • <i>MUS 3401 Brass Instruments* or</i> • <i>MUS 3421 WW Double Reeds*</i> • SEED 2113 Human Dev. & Learning • __4 SCIENCE LAB
5 <u>15 or 16 hrs</u>	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • <i>MUS 3431 WW Single Reeds*</i> • MUS 3821 Methods 1 3901 • MUS 3762 Inst/Choral Arranging • MUS 3773 History of Music 1 • MUS 3801 Conducting • MUS 4832 Vocal Pedagogy • __3 US HISTORY/GOVERNMENT 	6 <u>18 hrs</u>	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 2703 Music Ed Technology • MUS 3191 Vocal Solo Literature • MUS 3783 History of Music 2 • MUS 3853 Music in Elem Classroom • MUS 4821 Methods 2 4901 • MUS 4801 Advanced Conducting • __3 SOCIAL SCIENCES
7 <u>14 hrs</u>	<ul style="list-style-type: none"> • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 4000 Capstone Recital • __3 SOCIAL SCIENCES • __3 ARTS & HUMANITIES • SEED 4052 Exceptionalities SPED • SEED 4553 Methods, Classroom Management and Assessment 	8 <u>12 hrs</u>	<ul style="list-style-type: none"> • SEED 4503 Seminar in Secondary Education • SEED 4809 Teaching in the Elementary and Secondary Schools

*select one of four instrument techniques courses

123 total

Program Learning Outcomes

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1

Performance (and 3 Functional Performance)

Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Senior Recital Applied Exam

Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.4

Form and Analysis Final Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Program Learning Outcomes

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented. 70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

Expectations/Target for this Outcome

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1



Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1



Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-VOC) Music Education - Vocal Music

~~2023-24~~ **2024-25**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
		29
TOTAL GEN ED HOURS		32
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
1411 1421		
T#		
** 2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1191 1440 1713 1723 1731 1741 ♦1751	
	2000 2191 2713 2723 2731 2741 3191	
	3692 3702 3762 3773 3783 3802 3821 3901 4901	
	3853 4000 4701 4712 4821 4832	44
1000	(4 semesters)	
3000	(2 semesters)	
1201/1441		4
1232		8
1571/1581/ 1681		4
3232		6
3571/3581/ 3681		3
MUS	3401 3421 3431 3481 4461	2 1
COMM	2003**	3
SEED	2002 4054 4503 4556 4809 2003 2113 4553	24 21
SPEP	4052	2
"C" or better in courses on this side		
TOTAL MAJOR HOURS		98
TOTAL HOURS		

Final Check:

Min. hours required ~~130~~
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____


**** Satisfying Gen Ed**

♦ **Satisfying Institutional Requirement**

C or better must be earned for Gen Ed

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Music Education for Teacher Licensure (Vocal Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

Curriculum

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

	Freshman		2003 MUS 142 COMM 2003	
	Fall	Credits	Spring	Credits
	MUS 1191	1		3
	ENGL 1013	3	ENGL 1023	3
	Composition I ¹		Composition II ¹	
	MATH XXXX	3	SS XXXX Social	3
	Mathematics ¹		Science Courses ¹	
	MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance	0
	MUS 1232 Applied Music - Voice	2	MUS 1191 Vocal Diction I	1
	MUS 1442 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1	MUS 1421 Class Piano	1
	MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1	I, II, III, and IV or MUS 1201 Applied Music - Piano ²	
	MUS 1713 Theory I	3	MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale ^T	1
	MUS 1731 Ear Training I	1	MUS 1723 Theory II	3
	MUS 1751 Orientation to Music	1	MUS 1741 Ear Training II	1

Fall	Credits	Spring	Credits
Total Hours	15 16	Total Hours	15 17
Sophomore			
MUS 3481 ⁸	1	MUS 3401 ⁸ MUS 3421 ^{8 or 1}	1
Fall	Credits	Spring	Credits
SEED 2003	3	SEED 2113	3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
MUS 1000 Recital Attendance	0	SEED 2002 Education as a Profession	2
MUS 1232 Applied Music - Voice	2	MUS 1000 Recital Attendance	0
MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1	MUS 1232 Applied Music - Voice	2
MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1	MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1
MUS 2191 Vocal Diction II	1	MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1
MUS 2713 Theory III	3	MUS 2723 Theory IV	3
MUS 2731 Ear Training III	1	MUS 2741 Ear Training IV	1
Total Hours	13 15-16	MUS 1440 Piano Proficiency	0
MUS 3901 ⁸ MUS 3431 ⁸ MUS 3762	1 1 2	MUS 2000 Sophomore Barrier ³	0
Junior		Total Hours	14 15-16
MUS 3801	1	MUS 2703	3
MUS 4832	2	MUS 3853	3
Fall	Credits	Spring	Credits
USHG 1XXX'	3	MUS 4801	1
COMM 2003 Public Speaking	3	MUS 4901	1
MUS 3000 Recital Attendance	0	SS 1XXX Social Science Courses ¹	3
MUS 3232 Applied Music - Voice	2	USHG 1XXX U.S. History and Government ¹	3

Fall	Credits	Spring	Credits
<u>MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale</u>	1	<u>MUS 3000 Recital Attendance</u>	0
<u>MUS 3792 Music Educational Technology</u>	2	<u>MUS 3191 Vocal Solo Literature</u>	1
<u>MUS 3773 History of Music I</u>	3	<u>MUS 3232 Applied Music - Voice</u>	2
<u>MUS 3802 Principles of Conducting</u>	2	<u>MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale</u>	1
<u>MUS 3821 Secondary Choral Methods and Materials I</u>	1	<u>MUS 3762 Instrumental and Choral Arranging</u>	2
<u>MUS 4712 Form and Analysis</u>	2	<u>MUS 3783 History of Music II</u>	3
Total Hours	16	<u>MUS 4821 Secondary Choral Methods and Materials II</u>	1
	15-16	<u>MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments</u>	1
		Total Hours	17
			18
Senior			
<u>MUS 4000</u>	0	<u>SEED 4503</u>	3 ✓
<u>SS1XXX'</u>	3	<u>SEED 4809</u>	9
<u>SPE0 4052</u>	2		
<u>SEED 4553</u>	3		
Fall Credits	3	Spring Credits	3
<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3	<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3
<u>MUS 3232 Applied Music - Voice</u>	2	<u>SEED 4054 Educating Developing, Diverse, and Exceptional Learners</u>	4

Fall	Credits	Spring	Credits
MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments	1	SEED 4556 Classroom Application of Educational Psychology⁵	6
		MUS 4000 Capstone Recital	0
		MUS 4832 Vocal Pedagogy	2
		Total Hours	15
			12
MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1		
MUS 3692 History of Music II	2		
MUS 3853 Music in the Elementary Classroom ⁴	3		
Total Hours	12		14
Senior 9th Semester			

Fall	Credits
SEED 4503 Seminar in Secondary Education	3
SEED 4809 Teaching in the Elementary and Secondary School^{6,7}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	13

¹ See appropriate alternatives or substitutions in "General Education Requirements".
² Piano (MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano) to be taken each semester until successful completion of Piano Exit Exam.
³ Required for enrollment in upper-level applied study for two-hour credit and for completion for all music degrees.
⁴ Prerequisite: successful completion of Piano Exit Exam.
⁵ Prerequisite: admission to Stage II.

⁶ See admission policy and procedure.

⁷ For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

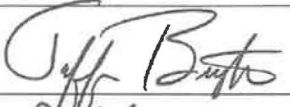
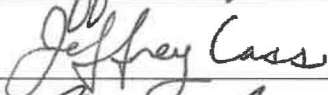

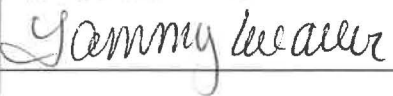
^T Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		07/11/23
Assessment Dr. Christine Austin		7.20.23
Registrar Ms. Tammy Weaver		7/28/23
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:
Music Education for Teacher Licensure (Keyboard Vocal Music Option)

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

DELETE

One of five Instrument Techniques Courses (Require only 1)

MUS 1231 Applied Voice (require 3 semesters instead of 4)

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

MUS 3821 MUS 4621

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 3901

MUS 4901

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

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

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Keyboard Vocal Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester Add/Change: MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 2201 Accompanying Seminar SCIL 1XXX Science With Laboratory</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester Add/Change: MUS 2201 Accompanying Seminar MUS 3481 Stringed Instruments ⁶ SEED 2003 Introduction to Education</p> <p>Delete: SS 1XXX Social Science Course</p> <p>Total Hours: 16-17</p>	<p>Sophomore Spring Semester Add/Change: MUS 2000 Applied Competency MUS 3401 Brass Instruments ⁶ MUS 3421 Woodwind Instruments, Double Reeds ⁶ SEED 2113 Human Development and Learning SCIL 1XXX Science With Laboratory ¹</p> <p>Delete: COMM 2003 Public Speaking SEED 2002 Education as a Profession MUS 3481 Stringed Instruments MUS 2000 Sophomore Barrier</p> <p>Total Hours: 16-17</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds ⁶ MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting USHG 1XXX US History/Government</p> <p>Delete: MUS 1231 Applied Music - Voice MUS 3421 Woodwind Instruments, Double Reeds MUS 3802 Principles of Conducting MUS 3821 Secondary Choral Methods and Materials 1 MUS 4461 Percussion Instruments MUS 4712 Form and Analysis</p> <p>Total Hours: 16-17</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3442 Piano Pedagogy MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2</p> <p>Delete: FAH 1XXX Fine Arts and Humanities Course USHG 1XXX US History/Government MUS 3702 Music Educational Technology MUS 4821 Secondary Choral Methods and Materials 2 MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461</p> <p>Total Hours: 16</p>
<p>Senior Fall Semester Add/Change: MUS 4000 Capstone Recital SS 1XXX Social Science Course ¹ SEED 4052 Exceptionalities ^{SPED} SEED 4553 Methods, Classroom Management and Assessment</p>	<p>Senior Spring Semester Add/Change: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p> <p>Delete:</p>

<p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461</p> <p>Total Hours: 14</p>	<p>SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 3442 Piano Pedagogy MUS 3762 Instrumental and Choral Arranging MUS 4000 Capstone Recital</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Keyboard/Vocal Music Education

Semester	Classes	Semester	Classes
1 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • MUS 2441 Class Voice • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1231 Applied Voice • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2 • COMM 2003 Public Speaking
3 17 hrs 16 or	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1231 Applied Voice • MUS 2201 Accompanying Seminar • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • MUS 3481 Stringed Instruments* 6 • SEED 2003 Introduction to Education • ___4 SCIENCE LAB 	4 18 hrs 16 or 17	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1231 Applied Voice • MUS 1440 Piano Proficiency • MUS 2000 Applied Competency • MUS 2201 Accompanying Seminar • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • MUS 3401 Brass Instruments* • MUS 3421 WW Double Reeds* • SEED 2113 Human Dev. & Learning • ___4 SCIENCE LAB
5 17 hrs 16 or	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 3431 WW Single Reeds* 6 • MUS 3821 Methods 1 3901 • MUS 3762 Inst/Choral Arranging • MUS 3773 History of Music 1 • MUS 3801 Conducting • ___3 US HISTORY/GOVERNMENT • ___3 SOCIAL SCIENCES 	6 16 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 2703 Music Ed Technology • MUS 3442 Piano Pedagogy • MUS 3783 History of Music 2 • MUS 3853 Music in Elem Classroom • MUS 4821 Methods 2 4901 • MUS 4801 Advanced Conducting
7 14 hrs	<ul style="list-style-type: none"> • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 4000 Capstone Recital • ___3 SOCIAL SCIENCES • ___3 ARTS & HUMANITIES • SEED 4052 Exceptionalities SPED • SEED 4553 Methods, Classroom Management, and Assessment 	8 12 hrs	<ul style="list-style-type: none"> • SEED 4503 Seminar in Secondary Education • SEED 4809 Teaching in the Elementary and Secondary Schools

*select one of four instrument techniques courses

123 total

Program Learning Outcomes

Expectations/Target for this Outcome

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1 Performance (and 3 Functional Performance)
Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1 Senior Recital Applied Exam
Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2 Piano Proficiency Exam
Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

1.1.1
Students perform a prepared solo on their major instrument before a jury of music department faculty.
90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1
Students perform skills off a checklist for evaluation by music department faculty.
70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.4

Form and Analysis Final Project

Expectations/Target for this Outcome

1.2.1.1



Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2.1



Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1



Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4.1



Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Program Learning Outcomes

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

1.5
Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

Expectations/Target for this Outcome

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% ("C" or above.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1



Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1



Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-KBV) Music Education - Keyboard Vocal Music

~~2023-24~~ **2024-25**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
		29
TOTAL GEN ED HOURS		32 29
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
**2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1440 1713 1723 1731 1741 ♦1751 2000 2441 2713 2723 2731 2741 3442 6692 3702 3762 3773 3783 3802 3901 4901 3821 3853 4000 4701 4712 4821	42
1000	(4 semesters)	
3000	(2 semesters)	
1202		8
1231		3 3
1571/1581/ 1681		4
3571/3581/ 3681		3
2201		2
3202		6
MUS	3401 3421 3431 3481 4461	1 1
COMM	2003**	3
SEED	2002 4054 4503 4556 4809 2003 2113 4553	24 21
SPEED 4052 "C" or better in courses on this side		2
TOTAL MAJOR HOURS		98
TOTAL HOURS		

Final Check:


Min. hours required ~~130~~ **123**
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____


Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Music Education for Teacher Licensure (Keyboard Vocal Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

Curriculum

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

Freshman		MUS 2003	3
		Comm 2003	3
Fall	Credits	Spring	Credits
<u>ENGL 1013</u>	3	<u>ENGL 1023</u>	3
<u>Composition I</u> ¹		<u>Composition II</u> ¹	
<u>MATH XXXX</u>	3	SCIL 1XXX Science	4
<u>Mathematics</u> ¹		<u>with Laboratory</u> ¹	
<u>MUS 1000 Recital Attendance</u>	0	<u>MUS 1000 Recital Attendance</u>	0
<u>MUS 1202 Applied Music - Piano</u>	2	<u>MUS 1202 Applied Music - Piano</u>	2
<u>MUS 1571 University Choir</u> <u>MUS 1581 Choral Artists</u> or <u>MUS 1681 Concert Chorale</u>	1	<u>MUS 1231 Applied Music - Voice</u>	1
<u>MUS 1713 Theory I</u>	3	<u>MUS 1571 University Choir</u> <u>MUS 1581 Choral Artists</u> <u>MUS 1681 Concert Chorale</u>	1
<u>MUS 1731 Ear Training I</u>	1	<u>MUS 1723 Theory II</u>	3
<u>MUS 1751 Orientation to Music</u>	1	<u>MUS 1741 Ear Training II</u>	1
<u>MUS 2441 Class Voice</u>	1	MUS 2201	1
Total Hours	15	<u>Accompanying Seminar</u>	
		Total Hours	17

Sophomore		Junior	
Fall	Credits	Fall	Credits
MUS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
SCIL 1XXX Science with Laboratory ¹	4	SS 1XXX Social Science Courses ¹	3
MUS 1000 Recital Attendance	0	MUS 1231 Applied Music - Voice	1
MUS 1202 Applied Music - Piano	2	MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1
MUS 1231 Applied Music - Voice	1	MUS 2713 Theory III	3
MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1	MUS 2731 Ear Training III	1
MUS 2713 Theory III	3	Total Hours	15
MUS 2731 Ear Training III	1		16-17
		MUS 2723 Theory IV	3
		MUS 2741 Ear Training IV	1
		MUS 1440 Piano Proficiency	0
		MUS 2000 Sophomore Barrier ³	0
		Total Hours	14
			16-17
		MUS 2703	3
		MUS 3442	2
		MUS 3853	3
		MUS 4801	1
		FAH 1XXX Fine Arts and Humanities Courses ¹	3
		MUS 4901	1
		USHG 1XXX U.S. History and Government ¹	3
		MUS 3000 Recital Attendance	0
		MUS 3202 Applied Music - Piano	2

MUS 3401⁶ 1
 MUS 3421⁶ 1
 SEED 2113 3
 SCIL 1XXX¹ 4

MUS 3901 1
 MUS 3431⁶ 1
 MUS 3762 2
 MUS 3901 1
 USHG 1XXX¹ 3

Applied Competency

Fall	Credits	Spring	Credits
<u>MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale</u>	1	<u>MUS 3202 Applied Music - Piano</u>	2
<u>MUS 3773 History of Music I</u>	3	<u>MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale</u>	1
MUS 3802 Principles of Conducting	2	MUS 3702 Music Educational Technology	2
MUS 3821 Secondary Choral Methods and Materials I	1	<u>MUS 3783 History of Music II</u>	3
MUS 4712 Form and Analysis	2	MUS 4821 Secondary Choral Methods and Materials II	1
Total Hours	15	MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments	1
	16-17	Total Hours	16
<i>MUS 4000</i>	<i>0</i>		
<i>SG 1XXX'</i>	<i>3</i>		
<i>SPEED 4052</i>	<i>2</i>	<i>SEED 4503</i>	<i>3</i> ✓
<i>SEED 4553</i>	<i>3</i>	<i>SEED 4809</i>	<i>9</i>
Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3	SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4
<u>MUS 3202 Applied Music - Piano</u>	2	SEED 4556 Classroom Application of Educational Psychology ⁴	6
		<u>MUS 3442 Piano Pedagogy</u>	<u>2</u>

Fall	Credits	Spring	Credits
MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments	1	MUS 3762 Instrumental and Choral Arranging	2
MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1	MUS 4000 Capstone Recital	0
MUS 3602 History of Music III	2	Total Hours	14
MUS 3853 Music in the Elementary Classroom	3		12
Total Hours	12		

14

~~Senior 9th Semester~~

Fall	Credits
SEED 4503 Seminar in Secondary Education	3
SEED 4809 Teaching in the Elementary and Secondary School ^{4,5}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	13

¹ See appropriate alternatives or substitutions in "General Education Requirements"

² Required for enrollment in upper-level applied study for two-hour credit and for completion for all music degrees.

³ Prerequisite: admission to Stage II.

⁴ See admission policy and procedure.

⁵ For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

6



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		07/11/23
Assessment Dr. Christine Austin		7.20.23
Registrar Ms. Tammy Weaver		7/28/23
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:
Music Education for Teacher Licensure (Keyboard Instrumental Music Option)

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

DELETE

Two of five Instrument Techniques Courses (Require only 3)

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

MUS 3281 MUS 4281 3 hrs fine arts and humanities

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 3901

MUS 4901

Select 3 hrs from:

MUS 3401

MUS 3421

MUS 3431

MUS 3481

MUS 4461

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

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

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Keyboard Instrumental Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester Add/Change: MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 2201 Accompanying Seminar SCIL 1XXX Science With Laboratory</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester Add/Change: MUS 2201 Accompanying Seminar MUS 3481 Stringed Instruments SEED 2003 Introduction to Education</p> <p>Delete: SS 1XXX Social Science Course MUS 3401 Brass Instruments</p> <p>Total Hours: 15-16</p>	<p>Sophomore Spring Semester Add/Change: MUS 2000 Applied Competency MUS 3401 Brass Instruments MUS 4461 Percussion Instruments SEED 2113 Human Development and Learning SCIL 1XXX Science With Laboratory</p> <p>Delete: COMM 2003 Public Speaking SEED 2002 Education as a Profession MUS 3481 Stringed Instruments MUS 2000 Sophomore Barrier</p> <p>Total Hours: 15-17</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting MUS 4971 Marching Band Techniques USHG 1XXX US History/Government</p> <p>Delete: SS 1XXX Social Science Course MUS 3421 Woodwind Instruments, Double Reeds MUS 3802 Principles of Conducting MUS 4461 Percussion Instruments MUS 4712 Form and Analysis</p> <p>Total Hours: 14-15</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3421 Woodwind Instruments, Double Reeds MUS 3442 Piano Pedagogy MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2</p> <p>Delete: FAH 1XXX Fine Arts and Humanities Course USHG 1XXX US History/Government MUS 3281 Secondary Instrumental Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3702 Music Educational Technology</p> <p>Total Hours:</p>
<p>Senior Fall Semester Add/Change: MUS 4000 Capstone Recital SS 1XXX Social Science Course SS 1XXX Social Science Course SEED 4052 Exceptionalities</p>	<p>Senior Spring Semester Add/Change: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p>

SPED

<p>SEED 4553 Methods, Classroom Management and Assessment</p> <p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS 4791 ⁴⁹⁷¹ Marching Band Techniques</p> <p>Total Hours: 17</p>	<p>Delete: SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 3442 Piano Pedagogy MUS 3762 Instrumental and Choral Arranging MUS 4000 Capstone Recital MUS 4281 Secondary Instrumental Methods and Materials 2</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Keyboard/Instrumental Music Education

Semester	Classes	Semester	Classes
1 15 hrs	<ul style="list-style-type: none"> ♦ MUS 1000 Recital Attendance ♦ MUS 1__1 Major Ensemble ♦ MUS 1__2 Applied Lessons ♦ MUS 1713 Theory 1 ♦ MUS 1731 Ear Training 1 ♦ MUS 1751 Orientation to Music ♦ MUS 2441 Class Voice ♦ ENGL 1013 Composition 1 ♦ MATH 1003 College Mathematics 	2 16 hrs	<ul style="list-style-type: none"> ♦ MUS 1000 Recital Attendance ♦ MUS 1__1 Major Ensemble ♦ MUS 1__2 Applied Lessons ♦ MUS 1723 Theory 2 ♦ MUS 1741 Ear Training 2 ♦ MUS 2003 Intro to Music (A&H GE) ♦ ENGL 1023 Composition 2 ♦ COMM 2003 Public Speaking
3 15-16 hrs	<ul style="list-style-type: none"> ♦ MUS 1000 Recital Attendance ♦ MUS 1__1 Major Ensemble ♦ MUS 1__2 Applied Lessons ♦ MUS 2201 Accompanying Seminar ♦ MUS 2713 Theory 3 ♦ MUS 2731 Ear Training 3 ♦ <i>MUS 3481 Stringed Instruments*</i> ♦ ___4 SCIENCE LAB ♦ SEED 2003 Introduction to Education 	4 15-17 hrs	<ul style="list-style-type: none"> ♦ MUS 1000 Recital Attendance ♦ MUS 1__1 Major Ensemble ♦ MUS 1__2 Applied Lessons ♦ MUS 1440 Piano Proficiency ♦ MUS 2000 Applied Competency ♦ MUS 2201 Accompanying Seminar ♦ MUS 2723 Theory 4 ♦ MUS 2741 Ear Training 4 ♦ <i>MUS 3401 Brass Instruments*</i> ♦ <i>MUS 4461 Percussion Instruments*</i> ♦ SEED 2113 Human Dev. & Learning ♦ ___4 SCIENCE LAB
5 14-15 hrs	<ul style="list-style-type: none"> ♦ MUS 3000 Recital Attendance ♦ MUS 3__1 Major Ensemble ♦ MUS 3__2 Applied Lessons ♦ MUS 3281 Methods 1 3901 ♦ <i>MUS 3431 WW Single Reeds*</i> ♦ MUS 3762 Inst/Choral Arranging ♦ MUS 3773 History of Music 1 ♦ MUS 3801 Conducting ♦ MUS 4971 Marching Band Techniques ♦ ___3 US HISTORY/GOVERNMENT 	6 16-17 hrs	<ul style="list-style-type: none"> ♦ MUS 3000 Recital Attendance ♦ MUS 3__1 Major Ensemble ♦ MUS 3__2 Applied Lessons ♦ MUS 2703 Music Ed Technology ♦ <i>MUS 3421 WW Double Reeds*</i> ♦ MUS 3442 Piano Pedagogy ♦ MUS 3783 History of Music 2 ♦ MUS 3853 Music in Elem Classroom ♦ MUS 4281 Methods 2 4901 ♦ MUS 4801 Advanced Conducting
7 17 hrs	<ul style="list-style-type: none"> ♦ MUS 3__1 Major Ensemble ♦ MUS 3__2 Applied Lessons ♦ MUS 4000 Capstone Recital ♦ ___3 ARTS & HUMANITIES ♦ ___3 SOCIAL SCIENCES ♦ ___3 SOCIAL SCIENCES ♦ SEED 4052 Exceptionalities ♦ SEED 4553 Methods, Classroom Management and Assessment 	8 12 hrs	<ul style="list-style-type: none"> ♦ SEED 4503 Seminar in Secondary Education ♦ SEED 4809 Teaching in the Elementary and Secondary Schools

**select three of the five instrument techniques courses*

Program Learning Outcomes

Expectations/Target for this Outcome

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1

Performance (and 3 Functional Performance)

Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Senior Recital Applied Exam

Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

1.1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.4

Form and Analysis Final Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Program Learning Outcomes

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

1.5 Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

Expectations/Target for this Outcome

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1



Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1



Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-KBI) Music Education - Keyboard Instrumental Music

~~2023-24~~ 2024-25

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
		29
TOTAL GEN ED HOURS		32 29
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
** 2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1440 1713 1723 1731 1741 ♦1751 2000 2441 2713 2723 2731 2741 3281 3401 3421 3431 3442 3481 3692 3702 3762 3773 3783 3802 3853 4000 4281 4461 4701 4712 4971	48
1000	(4 semesters)	
3000	(2 semesters)	
1202		8
2201		2
3202		6
1501		2
1501/1631		2
3501		2
3501/3631		1
COMM	2003**	3
SEED	2002 4054 4503 4556 4809 2003 2113 4553	24 21
SPEP	4052 "C" or better in courses on this side	2
		3
TOTAL MAJOR HOURS		98 94
TOTAL HOURS		


Final Check: Min. hours required ~~130~~ 123 thru _____
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

- ** Satisfying Gen Ed
 - ♦ Satisfying Institutional Requirement
 - # C or better must be earned for Gen Ed
- MUS 3481
 3401
 4461
 3431
 3421

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
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Music Education for Teacher Licensure (Keyboard Instrumental Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

Curriculum

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

	Freshman		MUS 2003 Comm 2003	
	Fall	Credits	Spring	Credits
	ENGL 1013	3	ENGL 1023	3
	Composition I ¹		Composition II ¹	
	MATH XXXX	3	SCH 1XXX Science	4
	Mathematics ¹		with Laboratory ¹	
	MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance	0
	MUS 1202 Applied Music - Piano	2	MUS 1202 Applied Music - Piano	2
	MUS 1501 Band	1	MUS 1501 Band or	1
	MUS 1713 Theory I	3	MUS 1631 Symphonic Wind Ensemble	
	MUS 1731 Ear Training I	1	MUS 1723 Theory II	3
	MUS 1751 Orientation to Music	1	MUS 1741 Ear Training II	1
	MUS 2441 Class Voice	1	MUS 2201	1
			Accompanying Seminar	
	Total Hours	15	Total Hours	15
				16

Sophomore				
MUS 2201	1	MUS 3401⁵	1	1
MUS 3481⁵	1	MUS 4461⁵	1	1
SEED 2003	3	SEED 2113	3	3
Fall	Credits	Spring		Credits
SS 1XXX Social Science Courses¹	3	SCIL 1XXX¹		4
		COMM 2003 Public Speaking		3
SCIL 1XXX Science with Laboratory¹	4	SEED 2002 Education as a Profession		2
MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance		0
MUS 1202 Applied Music - Piano	2	MUS 1202 Applied Music - Piano		2
MUS 1501 Band	1	MUS 1501 Band or MUS 1631 Symphonic Wind Ensemble		1
MUS 2713 Theory III	3	MUS 2201 Accompanying Seminar		1
MUS 2731 Ear Training III	1	MUS 2723 Theory IV		3
MUS 3401 Brass Instruments	1	MUS 2741 Ear Training IV		1
Total Hours	15	MUS 1440 Piano Proficiency		0
		MUS 2000 Sophomore Barrier³		0
		MUS 3401 Stringed Instruments		1
		Total Hours		14
				15-16
				Applied Competency
MUS 3901	1			
MUS 3431⁵	1			
MUS 3762	2			
MUS 3801	1			
MUS 4971	1			
USHG 1XXX¹	3			
Junior				15-17
Fall	Credits	Spring		Credits
SS 1XXX Social Science Courses¹	3	FAH 1XXX Fine Arts and Humanities Courses¹		3
MUS 3000 Recital Attendance	0	USHG 1XXX U.S. History and Government¹		3
MUS 3202 Applied Music - Piano	2	MUS 3000 Recital Attendance		2
MUS 3421 Woodwind Instruments, Double Reeds	1	MUS 3202 Applied Music - Piano		2
MUS 3501 Band	1			

Fall	Credits	Spring	Credits
MUS 3773 History of Music I	3	MUS 3281 Secondary Instrumental Methods and Materials I	1
MUS 3802 Principles of Conducting	2	MUS 3431 Woodwind Instruments, Single Reeds	1
MUS 4461 Percussion Instruments	1	MUS 3501 Band or MUS 3631 Symphonic Wind Ensemble	1
MUS 4712 Form and Analysis	2	MUS 3702 Music Educational Technology	2
Total Hours	15	MUS 3783 History of Music II	3
		MUS 2703 Total Hours	3
		MUS 3421	16
		MUS 3442	2
		MUS 3853	3
		MUS 4801	1
		MUS 4901	1
			16-17
Senior			
MUS 4000	0		
SS 1XXX'	6		
SPEP 4052	2		
SEED 4553	3		
Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses¹	3	SEED 4054 Educating Developing Diverse and Exceptional Learners	4
MUS 4971 Marching Band Techniques	1	SEED 4556 Classroom Application of Educational Psychology³	6
MUS 3202 Applied Music - Piano	2	MUS 3442 Piano Pedagogy	2
MUS 3501 Band	1	MUS 3762 Instrumental and Choral Arranging	2
MUS 3692 History of Music III	2	MUS 4000 Capstone Recital	0
MUS 3853 Music in the Elementary Classroom	3	MUS 4281 Secondary Instrumental Methods and Materials II	1
Total Hours	12	Total Hours	15
		SEED 4503	3
		SEED 4809^{3,4}	9
			12

14-15

16-17

17

123

~~Senior 9th Semester~~

Fall	Credits
SEED 4503 Seminar in Secondary Education	3
SEED 4809 Teaching in the Elementary and Secondary School^{3,4}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	13

¹ See appropriate alternatives or substitutions in "General Education Requirements".

² Required for enrollment in upper-level applied study for two-hour credit and for completion of all music degrees.

³ See admission policy and procedure.

⁴ For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

⁵ Select three of five instrument techniques courses



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		07/11/23
Assessment Dr. Christine Austin		7.20.23
Registrar Ms. Tammy Weaver		7/28/23
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:
Music Education for Teacher Licensure (Instrumental Music Option)

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

DELETE

MUS 1441 Class Piano 3 *or MUS 1201*

MUS 1441 Class Piano 4 *or MUS 1201*

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

3 hrs fine arts and humanities

Delete:

MUS 3281

MUS 4281

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 1411

MUS 3901

MUS 1421

MUS 4901

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

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

See attached.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Instrumental Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change: MUS 1411 Class Piano 1</p> <p>Delete: MUS 1441 Class Piano 1</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester Add/Change: MUS 1000 Recital Attendance (left off most recent catalog) MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 1441 Class Piano 2 SCIL 1XXX Science With Laboratory</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester Add/Change: MUS 3481 Stringed Instruments SEED 2003 Introduction to Education SCIL 1XXX Science With Laboratory</p> <p>Delete: SS 1XXX Social Science Course COMM 2003 Public Speaking MUS 1441 Class Piano 3 MUS 3401 Brass Instruments</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester Add/Change: MUS 2000 Applied Competency MUS 3401 Brass Instruments MUS 4461 Percussion Instruments SEED 2113 Human Development and Learning</p> <p>Delete: SEED 2002 Education as a Profession MUS 1441 Class Piano 4 MUS 3481 Stringed Instruments MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting MUS 4971 Marching Band Techniques USHG 1XXX US History/Government</p> <p>Delete: SS 1XXX Social Science Course MUS 3421 Woodwind Instruments, Double Reeds MUS 3802 Principles of Conducting MUS 4461 Percussion Instruments MUS 4712 Form and Analysis</p> <p>Total Hours:</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3421 Woodwind Instruments, Double Reeds MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2 SS 1XXX Social Science Course</p> <p>Delete: USHG 1XXX US History/Government MUS 3281 Secondary Instrumental Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3702 Music Educational Technology MUS 3762 Instrumental and Choral Arranging</p> <p>Total Hours:</p>
<p>Senior Fall Semester Add/Change: 15</p>	<p>Senior Spring Semester Add/Change: 18</p>

<p>MUS 4000 Capstone Recital SS 1XXX Social Science Course SEED 4052 Exceptionalities SPED SEED 4553 Methods, Classroom Management and Assessment</p> <p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS 4791 Marching Band Techniques 3 hrs FAH Total Hours: 14</p>	<p>SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p> <p>Delete: SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 4000 Capstone Recital MUS 4281 Secondary Instrumental Methods and Materials 2</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Instrumental Music Education

Semester	Classes	Semester	Classes
1 16 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1441 Class Piano 1 1411 • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • MUS 2441 Class Voice • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1440 Piano Proficiency • MUS 1441 Class Piano 2 1421 • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2 • COMM 2003 Public Speaking
3 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • MUS 3481 Stringed Instruments • SEED 2003 Introduction to Education • <u> </u>4 SCIENCE LAB 	4 16 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2000 Applied Competency • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • MUS 3401 Brass Instruments • MUS 4461 Percussion Instruments • SEED 2113 Human Dev. & Learning • <u> </u>4 SCIENCE LAB
5 15 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 3281 Methods 1 3901 • MUS 3431 WW Single Reeds • MUS 3762 Inst/Choral Arranging • MUS 3773 History of Music 1 • MUS 3801 Conducting • MUS 4971 Marching Band Techniques • <u> </u>3 US HISTORY/GOVERNMENT 	6 18 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 2703 Music Ed Technology • MUS 3421 WW Double Reeds • MUS 3783 History of Music 2 • MUS 3853 Music in Elem Classroom • MUS 4281 Methods 2 4901 • MUS 4801 Advanced Conducting • <u> </u>3 SOCIAL SCIENCES
7 14 hrs	<ul style="list-style-type: none"> • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 4000 Capstone Recital • <u> </u>3 ARTS & HUMANITIES • <u> </u>3 SOCIAL SCIENCES • SEED 4052 Exceptionalities SPE0 • SEED 4553 Methods, Classroom Management and Assessment 	8 12 hrs	<ul style="list-style-type: none"> • SEED 4503 Seminar in Secondary Education • SEED 4809 Teaching in the Elementary and Secondary Schools

Program Learning Outcomes

1 Calendar Year Assessment Information 2022 Calendar Year Assessment

1.1
Performance (and 3 Functional Performance)
Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1
Senior Recital Applied Exam
Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2
Piano Proficiency Exam
Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1.1
Students perform a prepared solo on their major instrument before a jury of music department faculty.
90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1
Students perform skills off a checklist for evaluation by music department faculty.
70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.4

Form and Analysis Final Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Program Learning Outcomes

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways.

Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

Expectations/Target for this Outcome

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1



Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1



Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-INS) Music Education - Instrumental Music

~~2023-24~~ **2024-25**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		29 32
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
1411 1421 *#2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1440 1713 1723 1731 1741 ♦1751 2000 2441 2713 2723 2731 2741 3281 3401 3421 3431 3481 3692 3702 3762 3773 3783 3802 3853 4000 4281 4461 4701 4712 4971	46 47
1000	(4 semesters)	
3000	(2 semesters)	
1_2		8
3_2		6
1201/1441		4
1501		2
1501/1631		2
3501		2
3501/3631		1
COMM	2003**	3
SEED	2002 4054 4503 4556 4809 2003 2113 4553	21 21
SPED "C" or better in courses on this side		2
TOTAL MAJOR HOURS		98 94
TOTAL HOURS		

Final Check:

Min. hours required ~~130~~ **123**
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____


Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ **Satisfying Institutional Requirement**
 # C or better must be earned for Gen Ed

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Music Education for Teacher Licensure (Instrumental Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For licensure, students must pass the Praxis II music specialty and Principles of Learning and Teaching exam.

Curriculum

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

Freshman		<div style="text-align: right; color: red; font-weight: bold;"> MUS 1000 0 MUS 1440 0 MUS 2003 3 </div>	
Fall	Credits	Spring	Credits
ENGL 1013	3	ENGL 1023	3
<u>Composition I</u> ¹		<u>Composition II</u> ¹	
MATH XXXX	3	SCIL XXXX Science with Laboratory ¹	4
<u>Mathematics</u> ¹			
MUS 1000 Recital Attendance	0	MUS 1_2 ⁸	2
MUS 1_2 ⁸	2	MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music Piano ²	1
MUS 1441 ¹⁴¹¹ Class Piano	1		
I, II, III, and IV or MUS 1001 Applied Music Piano ²			
MUS 1501 Band	1	MUS 1501 Band or MUS 1631 Symphonic Wind Ensemble	1
MUS 1713 Theory I	3	MUS 1723 Theory II	3
MUS 1731 Ear Training I	1	MUS 1741 Ear Training II	1
MUS 1751 Orientation to Music	1	Total Hours	15 17
MUS 2441 Class Voice	1		
Total Hours	16		

Fall	Credits	Spring	Credits
MUS 3773 History of Music I	3	MUS 3431 Woodwind Instruments, Single Reeds	1
MUS 3802 Principles of Conducting	2	MUS 3501 Band or MUS 3631 Symphonic Wind Ensemble	1
MUS 4461 Percussion Instruments	1	MUS 3702 Music Educational Technology	2
MUS 4712 Form and Analysis	2	MUS 3702	2
Total Hours	15	Instrumental and Choral Arranging	2
		MUS 3783 History of Music II	3
		Total Hours	15
			18
Senior	55 1XXX'	SEED 4503	3
	SPEP 4052⁵	SEED 4809^{6,7}	9
Fall	SEED 4553	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses¹	6	SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4
	3		
MUS 3_2 ⁸	2	SEED 4556 Classroom Application of Educational Psychology⁵	6
MUS 3501 Band	1		
MUS 3892 History of Music III	2		
MUS 3853 Music in the Elementary Classroom⁴	3	MUS 4000 Capstone Recital	0
MUS 4971 Marching Band Techniques	1	MUS 4281 Secondary Instrumental Methods and Materials II	1
Total Hours	15	Total Hours	11
	14		12
Senior 9th Semester			
Fall	Credits		
SEED 4503 Seminar in Secondary Education	3		

Sophomore		Junior	
Fall	Credits	Fall	Credits
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
COMM 2003 Public Speaking	3	SS 1XXX Social Science Courses ¹	3
MUS 1000 Recital Attendance	0	MUS 3000 Recital Attendance	0
MUS 1__2 ⁸	2	MUS 3__2 ⁸	2
MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music Piano ²	1	MUS 3281 Secondary Instrumental Methods and Materials I	1
MUS 1501 Band	1	MUS 3501 Band	1
MUS 2713 Theory III	3		
MUS 2731 Ear Training III	1		
MUS 3401 Brass Instruments	1		
Total Hours	15		
		MUS 2723 Theory IV	3
		MUS 2741 Ear Training IV	1
		MUS 3481 Stringed Instruments	1
		MUS 1440 Piano Proficiency	0
		MUS 2000 Sophomore Barrier ³ Applied Competency	0
		Total Hours	15
			16
		MUS 2703	3
		MUS 3421	1
		MUS 3853	3
		MUS 4801	1
		MUS 4901	1
		SS 1XXX Social Science Courses ¹	3
		SS 1XXX Social Science Courses ¹	3
		MUS 3000 Recital Attendance	0
		MUS 3__2 ⁸	2
		MUS 3421 Woodwind Instruments, Double Reeds	1

Fall	Credits
SEED 4809 Teaching in the Elementary and Secondary School^{6,7}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	15

Do we need
Footnote²
Footnote³
Footnote⁴ ?

¹ See appropriate alternatives or substitutions in "General Education Requirements"

² Piano (MUS 144) Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano) to be taken each semester until successful completion of Piano Exit Exam.

³ Required for enrollment in upper-level applied study for two-hour credit and for completion for all music degrees

⁴ Prerequisite: successful completion of Piano Exit Exam.

⁵ Prerequisite: admission to Stage II.

⁶ See admission policy and procedure.

⁷ For licensure, students must pass the Praxis II music specialty and Principles of Learning and Teaching exam.

⁸ See course descriptions for the appropriate applied music course number.



ARKANSAS TECH UNIVERSITY

Request for New Minor

Department Initiating Proposal	Date
KRS	06/28/2023

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/28/23
Dean	<i>Jim Lutz</i>	6/29/23
Assessment	<i>[Signature]</i>	6.29.23
Registrar	<i>Jammy Twain</i>	7/10/23
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)	

Title of Minor:
Sport Coaching

Required Information:

1. Curriculum outline (program range: 18-21 hours)

Name of Class		Credit Hours
Introduction to Exercise Programming	HES 1003	3
Methods of Teaching Team Activities	PE 2101	1
Coaching Theory	PE 3413	3
Motor Development and Lifespan Applications in Pedagogy	PE 3543	3
Prevention and Care of Athletic Injuries	PE 3573	3
Organization & Administration of Health & Physical Ed	PE 4513	3
Choose <u>one</u> of the following 2 -hr courses: <ul style="list-style-type: none">• Coaching Strategy of Football & Baseball or• Coaching Strategy of Basketball & Track & Field or• Coaching Strategy of Volleyball & Softball	PE 3512 PE 3522 PE 3532	2
Choose <u>one</u> of the following 3-hr courses: <ul style="list-style-type: none">• Weight Training for Personal Trainers, High School Coaches, and Physical Education• Endurance Conditioning• Coaching Power, Speed, and Agility	HES 2013 HES 2023 HES 3013	3
	Total hours	21

Non-major students wishing to add the Coaching Endorsement to a teaching license from an area outside Kinesiology will need to take the Praxis Physical Education: Content Knowledge (5091) test.

2. Rationale for adding the new minor.

Converting the existing Coaching Endorsement into a Minor in Sport Coaching for non-majors offers a more expeditious route to stackable credentials for ATU students across all disciplines. The Coaching Endorsement currently consists of 27 credit hours of coursework embedded in the Health and Physical Education-Teaching/Coaching program of study. The coursework is approved by the Arkansas Department of Education—Division of Elementary and Secondary Education (DESE) for candidates seeking credentialing for coaching K-12 students participating in athletics in Arkansas public schools. Because DESE does not issue a coaching license in addition to a standard teaching license, a “Coaching Endorsement” is required in addition to a standard teaching license in order to supervise athletics in Arkansas public schools. It is important to note that “endorsement” is a credentialing term recognized by DESE and appears on the standard Arkansas teaching license for all educators who complete the approved program of study.

On the contrary, ATU students who complete the program of study for credentialing purposes outside of the teaching field have no formal record of the credentialing status. Those ATU students seeking coaching related careers or non-traditional teacher licensure routes have no formal record of having acquired competencies in coaching/supervising athletics. Converting the Coaching Endorsement into a Minor in

Sport Coaching for non-majors provides needed evidence of acquired competencies in coaching/supervising individuals participating in athletics, and offers a formal credentialing record by providing ATU students with a degree, endorsement, and credentialing status for program completers.

- 3. 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.**

No other departments are affected.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean	John L. Krohn	6/30/2023
Assessment		7.3.23
Registrar	Gammy Wheeler	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) MATH	Course Number: (e.g., 1003) 1001
Official Catalog Title: Orientation to Mathematics	

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

Yes No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

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

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

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

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

New Course Description:

This course serves as an orientation to the fields of mathematics and statistics, career opportunities in the fields, and the Mathematics and Statistics Department. The course concludes with the design and completion of a mini-project in a special interest area of mathematics or statistics.

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.

NA

- 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 1: Knowing and Understanding Mathematics

PLO 2: Knowing and Using Mathematical Processes

PLO 6: Social and Professional Context of Mathematics Teaching

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

PLO 1, PLO 2, and PLO 6 will be measured using a mini exploratory research project.

- c. What is the rationale for adding this course? What evidence supports this action?
Course evaluation results have indicated that the previous iterations of the course were not meeting our main goals for adding the course – retention and recruitment. We hope to resolve these issues in the new iteration of the course by focusing on better preparing our first year students to be successful in our programs and building a better mathematics community.

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
Mathematics and Statistics	6/14/2023

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Department Head		6/22/23
Dean	John L. Krohn	6/30/2023
Assessment		7.3.23
Registrar		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) MATH	Course Number: (e.g., 1003) 3703
Official Catalog Title: Mathematics in the Secondary Schools	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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

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

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

Mathematics in the Middle and Secondary Schools

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

MATH IN MIDDLE AND SECONDARY

New Course Description:

This course is an in-depth study of the mathematics curriculum currently taught in middle and secondary schools with an emphasis on content knowledge for teaching. The course consists of classroom instruction and may include a field component.

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):

Remove all prerequisites.

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.
 - NA
- 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 1: Knowing and Understanding Mathematics
 - PLO 2: Knowing and Using Mathematical Processes
 - PLO 4: Teaching Meaningful Mathematics
 - PLO 5: Assessing Impact on Student Learning

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

PLO'S 1 & 2 will be assessed throughout the course in the form of mathematic content competency exams.

PLO'S 4 and 5 will be assessed through a case study/student interview.

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

- Changing the course title, description, and prerequisites to increase its marketability. The Mathematics Middle Level concentration can now make use of this course in its degree plan. Can now also be used by those students seeking additional licensure in the areas of Middle Level and/or Secondary Mathematics.

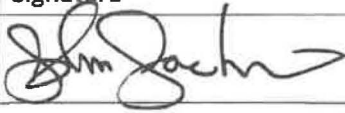
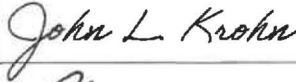
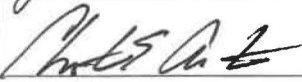
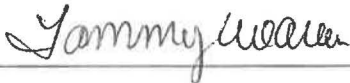
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean		6/30/2023
Assessment		7.3.23
Registrar		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) MATH	Course Number: (e.g., 1003) 3772
Official Catalog Title: Praxis II Mathematics: Content Knowledge Test Preparation	

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)

3771

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

Praxis Middle School and Secondary Mathematics Test Preparation

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

PRAXIS MATH MIDDLE & SECONDARY

New Course Description:

This course is designed to provide preservice teacher candidates with an intensive study of the mathematical knowledge and competencies assessed by the Praxis Mathematics: Middle School and Secondary Content Knowledge tests.

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):

Remove all prerequisites

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.

- NA

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 1: Knowing and Understanding Mathematics

PLO 2: Knowing and Using Mathematical Processes

PLO 3: Knowing Students and Planning for Mathematical Learning

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

PLO'S 1 - 3 will be assessed during the course with periodic mathematical knowledge and competency exams as well as using pass rate data from the students who complete the Praxis Mathematics: Content Knowledge test within one semester of finishing the course.

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

- Changing the course title, description, prerequisites, and course number to increase its marketability. The Mathematics Middle Level concentration can now make use of this course in its degree plan. Can now also be used by those students seeking additional licensure in the areas of Middle Level and/or Secondary Mathematics.

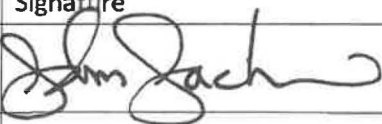

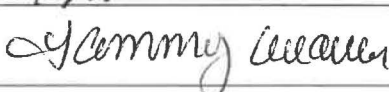
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

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Dean	John L. Krohn	6/30/2023
Assessment		7-27-23
Registrar		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)
MATH	4703
Official Catalog Title:	
Special Methods in Mathematics	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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

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

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

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

New Course Description:

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):

Remove all prerequisites

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

Remove all corequisites

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.

NA

- 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: Knowing Students and Planning for Mathematical Learning

PLO 4: Teaching Meaningful Mathematics

PLO 5: Assessing Impact on Student Learning

PLO 6: Social and Professional Context of Mathematics Teaching

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

PLO's 3 – 6 will be assessed using a Unit Plan Project and a Video Teach Project

- c. What is the rationale for adding this course? What evidence supports this action?
Changing the prerequisites and corequisites to increase its marketability. The Mathematics Middle Level concentration can now make use of this course in its degree plan. Can now also be used by those students seeking additional licensure in the areas of Middle Level and/or Secondary Mathematics.

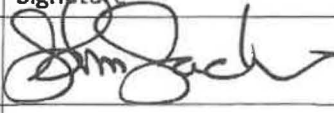
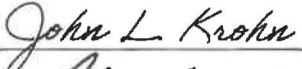

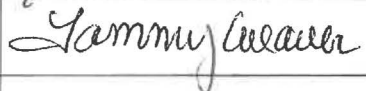
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean		6/30/2023
Assessment Dr. Christine Austin		7.3.23
Registrar Ms. Tammy Weaver		7/28/23
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:
Mathematics Education for Teacher Licensure

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

Delete SEED 2002: Education as a Profession

Delete SEED 3702: Introduction to Educational Technology

Delete SEED 4054: Educating Developing, Diverse, and Exceptional Learners

Delete SEED 4556: Classroom Application of Educational Psychology

Delete COMS 2803: Programming in C

Delete 1 elective credit hour

~~SEI~~ Delete MATH 3772

Add SEED 2003: Education as a Profession

Add SEED 2113: Human Development and Learning Theories

Add SEED 4553: Classroom Application of Educational Psychology

Add SPED 4052: Educating Diverse and Exceptional Learners

Add EDMD 2013: Integrating Instructional Technology

Add COMS 1013: Programming I

Add COMS 1011: Programming I Lab

Add TECH 1001: Orientation to the University

Add MATH 3771

~~Change MATH 3703: Mathematics in the Secondary Schools to MATH 3703: Mathematics in the Middle and Secondary Schools, update course description, and remove prerequisites~~

~~Change MATH 3772: Praxis Mathematics: Content Knowledge and Test Prep to MATH 3771: Praxis Middle School and Secondary Mathematics Test Preparation, update course description, and remove prerequisites~~

~~Change prerequisites and corequisites for MATH 4703: Special Methods in Mathematics~~

~~Change course description for MATH 1001: Orientation to Mathematics~~

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

- NA

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
The mission statement for Arkansas Tech states that the 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. As part of the "responsive campus community" of the university our mathematics and statistics department takes seriously the viability of our Mathematics for Teacher Licensure program and the efforts being made to create a mathematics concentration for Middle Level certification. We believe that the program changes outlined in this form are reflective of our department's dedication to "student success, access and excellence" and will provide further opportunities for the "progressive intellectual development" of not only our program's preservice teacher candidates, but also for those preservice teacher candidates seeking a math focused middle level licensure, and those candidates seeking additional licensure in the areas of middle level and/or secondary mathematics.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
NA
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?

The update to the SEED content is to bring our program into alignment with current trends and initiatives at the state level. These changes will allow those students who completed SEED 2003, SEED 2113, and EDMD 2013 in high school to transfer to a SEED program at ATU with ease while also being credited with 9 transferable hours (previously only 4 hours transferred).

Deletion of COMS 2803 is necessary since it will no longer be offered. In its place we have chosen COMS 1013 and COMS 1011 to meet our program's programming needs. COMS 1013 will allow our students to learn the current C++ programming language, which is more widely used than C and more applicable in the field of mathematics.

Change from 4 elective hours to 3 elective hours due to the addition of COMS 1011: Programming I Lab. This 1 hour decrease in total elective hours also means that our students will be able to meet their 6 hour total elective requirement in 2 classes instead of 2 – 3 classes with the old 7 hour total elective requirement.

Adding TECH 1001 back into the program, so that our MATH 1001: Orientation to Mathematics can be a true orientation to mathematics course, instead of an orientation to the university course that occasionally discussed the available career paths in the fields of mathematics and statistics. MATH 1001's course description has been updated to reflect the new focus of the course.

Updates to MATH 3703, MATH 3772 (will now be MATH 3771), and MATH 4703 will allow for more marketability of our methods focused mathematics courses. The course changes will open these courses up to a wider preservice teacher candidate pool – those candidates seeking middle level certification in mathematics and those seeking alternative licensure in the areas of middle level and/or secondary mathematics. In addition, our program's preservice teacher candidates will not only be exposed to pedagogy and content at the secondary level, but also at the middle level as well. Our teacher candidates will have a deeper and more complete understanding of their content and pedagogy because of their exposure to those same concepts at an earlier stage in their students' development. (And the same will be true for the middle level preservice teacher candidates – they will have a deeper understanding of the mathematics content that is on the horizon for their students.) Change in the credit hours of MATH 3772 to MATH 3771 was to accommodate the addition of TECH 1001 back into our degree's course schedule.

- 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.**

Changes to SEED content in the program were made at the behest of the College of Education.

Updates to MATH 3703, MATH 3772 (now MATH 3771), and MATH 4703 were made in response to viability concerns for the program as well as in support of Middle Level's efforts to create a math concentration degree map.

Addition of TECH 1001 and updated course description for MATH 1001 were completed as a response to unfavorable course evaluation comments from students enrolled in our Mathematics, Mathematics for Teacher Licensure, and Statistics programs. Students were confused that our orientation to mathematics class focused mainly on familiarizing them with the university. They wanted more focus on the skills and information they would need to be successful in the fields of mathematics and statistics.

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

The University of Central Arkansas and the University of Arkansas both offer licensure programs in the area of mathematics. Our program hopes to remain viable and competitive by implementing these program changes.

- 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.)

The Mathematics for Teacher Licensure program's student learning outcomes and assessments are dictated by the Council for the Accreditation of Educator Preparation (CAEP). CAEP requires that our preservice teacher candidates develop competencies outlined by the National Council of Teachers of Mathematics (NCTM).

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 Mathematics Education for Teacher Licensure	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>+ TECH 1001 Orientation to the University</p> <p>Change from 4 hours of Elective to 3 hours of Elective</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>+ COMS 1013 Programming I</p> <p>+ COMS 1011 Programming Lab</p> <p>Delete:</p> <p>- 3 hours of Elective</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>+ 3 hours of Elective</p> <p>+ SEED 2003 Education as a Profession</p> <p>+ MATH 4003 Linear Algebra I</p> <p>Delete:</p> <p>- COMS 2803 Programming in C</p> <p>- SEED 2002 Education as a Profession</p> <p>- MATH 3003 Foundations of Advanced Mathematics</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>+ MATH 3003 Foundations of Advanced Mathematics</p> <p>+ SEED 2113 Human Development and Learning Theories</p> <p>Delete:</p> <p>- MATH 4003 Linear Algebra I</p> <p>- MATH 4113 History of Mathematics</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Change MATH 3703 to MATH 3703 Mathematics in the Middle and Secondary Schools</p> <p>Change MATH 3772 to MATH 3771 Praxis Middle School and Secondary Mathematics Test Preparation</p> <p>+ EDMD 2013 Integrating Instruction Technology</p> <p>Delete:</p> <p>- SEED 3702 Introduction to Educational Technology</p> <p>Total Hours: 13</p>

Senior Fall Semester**Add/Change:**

- + MATH 4113 History of Mathematics
- + SEED 4553 Classroom Application of Educational Psychology
- + SEED 4052 Educating Diverse and Exceptional Learners

Delete:

- SEED 4054 Educating Developing, Diverse, ...
- SEED 4556 Classroom Application...

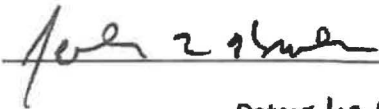
Total Hours: 14**Senior Spring Semester****Add/Change:****Delete:****Total Hours:**

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Changing requirement of COMS 2803 Programming in C with 3 credit hours to COMS 1013 Programming I and COMS 1011 Programming I Lab with a total of 4 credit hours for our Math and Math Ed programs.	

Department Head Signature: _____



Date: 5/19/22

DEGREE AUDIT CHECK LIST

(BS-MAED) Mathematics Education for Teacher Licensure

~~2023-24~~ 2024-25

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
		19
TOTAL GEN ED HOURS		18
Electives		
		6
		5
TOTAL ELECTIVE HOURS		7

Student's Name		
T#		
Major Requirements		Hrs
MATH	1001♦ 2703** 2914 2924 2934 3003 3123 3203 3243 3703 3772 4003 4033 4113 4123 4703 4971	49 48
STAT	3153	3
ANTH	2003**	3
COMM	2003**	3
COMS	1013 1011 2803	3 4
PHYS**	2114 2000 2124 2010	8
SEED	2002 3702 4054 4503 4556 4909 2063 4052 4553 2113	26 21
SPED	4052	2
EDMG	2013	3
"C" or better in all classes on this side		
TOTAL MAJOR HOURS		95 95
TOTAL HOURS		

Final Check:


Min. hours required 120 ✓
 57 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

Earned Hrs _____
 minus P/C HRS _____
 to be completed _____
TOTAL _____

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
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- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
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- College Distinction
- Military Science
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Mathematics Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman				
	Fall	Credits	Spring	Credits
	<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
	<u>USHG 1XXX U.S.</u> <u>History and</u> <u>Government</u> ¹	3	<u>SS 1XXX Social</u> <u>Science Courses</u> ¹	3
	<u>MATH 1001</u> <u>Orientation to</u> <u>Mathematics</u>	1	<u>MATH 2703 Discrete</u> <u>Mathematics</u>	3
	<u>MATH 2914 Calculus I</u>	4	<u>MATH 2924 Calculus</u> <u>II</u>	4
	Elective <u>TECH 1001</u>	4 ³ 1	<u>Electives</u>	3
	Total Hours	15	Total Hours	16 17

Sophomore

Fall	Credits	Spring	Credits
<u>PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I</u>	4	<u>PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II</u>	4
COMS 2803 Programming in C	3	<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3
<u>MATH 2934 Calculus III</u>	4	<u>ANTH 2003 Cultural Anthropology</u>	3
MATH 3003 Foundations of Advanced Mathematics	3	<u>MATH 3123 College Geometry</u>	3
SEED 2002 Education as a Profession	2	<u>MATH 3243 Differential Equations I</u>	3
MATH 4003	3	Total Hours	16
SEED 2002 Education as a Profession	2		
Electives	3		
Total Hours	16		
	17		

Junior

Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3	<u>MATH 3203 Introduction to Analysis</u>	3
<u>COMM 2003 Public Speaking</u>	3	<u>MATH 3703 Mathematics in the Secondary Schools</u>	3
<u>STAT 3153 Applied Statistics</u>	3	MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation	2
MATH 4003 Linear Algebra I	3	3771	1
MATH 4113 History of Mathematics	3	<u>MATH 4123 Mathematical Modeling</u>	3
Total Hours	15	SEED 2702 Introduction to Educational Technology	2
		EDMO 2013	3
		Total Hours	13

Senior



Fall	Credits	Spring	Credits
<u>MATH 4033 Abstract Algebra I</u>	3	<u>MATH 4971 Mathematics Senior Seminar</u>	1
<u>MATH 4703 Special Methods in Mathematics</u>	3	<u>SEED 4503 Seminar in Secondary Education</u>	3
SEED 4054 ⁴⁰⁵² <u>Educating Developing, Diverse, and Exceptional Learners</u>	4 ²	<u>SEED 4909 Teaching in the Secondary School</u>	9
SEED 4556 ⁴⁵⁵³ <u>Classroom Application of Educational Psychology</u>	6 ³	Total Hours	13
MATH 4113	3		
Total Hours	16 14		

¹ See appropriate alternatives or substitutions in "General Education Requirements".

² For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements please see the teacher education student services website. <https://www.atu.edu/teachereducation>



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Mathematics and Statistics	6/5/2023

Title	Signature	Date
Department Head		6/15/23
Dean	John L Krohn	6/15/2023
Assessment		6.27.23
Registrar		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:
Mathematics Certificate of Proficiency

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:** Mathematics Certificate of Proficiency

2. **CIP code:** 27.0101

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

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
MATH 2703 Discrete Mathematics
MATH 2914 Calculus I
MATH 2924 Calculus II
MATH or STAT Electives (9 hours from any 3000-4000 level mathematics or statistics courses excluding MATH 3033 Methods for Teaching Elementary Mathematics, MATH 3703 Mathematics in the Secondary School, MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation, and MATH 4703 Special Methods in Mathematics)

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
The Mathematics Certificate of Proficiency is designed to provide students with a foundational knowledge base in the field of Mathematics. The certificate will replace the minor in Mathematics and will be stackable for all students seeking BS degrees in the Department. The certificate will consist of 20 total hours.

STEM majors require a lengthy list of mathematics courses as requirements for their degree. With the addition of only a few math courses, students acquire a background in a core of foundational areas of mathematics including Calculus, Statistics and Mathematical Proofs. Having completed the proposed courses for the Certificate of Proficiency, students are worthy of recognition for this accomplishment.

The Mathematics Department currently offers several sections of each of the courses in the proposed list for the certificate. Several students in STEM

fields currently take all but one of these as required for their degrees. The addition of the certificate would have little or no impact on the courses offered by the department whereas the number of students that could/would pursue the certificate would increase due to the stackable potential. Based on enrollment for the math minor, we estimate that 40 to 50 students will be enrolled for this certificate.

Goal: Develop a strong foundation in mathematical concepts and problem-solving skills.

Students who complete the program will:

1. Attain proficiency in mathematical topics, especially some advanced mathematical topics, through completion of required courses.
2. Develop critical thinking and analytical skills by applying mathematical reasoning and logic to solve complex problems.
3. Communicate mathematical concepts and solutions effectively through written reports and presentations.
4. Prepare for further study or career advancement in fields that require a strong mathematical background, such as engineering, finance, or data science.

Expected student learning outcomes:

1. Analyze and evaluate mathematical problems, identifying appropriate strategies and techniques to arrive at logical solutions.
2. Apply mathematical models and formulas to analyze and interpret quantitative data.
3. Apply mathematical principles to solve problems accurately.
4. Apply advanced mathematical principles to solve complex problems and analyze mathematical structures.
5. Clearly communicate mathematical ideas, solutions, and reasoning in a concise and coherent manner.

6. Approval letter from licensure/certification entity, if required. NA

7. Effective date, term, and academic year

August 2024, fall semester 2024, 2024-25 Academic Year