Teacher Education Council

Graduate Proposals

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

1. Add the following courses to the course descriptions:
   EDLD 6512: Building Level Administrator Internship (part 1); and
   EDLD 6522: (part 2);
2. Modify the Curriculum for the Master of Education Educational Leadership;
3. Modify the Curriculum for the Master of Education Instructional Technology Instructional Design and Technology Option and Library Media Specialist K-12, as follows: change the degree to the Master of Science, change the CIP code to 25.9999, and change the title to Library Media and Instructional Technology Instructional Design and Technology Option and Library Media Specialist K-12-Requires BOT/ADHE Approval; and
4. Modify the Curriculum for the Graduate Certificate in P-12 Building Level Administrator.

Undergraduate Proposal

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

1. Delete the Curriculum in Bachelor Science in Coaching Athletes and Physical Activity.

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

1. Modify the Curriculum for Bachelor of Science in Middle Level Education Mathematics Option.

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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:
EDLD	**6512**	◯ Spring ◉ **Summer I**

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

Building Level Administrator Internship (part 1)

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

BLA Internship 1

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

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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?

Spring and Fall Semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
None

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.

* To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building level administrator.

* To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.

* To support the intern in the transition from a faculty role to an administrator role.

* To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.

* To aid the intern in developing confidence in performing leadership tasks.

* To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

(Competencies above reflect NELP Standard 8, the foundation for all EDLD coursework.)

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

   Learning outcomes are verified through Activity Logs and Activity Reports signed by the administrative mentor. In addition to these, a final Reflective Summary is evaluated by the course instructor. (*Note: This is the same process previously used.*)

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

   Previously, "EDLD 6552" was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of "P-12 Building Level Administrator" Internship are required (each with a different focus), but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Course Change Form addresses only the EDLD 6512 portion of that change.*)

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 – **Educational Leadership**
b. Course number – **EDLD 6512**
c. Catalog course title – **Building Level Administrator Internship (part 1)**
d. Catalog description – **"This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester."**

    1. Arkansas Course Transfer System (ACTS) course number, if applicable - **Not Applicable**
    2. Cross-listing - **Not Applicable**
    3. Offered (e.g., Fall only, Spring only) - **Fall & Spring**
    4. Prerequisites – **In Syllabus**
    5. Co-requisites - **None**
    6. Description – **See D above**
    7. Notes (e.g., information not in description such as course may be repeated for credit) - **None**
    8. Contact Hours if different than lecture –**Online Course with Field Experience**
    9. Fees (e.g., $36 art fee) - **None**

e. Section for Name of instructor, office hours, contact information (telephone, email) – **In Syllabus**
f. Text required for course – **In Syllabus**
g. Bibliography (supplemental reading list) – **In Course Introduction**
h. Justification/rationale for the course – **In Syllabus**
i. Course objectives – **In Syllabus**
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) – **Graduate Course; Not Applicable**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **Subjective and objective assessment methods for this field experience are described in the Syllabus.**
l. Policy on absences, cheating, plagiarism, etc. – **In Syllabus**
m. Course content (outline of material to be covered in course). – **In Syllabus**

NEW SYLLABUS 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.

Arkansas Tech University
Department of Teaching and Educational Leadership
Educational Leadership Program

TEL Vision
... to develop and empower teachers and educational leaders to positively influence an ever-changing world.

TEL Mission
... to develop and inspire educational leaders who value equity, innovation, and student success.

The vision and mission of the Department of Teaching and Educational Leadership
is aligned with the vision and mission of the College of Education and Health:
http://www.atu.edu/education.

Course Syllabus
ADMINISTRATIVE INTERNSHIP
EDLD 6512

Course Number
EDLD 6512

Course Title
Building Level Administrative Internship (part 1)

Instructor/Contact Information
Dr. Keri Rathbun
Adjunct Professor, EDLD program
Arkansas Tech University
Crabaugh Hall, 1310 N El Paso Russellville, AR 72802
Email: krathbun@atu.edu

Office Hours
To accommodate graduate students' work schedules, office hours may include telephone conversations,
e-mail correspondence, and two-way video conferencing. Appointments to meet face-to-face may be
arranged by emailing the course instructor.

Communication
Other than within the course itself, communication will be primarily via email. This will be directed through
each student's ATU email account. Please check your ATU account at least once each day, or forward your
ATU email to the email address of your choice.

Course Prerequisites
   A. The *Internship Information* form must be completed and submitted to the course instructor before the internship can officially begin.
   B. The *Clinical Experience Agreement* form must be completed and submitted to the course instructor before the internship can officially begin. This form verifies that the school district and appropriate administrator(s) agree to assist and supervise the intern, and to validate or certify that the intern has completed each assigned activity.
   C. Prior to completion of the internship, the intern must finish (or be scheduled to finish) all required coursework for the appropriate leadership program.

Course Description (from the catalog)
This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester.

Course Justification/Rationale (enduring understanding)
This internship is designed to provide the student with an opportunity to obtain personalized, supervised experience in the standard activities relevant to the leadership roles of building level administrator or curriculum administrator.

Course Expectations
EDLD 6512 is a graduate level course, and as such, a high degree of professionalism is expected. Students in this course should ...
   • submit all assignments on or before the posted due dates.
   • produce high-quality work that reflects originality and thought.
   • actively participate in all on-site experiences/activities.
   • cultivate awareness of current educational issues at state and national levels.
   • demonstrate respect and collegiality in every personal and professional interaction.
Throughout the internship, the student must always maintain the same level of professional behavior that is routinely expected of all Arkansas educational leaders.

Course Objectives
   A. To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building-level administrator.
   B. To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.
   C. To support the intern in the transition from a faculty role to an administrator role.
   D. To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.
   E. To aid the intern in developing confidence in performing leadership tasks.
   F. To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

Texts/Materials: required

Department of Teaching and Educational Leadership (2023). *Administrative Internship Manual* [Electronic version]. Russellville, AR: Arkansas Tech University, Author.

Texts/Materials: supplemental
   A. Applicable local school district documents
   B. Applicable state laws
   C. Arkansas Department of Education (ADE) Rules
   D. Newspapers and/or County documents
   E. Arkansas Department of Education Data Center
   F. Arkansas Department of Education My School Info

Additional Resources
In the "Vital References" section (see *Course Introduction* folder), you will find links to the PSEL, NELP, TESS, LEADS, and other important references you'll need to be an effective educational leader. Please consider bookmarking these for future use.

Licensure Standards
This course reflects the *Professional Standards for Educational Leaders* (PSEL), the *National Educational Leadership Preparation* (NELP) Standards, and the Arkansas Department of Elementary and Secondary Education (DESE) *Competencies for P-12 School Level Principals*. It is designed to meet the relevant portions of state licensure standards for the "P-12 Building Level Administrator" endorsement, as well as all portions of NELP Standard 8.

Instruction / Methods
Instruction and methods in this course may include any or all of the following:
   A. *Activities Logs*. The intern will keep a log of their activities which entails a brief description of the task involved, the date, the amount of time involved (expressed in fractions of an hour), and the related core/group area. Logs are submitted according to the published schedule, and the cooperating on-site school administrator must certify completion of the activities.
   B. *Activity Reports/Reflections*. The intern will complete an Activity Report & Reflection form for each completed activity and submit it along with any "supporting" artifact.
   C. *Seminars (blended or virtual)*. Seminars may be scheduled to provide administrative interns with an opportunity to share experiences and concerns with other interns and the course instructor.

Assessment
Assessment is performance-based and reflects state and national performance standards. Both formal and informal assessments will be conducted. The primary forms of assessment include:

On-Site Performance
Interns are required to actively participate in all on-site experiences/activities. Both regular attendance and productive, engaged contribution are expected norms.

Ongoing Learning
Learning will be continually assessed throughout the internship utilizing mentor and instructor observation, written responses, and reflections. Students will also complete internship reports and written reflections related to research, discussions, readings, and experiences.

Note: Multiple assessors may be used for any assignment and/or activity. If there is a significant discrepancy between any two assessor scores, a third assessor will be asked to review the work in question to achieve assessment equity. This replicates the assessment practices of Education Testing Services (ETS).

Levels of Proficiency
All assignments and assignments will be assessed using the following levels of proficiency:
- Level Three: Exceeds expectations
- Level Two: Meets expectations
- Level One: Does not meet expectations

The Course Performance Rubric (see "Performance Levels" in the *Course Introduction* folder) contains expanded descriptions of these assessment levels. All assessments are subject to the professional judgment of the instructor.

Late or Missed Assignments
Active and timely participation is required. Requests for an assignment or activity extension are considered only in situations where there is an illness, accident, or other circumstance beyond the student's control. Requests must be submitted in writing (email) to be considered. It is the student's responsibility to pursue the request status and to meet the alternative due date (if granted).

Academic Dishonesty
Any student found to have committed academic misconduct … including, but not limited to, cheating, plagiarism, or other forms of academic dishonesty … is subject to the disciplinary sanctions outlined in the ATU Student Handbook. More information on this policy, including a detailed description of plagiarism, can be found in the *Student Resources* folder (under the Contents header).

In addition, please review the Code of Ethics for Arkansas Educators. As an educational leader, both your work and your behavior must be guided by these standards.

Artificial Intelligence (AI) Policy
Students are permitted to use Generative AI Tools in this course to help them brainstorm ideas. However, they should be aware that material generated by these programs may be inaccurate, incomplete, or otherwise problematic. In addition, the use of AI tools may stifle independent thinking and creativity.

To maintain academic integrity, students must always disclose any use of AI-generated material. The following statement is specifically designed to meet this requirement, and must be included at the end of any written assignment that has used a Generative AI Tool.

"The author would like to acknowledge the use of [Generative AI Tool Name] in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment." The student must then list the specific way(s) that the Generative AI Tool was used [e.g., brainstorming, grammatical correction, citation, etc.] and specifically identify the portion(s) of the assignment to which this applies.

Failure to follow this AI Policy will be considered plagiarism and will be addressed as outlined in ATU's Code of Academic Integrity.

Access and Accommodation

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any student who needs accommodation should inform the instructor at the beginning of the course.

The Disabilities Director's Office is located in Bryan Hall, Arkansas Tech University and can be reached at 479.968-0302 (for TDD call 479.964.3290) or by email disabilities@atu.edu. In addition, if you need accommodation due to temporary or long-term injury, handicap, or disability ... or if you need clarification or other individual help with course material or objectives ... please contact the instructor as soon as possible. You are always encouraged to take advantage of every resource available to you.

Privacy & Accessibility Policies

A comprehensive list of all privacy and accessibility policies can be found under "Privacy & Accessibility Policies" in the *Student Resources* folder. Please note that policies may be updated and changed over time.

Special Considerations

- Students are required to access the Blackboard course to check for announcements, retrieve course documents, and otherwise understand course requirements and expectations.
- Students are required to use word processing and standard conventions of professional writing for any and all written assignments.
- Since circumstances may arise which prevent the fulfillment of one or more components of this syllabus, it is subject to change. However, students will always be notified of any changes in a timely manner.

Advanced Proficiencies (CAEP accreditation)

In addition to specialized standards for this program of study, one goal of the College of Education and Health is that upon completion of this course and the project/artifact within, each graduate student will be able to demonstrate the knowledge, skills, and dispositions listed below. These proficiencies include the following:

- Ability to employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
- Ability to lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Ability to support appropriate applications of technology for the field of specialization.
- Ability to demonstrate the professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.

By completing this course and applying what has been learned, it is expected that students will then demonstrate these abilities to continuously improve P-12 student learning and growth in their classroom, school, and district.

Additional Course Bibliography (for further exploration if desired)

Danielson, C. (2007). *Enhancing student achievement: A framework for school improvement* (2nd Ed.). Alexandra VA: Association for Supervision and Curriculum Development (ASCD).

National Policy Board for Educational Administration (2015). Professional Standards for

Educational Leaders (PSEL). Reston, VA: Author.

National Policy Board for Educational Administration (2018). National Educational Leadership Preparation (NELP) Program Standards. Reston, VA: Author.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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:
EDLD	**6522**	⊂ Spring ⊙ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Building Level Administrator Internship (part 2)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)
BLA Internship 2

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?

  Spring and Fall Semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
None

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.

      * To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building level administrator.

      * To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.

      * To support the intern in the transition from a faculty role to an administrator role.

* To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.

* To aid the intern in developing confidence in performing leadership tasks.

* To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

(Competencies above reflect NELP Standard 8, the foundation for all EDLD coursework.)

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

   Learning outcomes are verified through Activity Logs and Activity Reports signed by the administrative mentor. In addition to these, a final Reflective Summary is evaluated by the course instructor. (*Note: This is the same process previously used.*)

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

   Previously, "EDLD 6552" was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of "P-12 Building Level Administrator" Internship are required (each with a different focus), but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Course Change Form addresses only the EDLD 6522 portion of that change.*)

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 – **Educational Leadership**
b. Course number – **EDLD 6522**
c. Catalog course title – **Building Level Administrator Internship (part 2)**
d. Catalog description – "**This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester.**"

   1. Arkansas Course Transfer System (ACTS) course number, if applicable - **Not Applicable**
   2. Cross-listing - **Not Applicable**
   3. Offered (e.g., Fall only, Spring only) - **Fall & Spring**
   4. Prerequisites – **In Syllabus**
   5. Co-requisites - **None**
   6. Description – **See D above**
   7. Notes (e.g., information not in description such as course may be repeated for credit) - **None**
   8. Contact Hours if different than lecture –**Online Course with Field Experience**
   9. Fees (e.g., $36 art fee) - **None**

e. Section for Name of instructor, office hours, contact information (telephone, email) – **In Syllabus**
f. Text required for course – **In Syllabus**
g. Bibliography (supplemental reading list) – **In Course Introduction**
h. Justification/rationale for the course – **In Syllabus**
i. Course objectives – **In Syllabus**
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) – **Graduate Course; Not Applicable**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **Subjective and objective assessment methods for this field experience are described in the Syllabus.**
l. Policy on absences, cheating, plagiarism, etc. – **In Syllabus**
m. Course content (outline of material to be covered in course). – **In Syllabus**

NEW SYLLABUS 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.

Arkansas Tech University
Department of Teaching and Educational Leadership
Educational Leadership Program

TEL Vision
... to develop and empower teachers and educational leaders to positively influence an ever-changing world.

TEL Mission
... to develop and inspire educational leaders who value equity, innovation, and student success.

The vision and mission of the Department of Teaching and Educational Leadership
is aligned with the vision and mission of the College of Education and Health:
http://www.atu.edu/education.

- -

Course Syllabus
ADMINISTRATIVE INTERNSHIP
EDLD 6522

Course Number
EDLD 6522

Course Title
Building Level Administrative Internship (part 2)

Instructor/Contact Information
Dr. Keri Rathbun
Adjunct Professor, EDLD program
Arkansas Tech University
Crabaugh Hall, 1310 N El Paso Russellville, AR 72802
Email: krathbun@atu.edu

Office Hours
To accommodate graduate students' work schedules, office hours may include telephone conversations, e-mail correspondence, and two-way video conferencing. Appointments to meet face-to-face may be arranged by emailing the course instructor.

Communication
Other than within the course itself, communication will be primarily via email. This will be directed through each student's ATU email account. Please check your ATU account at least once each day, or forward your ATU email to the email address of your choice.

Course Prerequisites

    A. The *Internship Information* form must be completed and submitted to the course instructor before the internship can officially begin.

    B. The *Clinical Experience Agreement* form must be completed and submitted to the course instructor before the internship can officially begin. This form verifies that the school district and appropriate administrator(s) agree to assist and supervise the intern, and to validate or certify that the intern has completed each assigned activity.

    C. Prior to completion of the internship, the intern must finish (or be scheduled to finish) all required coursework for the appropriate leadership program.

Course Description (from the catalog)

This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester.

Course Justification/Rationale (enduring understanding)

This internship is designed to provide the student with an opportunity to obtain personalized, supervised experience in the standard activities relevant to the leadership roles of building level administrator or curriculum administrator.

Course Expectations

EDLD 6522 is a graduate level course, and as such, a high degree of professionalism is expected. Students in this course should ...

- submit all assignments on or before the posted due dates.
- produce high-quality work that reflects originality and thought.
- actively participate in all on-site experiences/activities.
- cultivate awareness of current educational issues at state and national levels.
- demonstrate respect and collegiality in every personal and professional interaction.

Throughout the internship, the student must always maintain the same level of professional behavior that is routinely expected of all Arkansas educational leaders.

Course Objectives

    A. To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building-level administrator.

    B. To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.

    C. To support the intern in the transition from a faculty role to an administrator role.

    D. To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.

    E. To aid the intern in developing confidence in performing leadership tasks.

    F. To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

Texts/Materials: required

Department of Teaching and Educational Leadership (2023). *Administrative Internship Manual* [Electronic version]. Russellville, AR: Arkansas Tech University, Author.

Texts/Materials: supplemental
A. Applicable local school district documents
B. Applicable state laws
C. Arkansas Department of Education (ADE) Rules
D. Newspapers and/or County documents
E. Arkansas Department of Education Data Center
F. Arkansas Department of Education My School Info

Additional Resources
In the "Vital References" section (see *Course Introduction* folder), you will find links to the PSEL, NELP, TESS, LEADS, and other important references you'll need to be an effective educational leader. Please consider bookmarking these for future use.

Licensure Standards
This course reflects the *Professional Standards for Educational Leaders* (PSEL), the *National Educational Leadership Preparation* (NELP) Standards, and the Arkansas Department of Elementary and Secondary Education (DESE) *Competencies for P-12 School Level Principals*. It is designed to meet the relevant portions of state licensure standards for the "P-12 Building Level Administrator" endorsement, as well as all portions of NELP Standard 8.

Instruction / Methods
Instruction and methods in this course may include any or all of the following:
A. *Activities Logs.* The intern will keep a log of their activities which entails a brief description of the task involved, the date, the amount of time involved (expressed in fractions of an hour), and the related core/group area. Logs are submitted according to the published schedule, and the cooperating on-site school administrator must certify completion of the activities.
B. *Activity Reports/Reflections.* The intern will complete an Activity Report & Reflection form for each completed activity and submit it along with any "supporting" artifact.
C. *Seminars (blended or virtual).* Seminars may be scheduled to provide administrative interns with an opportunity to share experiences and concerns with other interns and the course instructor.

Assessment
Assessment is performance-based and reflects state and national performance standards. Both formal and informal assessments will be conducted. The primary forms of assessment include:

On-Site Performance
Interns are required to actively participate in all on-site experiences/activities. Both regular attendance and productive, engaged contribution are expected norms.

Ongoing Learning
Learning will be continually assessed throughout the internship utilizing mentor and instructor observation, written responses, and reflections. Students will also complete internship reports and written reflections related to research, discussions, readings, and experiences.

Note: Multiple assessors may be used for any assignment and/or activity. If there is a significant discrepancy between any two assessor scores, a third assessor will be asked to review the work in question to achieve assessment equity. This replicates the assessment practices of Education Testing Services (ETS).

Levels of Proficiency
All assignments and assignments will be assessed using the following levels of proficiency:
- Level Three: Exceeds expectations
- Level Two: Meets expectations
- Level One: Does not meet expectations

The Course Performance Rubric (see "Performance Levels" in the *Course Introduction* folder) contains expanded descriptions of these assessment levels. All assessments are subject to the professional judgment of the instructor.

Late or Missed Assignments
Active and timely participation is required. Requests for an assignment or activity extension are considered only in situations where there is an illness, accident, or other circumstance beyond the student's control. Requests must be submitted in writing (email) to be considered. It is the student's responsibility to pursue the request status and to meet the alternative due date (if granted).

Academic Dishonesty
Any student found to have committed academic misconduct … including, but not limited to, cheating, plagiarism, or other forms of academic dishonesty … is subject to the disciplinary sanctions outlined in the ATU Student Handbook. More information on this policy, including a detailed description of plagiarism, can be found in the *Student Resources* folder (under the Contents header).

In addition, please review the Code of Ethics for Arkansas Educators. As an educational leader, both your work and your behavior must be guided by these standards.

Artificial Intelligence (AI) Policy
Students are permitted to use Generative AI Tools in this course to help them brainstorm ideas. However, they should be aware that material generated by these programs may be inaccurate, incomplete, or otherwise problematic. In addition, the use of AI tools may stifle independent thinking and creativity.

To maintain academic integrity, students must always disclose any use of AI-generated material. The following statement is specifically designed to meet this requirement, and must be included at the end of any written assignment that has used a Generative AI Tool.

"The author would like to acknowledge the use of [Generative AI Tool Name] in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment." The student must then list the specific way(s) that the Generative AI Tool was used [e.g., brainstorming, grammatical correction, citation, etc.] and specifically identify the portion(s) of the assignment to which this applies.

Failure to follow this AI Policy will be considered plagiarism and will be addressed as outlined in ATU's Code of Academic Integrity.

Access and Accommodation
Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any student who needs accommodation should inform the instructor at the beginning of the course.

The Disabilities Director's Office is located in Bryan Hall, Arkansas Tech University and can be reached at 479.968-0302 (for TDD call 479.964.3290) or by email disabilities@atu.edu. In addition, if you need accommodation due to temporary or long-term injury, handicap, or disability ... or if you need clarification or other individual help with course material or objectives ... please contact the instructor as soon as possible. You are always encouraged to take advantage of every resource available to you.

Privacy & Accessibility Policies
A comprehensive list of all privacy and accessibility policies can be found under "Privacy & Accessibility Policies" in the *Student Resources* folder. Please note that policies may be updated and changed over time.

Special Considerations
- Students are required to access the Blackboard course to check for announcements, retrieve course documents, and otherwise understand course requirements and expectations.
- Students are required to use word processing and standard conventions of professional writing for any and all written assignments.
- Since circumstances may arise which prevent the fulfillment of one or more components of this syllabus, it is subject to change. However, students will always be notified of any changes in a timely manner.

Advanced Proficiencies (CAEP accreditation)
In addition to specialized standards for this program of study, one goal of the College of Education and Health is that upon completion of this course and the project/artifact within, each graduate student will be able to demonstrate the knowledge, skills, and dispositions listed below. These proficiencies include the following:
- Ability to employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
- Ability to lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Ability to support appropriate applications of technology for the field of specialization.
- Ability to demonstrate the professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.

By completing this course and applying what has been learned, it is expected that students will then demonstrate these abilities to continuously improve P-12 student learning and growth in their classroom, school, and district.

Additional Course Bibliography (for further exploration if desired)
Danielson, C. (2007). *Enhancing student achievement: A framework for school improvement* (2nd Ed.). Alexandra VA: Association for Supervision and Curriculum Development (ASCD).

National Policy Board for Educational Administration (2015). Professional Standards for

Educational Leaders (PSEL). Reston, VA: Author.

National Policy Board for Educational Administration (2018). National Educational Leadership Preparation (NELP) Program Standards. Reston, VA: Author.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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 Educational 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)

Delete EDFD 6003 Educational Research;
Add EDLD 6113 Action Research and Data Analysis;
Delete Four (4) hours of EDLD 6552 Building Level Administrator (two (2) semesters);
Add EDLD 6512 – Building Level Administrator Internship (part 1) and
Add EDLD 6522 – Building Level Administrator Internship (part 2)

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

Answer the following Assessment questions:
  a. How does the program change align with the university mission?
     No change to course content, only course code, so fully retains previous alignment.
  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? **Previously, EDLD 6552 was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of P-12 Building Level Administrator Internship are required (each with a different focus) for the EDLD program, but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Program Change Form addresses only the EDLD portion of that change.*)**
  b. How does this program fit in the current state of the discipline?
     No change to course content, only course code, so fully retains previous alignment.
  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. **Not applicable since no change in course content.**

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.

2026-27 Catalog

EDUCATIONAL LEADERSHIP, MASTER OF EDUCATION

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

Curriculum
Degree Requirements

Code	Title	Hours
~~EDFD 6003~~ *EDLD 6113*	~~Educational Research~~	3
EDLD 6003	School Law	3
EDLD 6013	School Organization and Leadership	3
EDLD 6023	Organizational Change	3
EDLD 6102	School Finance	2
EDLD 6153	Communication with School and Community	3
EDLD 6253	Instructional Leadership	3
EDLD 6313	Principles of Curriculum for School Leaders	3
EDLD 6403	Working with the Marginal Performer	3
~~EDLD 6552~~ *EDLD 6512*	~~Building-Level Administrator Internship (Two [2] semesters)~~	*2* ~~4~~
Total Hours *EDLD 6522*		*2* 30

- The student must also create a Professional 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.

- 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.

Master of Education
Educational Leadership
~~2025-2026~~ *2026-27*

Date: _____ **Student's Name:** _____

T# _____ **Grade Point:** _____ **Graduation Date:** _____

Grade   Required Core Courses (30 hours):

Grade	Required Core Courses (30 hours):
	~~EDFD 6003 Educational Research~~ *EDLD 6113*
	EDLD 6003 School Law
	EDLD 6013 School Organization and Leadership
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	EDLD 6153 Communication with School and Community
	EDLD 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leaders
	EDLD 6403 Working with Marginal Performer
	EDLD ~~6552 Building Level Administrator Internship~~ *6512*
	EDLD ~~6552 Building Level Administrator Internship~~ *6522*
	Portfolio Successful Completion Date

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Education
Educational Leadership
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade   Required Core Courses (30 hours):

Grade	Required Core Courses (30 hours):
	EDLD 6003 School 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 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leaders
	EDLD 6403 Working with Marginal Performer
	EDLD 6512 Building Level Administrator Internship (Part 1)
	EDLD 6522 Building Level Administrator Internship (Part 2)
	Portfolio Successful Completion Date

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

Request for CIP, Title, and Degree Change

Department Initiating Proposal	Date
Department of Teaching & Educational Leadership	6/23/2025

Title	Signature	Date
Department Head	Pam Dixon	6/24/25
Dean	Tim Carter	6/27/25
Assessment	Amanda Gardner	6/30/25
Registrar	Weaver	7/23/25
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 in Instructional Technology

Letter of Notification

ARKANSAS DIVISION OF
HIGHER EDUCATION

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: Arkansas Tech University

Dr.. Adolfo Santos		
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date: [ ]   Board of Trustee Approval/Notification Date: [ ]

Contact Person: Dr. Tim Carter   Contact Person's Title: Dean, College of Education and Health

Contact Phone Number: (479) 964-0563   Contact Email Address: tcarter@atu.edu

Category 1: New or Existing Program Modification (*select all that apply*)

☐ Articulation Agreement: ☐2+2 ☐3+1 ☐4+1 ☐Other *attach copy of MOU*

☑ CIP code change

☐ Curriculum revision of program/option/emphasis/concentration/minor *attach copy of before and after curriculum*

☐ Existing program offered by distance technology

☐ Existing program offered at an existing off-campus location

☐ New certificate program (CP, TC or GC made primarily of existing coursework) *attach copy of curriculum*

☐ New degree program (undergraduate or graduate made primarily of existing coursework) *attach copy of curriculum*

☐ New option, emphasis, concentration, or minor

☑ Title Change

Effective Term: Summer   Effective Year: 2026-27

Before Proposed Changes						
Title:	Master of Education in Instructional Technology - Library Media Specialist K-12 Option and Instructional Design and Tech...					
CIP Code:	13.0501	**Degree Code:**	5675	**% Online:**	100%	
After Proposed Changes/New Program						
Title:	Master of Science in Library Media and Instructional Technology - Library Media Specialist K-12 Option and Instructional D...					
CIP Code:	25.9999	**% Online:**	100%			

Reason for Proposed Action (*attach additional pages as needed*)

CIP, Title, and Degree Change

Current Program:
Degree: MED in Instructional Technology
CIP Code: 13.0501
Options:
Library Media Specialist K-12
Instructional Design and Technology

Proposed Changes:
New Degree: Master of Science (MS)
New Program Title: Library Media and Instructional Technology

Category 2:   Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

   Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

   If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Term: Select Term   Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code

Reason for Proposed Action (*attach additional pages as needed*)

Category 3:   Instruction/Research/Service Centers and Administrative/Organization Units

☐ Establishment of new instruction, research, or service institute/center that <u>does not</u> serve as a basis for faculty appointments or degree programs. *attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that <u>does not</u> serve as a basis for faculty appointments or degree programs. *attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit *attach copy of before and after organization chart*

Effective Term: Select Term   Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (attach additional pages as needed)

[SAVE]   [ATTACH]   [SUBMIT]   [SHOW ATTACHMENTS]

Please save and upload this form and supporting documents to: <u>File Transfer System</u>

LETTER OF NOTIFICATION

CIP, Title, and Degree Change

Current Program:
    Degree: MED in Instructional Technology
    CIP Code: 13.0501
    Options:
    Library Media Specialist K-12
    Instructional Design and Technology
    Degree Code: 5675

Proposed Changes:
    New Degree: Master of Science (MS)
    New Program Title: Library Media and Instructional Technology
    New CIP Code: 25.9999
    Options:
    Library Media Specialist K-12
    Instructional Design and Technology
    Course Changes: None (all existing courses for both options will remain unchanged)

Rationale:
The department proposes these changes to modernize the program title and align it more closely with current industry terminology and trends. Updating the degree designation and CIP code supports the program's relevance in today's educational and technological landscape, while maintaining its current curricular structure.

Library Media and INSTRUCTIONAL TECHNOLOGY - LIBRARY MEDIA SPECIALIST K-12 OPTION, MASTER OF ~~EDUCATION~~ *Science*

Ashley Cooksey, Program Director
Crabaugh Hall, Room 308D
(479) 964-0583 ext. 2560
acooksey@atu.edu

Curriculum

Code	Title	Hours
Curriculum		
EDFD 6003	Educational Research	3
EDMD 6233	Administration of Media Programs	3
EDMD 6433	Practicum in Educational Media	3
LBMD 6003	Collection Development and Management	3
LBMD 6023	Classification and Cataloging	3
LBMD 6033	The Instructional Role of the Library Media Specialist	3
LBMD 6403	Literature for Children and Young Adults	3
LBMD 6503	School Librarian: Leadership and Collaboration	3
Technology Electives		
Select two of the following:		6
EDMD 5043	Foundations of Online Curriculum Design and Evaluation	
EDMD 5053	Online Course Development with Multimedia	
EDMD 6133	Production of Digital Instructional Materials	
EDMD 6163	Internet Resources	
EDMD 6303	Survey of Instructional Technology	
EDMD 6313	Instructional Design and Product Development	
Total Hours		**30**

Library Media and
INSTRUCTIONAL TECHNOLOGY - INSTRUCTIONAL DESIGN AND TECHNOLOGY OPTION, MASTER OF ~~EDUCATION~~ Science

Dr. Mohamed Ibrahim, Program Director
Crabaugh Hall, Room 308C
(479) 964-0583, ext. 2452
mibrahim1@atu.edu

Curriculum

Code	Title	Hours
EDFD 6003	Educational Research	3
EDFD 6043	Principles and Theories of Learning	3
EDFD 6313	Principles of Curriculum Development	3
or EDMD 5053	Online Course Development with Multimedia	
EDMD 6033	Introduction to Instructional Technology	3
EDMD 6133	Production of Digital Instructional Materials	3
EDMD 6163	Internet Resources	3
EDMD 6303	Survey of Instructional Technology	3
or EDMD 6113	Emerging Technologies for Education and Training	
EDMD 6313	Instructional Design and Product Development	3
or EDMD 5043	Foundations of Online Curriculum Design and Evaluation	
Six hours of additional instructional technology approved graduate-level electives		6
Total Hours		**30**

- This program does not require an Arkansas teaching license.

Master of Education ~~Science~~
Library Media & Instructional Technology
Library Media *specialist* K-12 Option
~~2025-2026~~
2026-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade Required Core Courses (24 hours):

Grade	Course
	EDFD 6003 Educational Research
	EDMD 6233 Administration of Media Programs
	EDMD 6433 Practicum in Educational Media
	LBMD 6003 Collection Development and Management
	LBMD 6023 Classification and Cataloging
	LBMD 6033 The Instructional Role of the Library Media Specialist
	LBMD 6403 Literature for Children and Young Adults
	LBMD 6503 School Librarian: Leadership and Collaboration

Grade Technology Electives (6 hours):

Grade	Course
	EDMD 5043 Foundations of Online Curriculum Design and Evaluation
	EDMD 5053 Online Course Development with Multimedia
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology
	EDMD 6313 Instructional Design and Product Development

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Science
Library Media and Instructional Technology
Library Media Specialist K-12 Option
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Core Courses (24 hours):
	EDFD 6003 Educational Research
	EDMD 6233 Administration of Media Programs
	EDMD 6433 Practicum in Educational Media
	LBMD 6003 Collection Development and Management
	LBMD 6023 Classification and Cataloging
	LBMD 6033 The Instructional Role of the Library Media Specialist
	LBMD 6403 Literature for Children and Young Adults
	LBMD 6503 School Librarian: Leadership and Collaboration

Grade	Technology Electives (6 hours):
	EDMD 5043 Foundations of Online Curriculum Design and Evaluation
	EDMD 5053 Online Course Development with Multimedia
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology
	EDMD 6313 Instructional Design and Product Development

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of ~~Education~~ Science Instructional Technology
Library Media & Instructional Technology
Instructional Design and Technology Option
~~2025-2026~~
2026-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Core Courses (24 hours):
	EDFD 6003 Educational Research
	EDFD 6043 Principles and Theories of Learning
	EDFD 6313 Principles of Curriculum Development **OR** EDMD 5053 Online Course Development with Multimedia
	EDMD 6033 Introduction to Instructional Technology
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology **OR** EDMD 6113 Emerging Technologies for Education and Training
	EDMD 6313 Instructional Design and Product Development **OR** EDMD 5043 Foundations of Online Curriculum Design and Evaluation

Grade	Approved Instructional Technology Elective Courses (6 hours):

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Science
Library Media and Instructional Technology
Instructional Design and Technology Option
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Core Courses (24 hours):
	EDFD 6003 Educational Research
	EDFD 6043 Principles and Theories of Learning
	EDFD 6313 Principles of Curriculum Development **OR** EDMD 5053 Online Course Development with Multimedia
	EDMD 6033 Introduction to Instructional Technology
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology **OR** EDMD 6113 Emerging Technologies for Education and Training
	EDMD 6313 Instructional Design and Product Development **OR** EDMD 5043 Foundations of Online Curriculum Design and Evaluation

Grade	Approved Instructional Technology Elective Courses (6 hours):

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Tammy Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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:
GC-P-12 Building Level Administrator

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 Four (4) hours of EDLD 6552 Building Level Administrator (two (2) semesters);
Add EDLD 6512 – Building Level Administrator Internship (part 1) and
Add EDLD 6522 – Building Level Administrator Internship (part 2)

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

Answer the following Assessment questions:
a. How does the program change align with the university mission?
   No change to course content, only course code, so fully retains previous alignment.
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? **Previously, EDLD 6552 was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of P-12 Building Level Administrator Internship are required (each with a different focus) for the EDLD program, but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Program Change Form addresses only the EDLD portion of that change.*)**
b. How does this program fit in the current state of the discipline?
   No change to course content, only course code, so fully retains previous alignment.
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. **Not applicable since no change in course content.**

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.

P-12 BUILDING LEVEL ADMINISTRATOR, GRADUATE CERTIFICATE

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

Curriculum

Code	Title	Hours
EDLD 6003	School Law	3
EDLD 6023	Organizational Change	3
EDLD 6102	School Finance	2
EDLD 6153	Communication with School and Community	3
EDLD 6253	Instructional Leadership	3
EDLD 6313	Principles of Curriculum for School Leaders	3
EDLD 6403	Working with the Marginal Performer	3
~~EDLD 6552~~ *EDLD6512*	~~Building Level Administrator Internship (Two [2] semesters)~~	2 ~~4~~
Total Hours *EDLD 6522*		**24**

P-12 Building Level Administrator Graduate Certificate

~~2025-2026~~ *2026-27*

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Courses (24 hours):
	EDLD 6003 School Law
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	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~~ *6512*
	EDLD ~~6552 Building Level Administrator Internship~~ *6522*

Minimum hours required: **24**

of 'C's (no more than 2): _____

P-12 Building Level Administrator
Graduate Certificate
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Courses (24 hours):
	EDLD 6003 School Law
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	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 6512 Building Level Administrator Internship (Part 1)
	EDLD 6522 Building Level Administrator Internship (Part 2)

Minimum hours required: **24**

of 'C's (no more than 2): _____

ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	*Rockie Pederson*	08/27/2025
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate College (if appropriate)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title: Bachelor of Science in Coaching Athletes and Physical Activity

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**
   Bachelor of Science in Coaching Athletics and Physical Activity

2. **Degree code**
   2680

3. **CIP code**
   13.1314

2. **Effective date, term, and academic year**
   June 1, 2026, 2026 Summer Term, 2026-27 Academic Year

4. **Reason for deletion and teach out plan**
   There are no students remaining in the Bachelor of Science in Coaching Athletics and Physical Activity program. All students were moved to Bachelor of Science in Health Exercise Science - Coaching Athletics and Physical Activity and Advanced Certificate in Secondary Education. The Department of Kinesiology and Rehabilitation Science's Bachelor of Science in Health and Exercise Science Coaching Athletics and Physical Activity HES CAPA) track focuses on optimal performance of the human body. The track is designed for students seeking careers in K-12 teaching and athletic coaching, gym/health center management, or recreation supervisor. The track includes two options: Students desiring to coach and teach in public school systems complete the Advanced Certificate in Secondary Education to obtain an Arkansas teaching license in K-12 Health and Physical Education with a coaching endorsement. A second content area for teaching certification is recommended for this option. Students seeking careers in gym/health center management or recreation supervision choose a minor in a related area. Suggested minors include Business and Marketing.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	02/05/2025

Title	Signature	Date
Department Head	*Ellen Treadway*	8-15-25
Dean	*Tim Carter*	8/18/25
Assessment	*Amanda Gardner*	8/19/25
Registrar	*Weaver*	8/20/25
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 Mathematics

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)
Semester 6
Delete MATH 3771 Praxis Content Knowledge   *Add SPED 3153*
Delete 8 hours of electives and replace with 6 hours
Semester 7
Add a 3 hour elective   *Delete MATH 4703*

Add SPED 3153 Planning, Instruction, and Assessment for Students with Exceptionalities.

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

Since the secondary Mathematics Education Program no longer exists, MATH 3771 and MATH 4703 will no longer be offered. Dr. Shojaei will continue to offer MATH 3703 every other fall.
SPED 3153 is a course that is already offered.

Answer the following Assessment questions:
  a. How does the program change align with the university mission?
     i. The university mission speaks to providing access to education that will significantly impact social mobility, enabling students to reach their greatest potential. Since the course offerings at Arkansas Tech University have changed, replacing the dissolved class with an extra special education class will provide middle-level education students with more knowledge in a field that is needed. Students have expressed concern about working with students with exceptionalities, especially in Math, where the content is not as subjective. Adding this course will enable our students to reach their greatest potential.
  b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
     i. No applicable
  c. What is the rationale for this program change?
     1. How will the program change impact learning for students enrolled in this program?
        i. Middle-level Math students will gain more insight in helping students with exceptionalities in a subject that is objective and not open to interpretation.
     2. Provide an example or examples of student learning assessment evidence that supports the changes in the program.
        i. Students have anecdotally expressed concern about teaching students with exceptionalities. They have one course on teaching diverse populations in their program but they would like more preparation.
  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.
        i. The University of Central Arkansas still has a two-subject middle-level degree track and only offers one class on teaching diverse populations.
        ii. Arkansas State only has one class on differentiation in its middle-level program
        iii. The University of Arkansas has one SPED Teaching Diverse Learners class in its middle-level program
     *ATU would be providing an extra class for working with students with exceptionalities in addition to the rich content coursework we provide. Our students will be much more prepared to work in Arkansas schools.
  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.)
        i. The objectives for SPED 3153 are:
           1. Students will evaluate and apply a variety of learning and performance accommodations-modifications for children with exceptionalities in various content area subjects (UDL/RTI) CEC(3)

3.1, 3.2, 3.3 ACEI 1.0, 2.1, 3.1, 3.2 ATS (INTASC) 1, 2, TESS 1a, 1b, 1c, 1d, 1e, 1f.

2. Students will evaluate exceptional individual abilities, interests, and relevant background information when planning and adapting learning experiences for diverse, exceptional students (UDL/RTI) CEC (5)5.1, INTASC 1,2, TESS, 1a, 1b, 1c, 1d, 1e, 1f.

3. Students will evaluate and apply a variety of instructional and technological strategies to support the language, communication, collaboration and learning of exceptional students (UDL/RTI) CEC (5) 5.1, 5.2, 5.4, INTASC 1, 2, 4, 5, 7, 8, TESS 3b, 3c, 3e

4. Students will evaluate, create and apply a variety of nonbiased informal (formative) and formal (summative) assessments/evaluations. (CEC) 4, 4.1, INTASC 1, 2, 6, TESS 3d, 4b

5. Students will interpret assessment results and use the data to inform practice and provide meaningful, specific feedback to students, families, and pertinent faculty. CEC (4), 4.2, 4.3, 4.4, INTASC 1,2,6, TESS 3d, 4b.

6. 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

7. Recognize major problems that parents face when they realize that their child is handicapped; KublerRoss Model. 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.

8. Discuss issues of cultural diversity that may affect human development. Domains 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students, 4d Participating in a Professional Community, 4e Growing and Developing Professionally, InTASC Standards 2 Learning Differences, 9 Professional Learning and Ethical Practices

9. The student will demonstrate an understanding of professional learning community (PLC) components. Arkansas Teaching Standards 9 Professional Learning and Ethical Practice & 10 Leadership and Collaboration, TESS 4a The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4c The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. 4d The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

10. The students will demonstrate knowledge of how to apply reading comprehension skills and strategies to imaginative/literary texts and informational/expository texts. (e.g., English Language Learners, struggling readers through highly proficient readers) SoR 5.2K

ii. The methods of evaluation are:
1. Examinations | 100 points each
2. Journals | 25 points each
3. Community Project | 200 Points
4. Teacher Inclusive Practice Self-Assessment Survey | 50 points
5. Research Action Project Components | 25 points each
6. 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.

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.

Summary
1) Delete MATH 4703
2) Delete MATH 3771
3) Add SPED 3153
4) Add 1 hour Elective

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

Curriculum Matrix for Catalog	
Curriculum in **BS Middle Level Education- Mathematics option**	
(enter title for program changing)	
Freshman Fall Semester 1 Add/Change: Delete: Total Hours: 17	**Freshman Spring Semester 2** Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester 3 Add/Change: Delete: Total Hours: 15	**Sophomore Spring Semester 4** Add/Change: Delete: Total Hours: 15
Junior Fall Semester 5 Add/Change: Delete: Total Hours: 15	**Junior Spring Semester 6** Add/Change: SPED 3153 add elective 6 hours Delete: MATH 3771, elective 8 hours Total Hours: 15
Senior Fall Semester Add/Change: Elective 3 hours Delete: MATH 4703 Total Hours: 15	**Senior Spring Semester** Add/Change: Delete: Total Hours: 12

MIDDLE LEVEL EDUCATION - MATHEMATICS OPTION, BACHELOR OF SCIENCE

Dr. Heather Stefanski, Program Director
Crabaugh Hall, Room 206
(479) 964-0583 ext. 2565
hstefanski@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
BIOL XXXX	Biological Science with Laboratory [1]	4	_____
COMM 2003	Public Speaking	3	_____
EDFD 1001	Orientation to Teaching K-12	1	_____
ENGL 1013	Composition I	3	_____
HIST 1503	World History to 1500	3	_____
MATH 1113	College Algebra	3	_____
	Hours	**17**	
Spring			
ENGL 1023	Composition II	3	_____
HIST 1513	World History since 1500	3	_____
MATH 2033	Mathematical Concepts I	3	_____
MLED 2003	Education as a Profession	3	_____
PHSC XXXX	Physical Science with Laboratory [1]	4	_____
	Hours	**16**	
Sophomore			
Fall			
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	_____
HIST 2003	United States History to 1877	3	_____
MATH 2043	Mathematical Concepts II	3	_____
MATH 2703	Discrete Mathematics	3	_____
STAT 2163	Introduction to Statistical Methods	3	_____
	Hours	**15**	
Spring			
EDMD 2013	Integrating Instructional Technology	3	_____
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	_____
MATH 1203	Plane Trigonometry	3	_____
MATH 3033	Methods of Teaching Elementary Mathematics	3	_____
POLS 2003	American Government	3	_____
	Hours	**15**	
Junior			
Fall			
ENGL 4703	Teaching English as a Second Language	3	_____
MATH 3703	Mathematics in the Middle and Secondary Schools	3	_____
MLED 3023	Psychological Foundations for the Nature and Needs of Middle Level Students	3	_____

MLED 3033	Literacy Development in the Middle Grades	3	_____
MLED 3063	Tests & Educational Measurements	3	_____
	Hours	**15**	
Spring *SPED 3153*		**3**	
MLED 3073	Diversity in the Classroom	3	_____
MLED 3103	Writing in the Content Area	3	_____
~~MATH 3771~~	~~Praxis Middle School and Secondary Mathematics Test Preparation~~	~~1~~	_____
Electives		~~8~~ *6*	
	Hours	**15**	
Senior			
Fall *Electives*		**3**	
HIST 2153	Introduction to Arkansas History	3	_____
~~MATH 4703~~	~~Special Methods in Mathematics~~	~~3~~	_____
MLED 4003	Middle Level Curriculum and Pedagogy	3	_____
MLED 4023	Residency A Seminar	3	_____
MLED 3013	Research Foundations	3	_____
	Hours	**15**	
Spring			
MLED 4903	Residency B Seminar	3	_____
MLED 4909	Residency B	9	_____
	Hours	**12**	
	Total Hours	**120**	

NOTE Must earn a grade of "C" or better in all courses.

[1]   See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".

DEGREE AUDIT CHECK LIST
(BS-MLMA) Middle Level Education-Math

~~2025-26~~ 2026-27

Date			Student's Name		
Grade Point	**Graduation Date**		**T#**		
General Education Requirements		**Hrs**	**Major Requirements**		**Hrs**
ENGL #	1013/1043 & 1023/1053	6	**~MLED**	2003 (3012 or 3013) 3023 (3033 or 3034)	
MATH #		0		(3062 or 3063)(3072 or 3073) (3102 or 3103)	
SCIENCE		0		(4003 or 4004) 4023 4903 4909	39
US HIST/GOVT		0	**BIOL****		4
SOC SCI		0	**~COMM**	2003** or 2173	3
FINE ART/HUM		3	**~EDFD**	(1001♦, TECH 1001 or TECH 1013)	1
FINE ART/HUM		3	**~EDMD**	(2013 or 3013)	3
COMM		0	**ENGL**	4703	3
TECH 1001 ♦		0	**~HIST**	1503** 1513** 2153	
				(2003**, 2013, or 1903)	12
			MATH	1113 or >** 1203 2033 2043 2703	
				3033 3703 ~~3771 4703~~	~~25~~ 21
TOTAL GEN ED HOURS		12	**PHSC****		4
Electives			**POLS**	2003	3
			~	STAT 2163 or PSY/SOC 2053	3
			SPED	3153	3
			"C' OR BETTER IN ALL COURSES		
		9		**TOTAL MAJOR HOURS**	~~100~~ 99
TOTAL ELECTIVE HOURS		~~8~~	**TOTAL HOURS**		

Final Check: Min. hours required **120**   Earned Hrs _____

40 hours upper level _____ thru _____   minus P/C HRS _____

\# of "D" hours _____ thru _____   to be completed _____

Max activity hours 4 _____   **TOTAL** _____

** Satisfying Gen Ed

◆ **Satisfying Institutional Requirement**

 # C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST
(BS-MLMA) Middle Level Education-Math
2026-27

Date		
Grade Point	**Graduation Date**	

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		12
Electives		
TOTAL ELECTIVE HOURS		9

Major Requirements		Hrs
~MLED	2003 (3012 or 3013) 3023 (3033 or 3034)	
	(3062 or 3063)(3072 or 3073) (3102 or 3103)	
	(4003 or 4004) 4023 4903 4909	39
BIOL**		4
~COMM	2003** or 2173	3
~EDFD	(1001♦, TECH 1001 or TECH 1013)	1
~EDMD	(2013 or 3013)	3
ENGL	4703	3
~HIST	1503** 1513** 2153	
	(2003**, 2013, or 1903)	12
MATH	1113 or >** 1203 2033 2043 2703	
	3033 3703	21
PHSC**		4
POLS	2003	3
~	STAT 2163 or PSY/SOC 2053	3
SPED	3153	3
"C' OR BETTER IN ALL COURSES		
	TOTAL MAJOR HOURS	99
	TOTAL HOURS	

Final Check:

Min. hours required **120**   Earned Hrs _____
40 hours upper level _____ thru _____   minus P/C HRS _____
of "D" hours _____ thru _____   to be completed _____
Max activity hours 4 _____   **TOTAL** _____

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