

## **TEACHER EDUCATION COMMITTEE**

### **UNDERGRADUATE PROPOSALS**

#### **College of Education and Health**

##### **Department of Kinesiology and Rehabilitation Science**

1. Change the Program Title for the Bachelor of Science in Health and Physical Education Teacher Licensure, TO: Bachelor of Science in Coaching Athletics and Physical Activity.

#### **College of Science Technology, Engineering and Mathematics**

##### **Department of Mathematics and Physical Sciences**

2. Delete the Bachelor of Science in Mathematics Education for Teacher Licensure.

### **GRADUATE PROPOSALS**

#### **College of Education and Health**

##### **Department of Teaching and Educational Leadership**

1. Modify the Curriculum for the Master of Arts in Teaching in Teaching Middle and Secondary;
2. Curriculum Revision for the Master of Arts in Teaching in Teaching Middle and Secondary, to create the Master of Arts in Teaching in Teaching Middle and Secondary Special Education Option;
3. Curriculum Revision for the Master of Education in Teaching, Learning, and Leadership to reduce the hours from 34 hours to 31 hours; and
4. Modify the Unconditional Admission for the Master of Education in Teaching, Learning, and Leadership.



# ARKANSAS TECH UNIVERSITY

## Request for Title Change

Department Initiating Proposal	Date
<b>Kinesiology and Rehabilitation Science (KRS)</b>	<b>06/27/2024</b>

Title	Signature	Date
Department Head <b>Dr. Rockie Pederson</b>	<i>Rockie Pederson</i>	06/27/2024
Dean <b>Dr. Tim Carter</b>	<i>Tim Carter</i>	7/1/24
Assessment <b>Dr. Christine Austin</b>	<i>Amanda Bardun</i>	7/22/24
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	7/15/24
Graduate College (if appropriate)		
Vice President for Academic Affairs <b>Dr. Adolfo Santos</b>		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/19/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: <b>Health and Physical Education Teacher Licensure</b>
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# LETTER OF NOTIFICATION

## Title Change

Change of name only for an existing degree, certificate, major, option, track, or organizational unit where curriculum will not be modified. Can be combined with CIP Change, Curriculum Revision or Existing Program Offered by Distance Technology. Note: words such as certified, licensed, or registered will not be permitted as they imply licensure or certification by an entity outside of the institution is guaranteed.

### Required information:

**1. Current degree title**

Health and Physical Education Teacher Licensure

**2. Degree code**

2680

**3. CIP code**

13. 1314

**4. Proposed title**

Coaching Athletics and Physical Activity

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

06/01/2025, 2025 Summer Term, 2025-26 Academic Year

**6. Reason for change**

The Physical Education Teaching/Coaching Licensure program currently offered by the KRS department is being updated to reflect the changes that have occurred and are occurring in the field of Physical Education. The increased emphasis on physical activity presented throughout the school day in a variety of learning contexts is very different from the previous structure of Physical Education Teacher Education. Individuals in the field are being charged with implementing physical activity experiences for students and staff in schools. Changes in several professional organizations including but not limited to Society of Health and Physical Educators (SHAPE America), National High School Coaches Association (NHSCA), National High School Strength Coaches Association (NHSSCA), and National Federation of State High School Associations (NFHS) indicate an increased focus on movement, tactics, and strategies across a variety of public and private environments.

Physical Activity provides a positive perspective on the opportunities for children, youth, and adults to experience and learn dance, exercise, games, play and sport.

# Coaching Athletics and Physical Activity

## HEALTH AND PHYSICAL EDUCATION, BACHELOR OF SCIENCE

(Including Teacher Licensure Requirements)

See the College of Education (<https://catalog.atu.edu/undergraduate/programs/education-health/#text>) 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 (<https://www.atu.edu/oucatalog/current/undergraduate/colleges/education/>) and also the Criteria for Internships (<https://www.atu.edu/oucatalog/current/undergraduate/colleges/education/>) located on the College of Education home page.

### 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.

### Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
BIOL 1014	Introduction to Biological Science <sup>2</sup>	4	_____
ENGL 1013	Composition I <sup>1</sup>	3	_____
HES 1002	Physical Health and Fitness	2	_____
HLED 1513	Lifetime Health and Fitness <sup>2</sup>	3	_____
MATH 1113	College Algebra <sup>2</sup>	3	_____
PE 1201	Orientation to Health, Physical Education, and Wellness Science <sup>2</sup>	1	_____
		<b>Hours</b>	<b>16</b>
<b>Spring</b>			
ENGL 1023	Composition II <sup>1</sup>	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____

PE 2111	Methods of Teaching Individual Activities <sup>2</sup>	1	_____
PE 2513	First Aid <sup>2</sup>	3	_____
PHSC XXXX	Physical Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
		<b>Hours</b>	<b>17</b>
<b>Sophomore</b>			
<b>Fall</b>			
COMM 2003	Public Speaking <sup>2</sup>	3	_____
PE 2101	Methods of Teaching Team Activities <sup>2</sup>	1	_____
PE 2523	Foundations in Health and Physical Education <sup>2</sup>	3	_____
PE 2653	Anatomy and Physiology <sup>2</sup>	3	_____
SEED 2003	Education as a Profession <sup>2</sup>	3	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
		<b>Hours</b>	<b>16</b>
<b>Spring</b>			
EDMD 2013	Integrating Instructional Technology	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
PE 3661	Laboratory Experiences in Anatomy/Physiology and Kinesiology <sup>2</sup>	1	_____
PE 3663	Kinesiology <sup>2</sup>	3	_____
SEED 2113	Human Development and Learning Theories <sup>2</sup>	3	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
		<b>Hours</b>	<b>16</b>
<b>Junior</b>			
<b>Fall</b>			
HLED 4303	Methods and Materials in Health for Grades K-12 <sup>2</sup>	3	_____
PE 3101	Methods of Teaching Rhythmic and Gymnastic Movements <sup>2</sup>	1	_____
PE 3413	Coaching Theory <sup>2</sup>	3	_____

PE 3543	Motor Development and Lifespan Applications in Pedagogy <sup>2</sup>	3	_____
PE 3573	Prevention and Care of Athletic Injuries <sup>2</sup>	3	_____
PE 4033	Exercise Physiology <sup>2</sup>	3	_____
<b>Hours</b>		<b>16</b>	

**Spring**

HLED 3203	Consumer Health Programs <sup>2</sup>	3	_____
HLED 4303	Methods and Materials in Health for Grades K-12 <sup>2</sup>	3	_____
PE 3051	Methods of Teaching Fitness and Wellness Concepts <sup>2</sup>	1	_____
Select one of the following:		2	

PE 3512	Coaching Strategies: Football & Baseball <sup>2</sup>		_____
PE 3522	Coaching Strategies: Basketball & Track and Field <sup>2</sup>		_____
PE 3532	Coaching Strategies: Softball and Volleyball <sup>2</sup>		_____

PE 3583	Methods and Materials in Physical Education for Kindergarten and Elementary Grades <sup>2</sup>	3	_____
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PE 4513	Organization and Administration of Health and Physical Education <sup>2</sup>	3	_____
<b>Hours</b>		<b>15</b>	

**Senior**

**Fall**

PE 3603	Methods and Materials in Physical Education for Secondary Schools <sup>2</sup>	3	_____
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PE 4203	Methods of Teaching Adapted Physical Education <sup>2</sup>	3	_____
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PE 4523	Measurement and Evaluation in Health and Physical Education <sup>2</sup>	3	_____
SEED 4553	Classroom Application of Educational Psychology <sup>2</sup>	3	_____
SPED 4052	Educating Diverse and Exceptional Learners <sup>2</sup>	2	_____
<b>Hours</b>		<b>14</b>	

**Spring**

PE 4701	Special Methods in Health and Physical Education <sup>2</sup>	1	_____
SEED 4503	Seminar in Secondary Education <sup>2</sup>	3	_____
SEED 4809	Residency B <sup>2,3</sup>	9	_____
<b>Hours</b>		<b>13</b>	
<b>Total Hours</b>		<b>123</b>	

- <sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".
- <sup>2</sup> Must earn a grade of "C" or better.
- <sup>3</sup> 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.

## Learning Outcomes

Students who complete the program will meet the following National Association for Sport and Physical Education (NASPE) standards:

### STANDARD 1: SCIENTIFIC & THEORETICAL KNOWLEDGE

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
5. Analyze and correct critical elements of motor skills and performance concepts.

### STANDARD 2: SKILL & FITNESS BASED COMPETENCE\*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K 12 Standards.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program.
3. Demonstrate performance concepts related to skillful movement in a variety of physical activities. \* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

#### STANDARD 3: PLANNING & IMPLEMENTATION

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3. Design and implement content that is aligned with lesson objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences.
5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

#### STANDARD 4: INSTRUCTIONAL DELIVERY & MANAGEMENT

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
3. Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

#### STANDARD 5: IMPACT ON STUDENT LEARNING

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction.
3. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

#### STANDARD 6: PROFESSIONALISM

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
2. Participate in activities that enhance collaboration and lead to professional growth and development.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
4. Communicate in ways that convey respect and sensitivity

*Coaching Athletics and Physical Activity*

**DEGREE AUDIT CHECK LIST**

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

~~2024-25~~ 2024-25

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

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
<b>*PE</b>	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
<b>*BIOL</b>	1014**	4
<b>*COMM</b>	2003**	3
<b>EDMD</b>	(2013 3013)	3
<b>*HLED</b>	1513 3203 4303 4403	12
<b>HES</b>	1002	2
<b>*MATH</b>	1113 or higher #**	3
<b>PHSC**</b>		4
<b>SEED</b>	2003 2113 4503 4553 4809	21
<b>SPED</b>	4052	2
	<b>* MUST EARN "C" OR BETTER</b>	
<b>TOTAL MAJOR HOURS</b>		<b>102</b>
<b>TOTAL HOURS</b>		

**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

# DEGREE AUDIT CHECK LIST

## (BS-CAPA) Coaching Athletics and Physical Activity

2024-25

<b>Date</b>		
<b>Grade Point</b>	<b>Graduation Date</b>	
<b>General Education Requirements</b>		<b>Hrs</b>
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
<b>TOTAL GEN ED HOURS</b>		<b>21</b>
<b>Electives</b>		
<b>TOTAL ELECTIVE HOURS</b>		<b>0</b>

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
<b>*PE</b>	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
<b>*BIOL</b>	1014**	4
<b>*COMM</b>	2003**	3
<b>EDMD</b>	2013 (3013)	3
<b>*HLED</b>	1513 3203 4303 4403	12
<b>HES</b>	1002	2
<b>*MATH</b>	1113 or higher #**	3
<b>PHSC**</b>		4
<b>SEED</b>	2003 2113 4503 4553 4809	21
<b>SPED</b>	4052	2
	<b>* MUST EARN "C" OR BETTER</b>	
	<b>TOTAL MAJOR HOURS</b>	<b>102</b>
	<b>TOTAL HOURS</b>	

**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





# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/19/2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6/19/2024
Dean Dr. John Jackson		6/21/24
Assessment Ms. Amanda Gardner		7/23/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/19/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
Bachelor of Science in Mathematics 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**

**Bachelor of Science in Mathematics Education for Teacher Licensure**

**2. Degree code**

**9870**

**3. CIP code**

**13.1311**

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

**End of Fall 2026 semester, 12-31-2026**

**4. Reason for deletion**

**The number of enrolled students has decreased significantly in the past few years and as a result some of the classes that are unique for students enrolled in this major to be very small. There are about 15 students enrolled in this major now and we are preparing a teach-out plan for those who decide to stay in. We will also encourage these students to switch to other majors. One possibility is to earn a degree in mathematics and then get a master's degree in teaching.**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership	7/12/2024

Title	Signature	Date
Department Head Dr. Pam Dixon	<i>Pam Dixon</i>	7-16-24
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/16/24
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	8/7/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/16/24
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:  
Master of Arts in Teaching – Teaching Middle and Secondary

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)

Change EDFD 6003: Educational Research to EDFD 6003: Educational Research OR MTLL 6113: Action Research

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 aligns to university mission by empowering teacher preparation students to conduct research that will inform classroom practice and improve teaching and learning.

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 change to offer two research courses will add flexibility to the program for students to enroll in either course.

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

SLO:

To analyze data with an emphasis on student achievement and whole school accountability

To make data-informed decisions to improve school and classroom practices.

To examine research methodologies with a focus on action research and the role of the leader in facilitating action research in the field.

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.

Arkansas educator preparation programs require candidates to take a research course focused on educational research methodologies, data analysis and data-driven decision making, and the role of the educator in making informed decisions for school and classroom practice improvement.

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: To achieve the students learning objectives above, students will:**

1. Conduct an analysis and synthesis of community, school, and classroom demographic data and trends in student performance data, school and classroom to determine areas of strength and potential growth.

2. Research peer- reviewed and non-peer-reviewed literature related to a problem of educational practice in a community, school, or classroom to gather answers to a research question that will inform a proposal for change.

3. Write an action research proposal for change that addresses a problem of practice in response to a culminating artifact scenario in which candidates are asked by an instructional leader to propose a research-based solution that will improve educational experiences for teachers, students, and other stakeholders. (Artifact paper)

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](http://www.atu.edu/registrar/curriculum_forms.php).

# TEACHING MIDDLE/ SECONDARY, MASTER OF ARTS

## Dr. Ellen Treadway, Program Director

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

The University has an interest in 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)

## Additional Admission Requirements 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 (<https://catalog.atu.edu/graduate/admission/>).
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.

## Curriculum Degree Requirements

Code	Title	Hours
<b>Core Courses</b>		
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Basic Elements of Curriculum	3
MTLL 6163	Communication Advocacy & Policy Development for the Master Teacher	3
EDFD 6003	Educational Research <i>OR</i>	3

*MTLL 6113 Action Research*

EDFD 6503	Classroom Behavioral Management	3
<b>Middle/Secondary</b>		
MAMS 5333	Teaching Literacy in the Content Areas	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher	3
MTLL 6553	Internship Practicum	3
Elective (5000-6000 level)		3
<b>Total Hours</b>		<b>33</b>

- Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University\*. Full-time residence is not required.
- 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 program director or department head.

### 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.

## Learning Outcomes

Upon completion of the program students will be able to:

- understand and utilize instructional planning and design learning opportunities based on knowledge of students, content, and curriculum goals.
- use a variety of instructional strategies to encourage student's development of critical thinking, problem-solving, and performance skills
- understand individual and group motivation and behavior and student's developmental levels, and will create learning environments that encourage positive social interaction active engagement in learning, intrinsic motivation, and self-esteem
- plan effective teaching and learning for diverse learners.
- understand and apply various forms of formal and informal assessment strategies
- demonstrate effective integration of technology
- apply effective teaching and learning experiences during clinical practice (Internship) in their specific teaching/licensure field

# Master of Arts in Teaching Teaching Middle/Secondary 2024-2025 *2025-26*

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade Required Core Courses (18 hours):**

✓	MTLL 6003 School Organization and Leadership
✓	MTLL 6123 Instructional Leadership
✓	MTLL 6133 Elements of Curriculum
✓	MTLL 6163 Communication, Advocacy, and Policy Development
✓	EDFD 6003 Educational <del>and</del> Action Research <i>or MTLL 6113 Action Research</i>
✓	EDFD 6503 Classroom Behavioral Management

**Grade Middle/Secondary Courses (18 hours):**

✓	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
✓	3-hr elective 5000-6000 level

Minimum hours required: **33**

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	6-13-24

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	6-17-24
Dean	<i>Jim Lutz</i>	6/18/24
Assessment	<i>Amanda Gardner</i>	7/22/24
Registrar	<i>Yammy Weaver</i>	7/16/24
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**



## 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):** 100%

5. **Current MAT curriculum**

MTLL 6003: School Organization and Leadership for Teacher Leaders

MTLL 6163: Communication, Advocacy, and Policy Development

EDFD 6503: Classroom Behavioral Management

MTLL 6123: Instructional Leadership for the Master Teacher

EDFD 6003: Educational Research or MTLL 6113: Action Research

MTLL 6133: Elements of Curriculum

MAMS 5333: Teaching Reading and Study Strategies in the Content Area

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

MTLL 6253: Advanced Curriculum Design

MTLL 6553: Internship

3-hour elective at the 5000 or 6000 level

**GRADUATE COURSE HOURS: 33**

6. **Proposed MAT curriculum with Special Education option. No new courses have been added.**

SPED 5003: Characteristics of Children with Exceptionalities

SPED 6033: Working with Families of Exceptional Children

EDFD 6503: Classroom Behavioral Management

MTLL 6123: Instructional Leadership for the Master Teacher

EDFD 6003: Educational Research or MTLL 6113: Action Research

SPED 5023: Planning Instruction for Children with Exceptionalities K-6

SPED 5053: Planning Instruction for Children with Exceptionalities 7-12

DYS 5003: Dyslexia and Other Learning Disorders

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

SPED 5013: Assessment of Children with Exceptionalities  
 SPED 6063: K-12 Supervised Practicum  
**GRADUATE COURSE HOURS: 33**

**MAT Program and MAT Program-Special Education Option Crosswalk**

- ✓ Candidates may start the MAT program in the fall, spring, or summer.
- ✓ SPED classes are offered online only. MAMS, MTLL, and EDFD classes meet synchronously via Webex.
- ✓ Courses that are part of a SPED Graduate Certificate are identified with an asterisk.\*
- ✓ Students who complete the MAT program-SPED option will earn the MAT degree and the Special Education Graduate Certificate.

<b>MAT Program</b>	<b>MAT Special Education Program Option- Request to start in June 2025</b>
• MTLL 6003: School Organization and Leadership for Teacher Leaders	• SPED 5003: Characteristics of Children with Exceptionalities*
• MTLL 6253: Communication, Advocacy, and Policy Development	• SPED 6033: Working with Families of Exceptional Children*
• EDFD 6503: Classroom Behavioral Management	• EDFD 6503: Classroom Behavioral Management
• MTLL 6123: Instructional Leadership for the Master Teacher	• MTLL 6123: Instructional Leadership
• EDFD 6003: Educational Research or Action Research MTLL 6113	• EDFD 6003: Educational Research or Action Research MTLL 6113
• MTLL 6133: Elements of Curriculum	• SPED 5023: Planning Instruction for Children with Exceptionalities K-6*
• MAMS 5333: Teaching Reading and Study Strategies in the Content Area	• SPED 5053: Planning Instruction for Children with Exceptionalities 7-12*
• MTLL 6143: Organizational Change	• DYS 5003: Dyslexia and Other Learning Disorders*
• MTLL 6253: Advanced Curriculum Design	• MTLL 6143: Organizational Change
• MTLL 6553: Internship	• SPED 5013: Assessment of Children with Exceptionalities
• 3-hour elective at the 5000 or 6000 level	SPED 6063: K-12 Supervised Practicum
<b>Total Hours: 33</b>	<b>Total Hours: 33</b>

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

Summer 2025

## 8. Reason for change.

Increasingly, prospective MAT students are asking about an alternative route to special education teacher licensure through the existing MAT program. This academic year, six prospective students, several of whom served as paraprofessionals in special education classrooms, expressed interest in pursuing licensure in special education. ATU has also received inquiries from River Valley school districts that need special education teachers. By offering a special education option within the existing MAT program, we will be able to help address the shortage of special education teachers in the River Valley and across the state.

According to the Arkansas Department of Education Division of Elementary and Secondary Education (DESE), seven Arkansas institutions of higher education offer an alternative route to special education teacher certification. Enrollment numbers below are evidence that there are students pursuing alternative special education teacher certification. The following chart of DESE-approved alternative special education teacher preparation programs includes current enrollment.

Arkansas State University	183
Harding University	21
Henderson State University	22
Southern Arkansas University	5
U of A Monticello	20
UCA	24
UALR Med Special Education K-12	0

In conversation with the College of Education and Health dean, Arkansas Tech University educator licensure officer, head of the Department of Teaching and Educational Leadership, and director of the graduate Special Education program, it was decided that an option within the MAT program for special education licensure would have the potential to increase student enrollment in the MAT program and to address teacher shortages in special education classrooms across the state.

Students enrolled in the MAT Special Education program option will take classes in the MAT program and in the Special Education graduate program, as noted above. Students may start their teaching career special education students through a provisional teaching license while completing coursework. Completers will earn the MAT degree and the Special Education Graduate Certificate.

# TEACHING MIDDLE/ SECONDARY, MASTER OF ARTS

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

The University has an interest in 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)

## Additional Admission Requirements 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 (<https://catalog.atu.edu/graduate/admission/>).
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.

## Curriculum Degree Requirements

Code	Title	Hours
<b>Core Courses</b>		
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Basic Elements of Curriculum	3
MTLL 6163	Communication Advocacy & Policy Development for the Master Teacher	3
EDFD 6003	Educational Research <i>or MTLL 6113</i>	3

EDFD 6503	Classroom Behavioral Management	3
<b>Middle/Secondary</b>		
MAMS 5333	Teaching Literacy in the Content Areas	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher	3
MTLL 6553	Internship Practicum	3
<b>Elective (5000-6000 level)</b>		3
<b>Total Hours</b>		<b>33</b>

- Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University\*. Full-time residence is not required.
- 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 program director or department head.

### 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.

## Learning Outcomes

Upon completion of the program students will be able to:

- understand and utilize instructional planning and design learning opportunities based on knowledge of students, content, and curriculum goals.
- use a variety of instructional strategies to encourage student's development of critical thinking, problem-solving, and performance skills
- understand individual and group motivation and behavior and student's developmental levels, and will create learning environments that encourage positive social interaction active engagement in learning, intrinsic motivation, and self-esteem
- plan effective teaching and learning for diverse learners.
- understand and apply various forms of formal and informal assessment strategies
- demonstrate effective integration of technology
- apply effective teaching and learning experiences during clinical practice (Internship) in their specific teaching/licensure field

*SPED 5003*  
*SPED 5613*  
*SPED 5023*  
*SPED 5053*  
*SPED 6033*  
*SPED 6063*

# Master of Arts in Teaching Teaching Middle/Secondary ~~2024-2025~~

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade Required Core Courses (18 hours):**

	<del>MTLL 6003 School Organization and Leadership</del>
•	MTLL 6123 Instructional Leadership
	<del>MTLL 6133 Elements of Curriculum</del>
	<del>MTLL 6163 Communication, Advocacy, and Policy Development</del>
•	EDFD 6003 Educational and Action Research <i>or MTLL 6113</i>
•	EDFD 6503 Classroom Behavioral Management

**Grade Middle/Secondary Courses (18 hours):**

	<del>MAMS 5333 Teaching Reading and Study Strategies in the Content Area</del>
	<del>MTLL 6143 Organizational Change</del>
•	MTLL 6253 Advanced Curriculum Theory and Design
	<del>MTLL 6553 Internship</del>
	<del>3-hr elective 5000-6000 level</del>

Minimum hours required: **33**

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_

SPED 5603 •

SPED 6033

SPED 5023 •

SPED 5053 •

DYS 5003

SPED 5013 •

SPED 6063



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	06/27/24

Title	Signature	Date
Department Head Dr. Pam D. Dixon	<i>Pam Dixon</i>	6/27/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/27/24
Assessment	<i>Ramonda Gardner</i>	7/22/24
Registrar	<i>Tammy Warren</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:  
Master of Education Teaching, Learning, and Leadership Curriculum Leadership/Master Teacher (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** Master of Education Teaching, Learning, and Leadership Curriculum Leadership/Master Teacher (MTLL)
2. **Current degree code** 3925
3. **Current CIP code** 13.9999
4. **% online (if applicable)** 100
5. **Current curriculum.**

MTLL 6223 Teaching and Learning for the Master Teacher  
EDLD 6313 Principles of Curriculum for School Leaders  
MTLL 6003 School Organization and Leadership for Teacher Leaders  
EDFD 6003 Educational Research  
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: 34

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 Research or MTLL 6113 Action Research  
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.**

June 2025 – Summer Session I  
2025-2026 academic year

**8. Reason for change.**

With the revision of the MTLL program, the content of the MTLL 6223 Teaching and Learning for the Master Teacher has been incorporated into other MTLL courses. In addition, the removal of this course reduces the overall number of hours required to earn the degree, thus bringing ATU's program in line with Arkansas universities offering this program.



**Master of Education  
Teaching, Learning, & Leadership**

~~2024-2025~~

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

31

**Grade Required Courses (~~34~~ hours):**

•	EDFD 6003 Educational and Action Research <del>and Action Research</del> or MTL 6113
•	EDLD 6003 School Law
•	EDLD 6313 Principles of Curriculum for School Leaders
•	EDLD 6403 Working with Marginal Performer
•	MTLL 6003 School Organization and Leadership for Teacher Leaders
•	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
•	<del>MTLL 6223 Teaching and Learning for the Master Teacher</del>
•	MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
•	MTLL 6552 Internship Practicum
•	MTLL 6552 Internship Practicum

**Date Culminating Portfolio**

_____	Successfully completed Culminating Portfolio
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Minimum hours required: ~~34~~ 31

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_

# TEACHING, LEARNING, AND LEADERSHIP, MASTER OF EDUCATION

**Dr. Ellen Treadway, Program Director**

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

The Master of Education, Teaching, Learning, and Leadership (MTLL) degree program of study will facilitate individuals in engaging, ongoing dialogue, and study based on the integration of research, theory, and best practices. In addition to promoting the professionalization of teaching and improved professional practice, the completion of this degree will prepare candidates to be teacher leaders in the classroom, as an instructional facilitator in the school, or a curriculum administrator in the district.

## 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 ([https://www.atu.edu/registrar/forms/grad\\_app-masters.pdf](https://www.atu.edu/registrar/forms/grad_app-masters.pdf)) 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.

## Additional Admission Requirements 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:

### For unconditional admission applicant must:

1. Applicants must meet the admission requirements for Graduate College (<https://catalog.atu.edu/graduate/admission/>).
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.

## Curriculum Degree Requirements

Code	Title	Hours
EDFD 6003	Educational Research <i>or MTL 6113</i>	3
EDLD 6003	School Law	3
EDLD 6313	Principles of Curriculum for School Leaders	3
EDLD 6403	Working with the Marginal Performer	3
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Basic Elements of Curriculum	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
<del>MTLL 6223</del>	<del>Teaching and Learning for the Master Teacher</del>	<del>3</del>
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher	3
Select one of the following:		4
MTLL 6552 & 6552	Internship Practicum and Internship Practicum	
MTLL 6554	Internship Practicum	

### Total Hours

- 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.
- Twenty-Seven (27) hours of graduate work must be taken while in residence at Arkansas Tech University.

34  
31

## Learning Outcomes

Students who complete the program will exhibit the following ISLLC 2008 Standards:

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context



# ARKANSAS TECH UNIVERSITY

## COSMETIC PROGRAM CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6-10-24

Title	Signature	Date
Department Head Pam Dixon	<i>Pam Dixon</i>	6/11/24
Dean Tim Carter	<i>Tim Carter</i>	6/18/24

<p><b>PROGRAM TITLE:</b>  <b>MTLL Master of Education Teaching, Learning, and Leadership Curriculum Leadership</b></p>
<p>Outline change in program: (reorganization of courses listed in matrix, adding a footnote to a course, adding or deleting a course from a list, etc.)</p> <p>Addition to section titled "Unconditional Admission": <u>Master of Education in Teaching, Learning, and Leadership (atu.edu)</u></p> <p>Out-of-state students and international students may enroll in the MTLL program, if they meet admission requirements. A curriculum administrative internship is required during the final two semesters of the program. Arkansas P-12 Curriculum Program Director licensure is contingent on the candidate's ability to complete the internship in an Arkansas school district and requires that the candidate hold an initial standard teaching license in the state of Arkansas.</p>
<p>Answer the following Assessment questions:</p> <ul style="list-style-type: none"> <li>a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A</li> <li>b. Explain the rationale for the cosmetic course change. N/A</li> </ul>
<p>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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a>. N/A</p>