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| CIP Code:  |  |
| Degree Code: |  |

**Bulletin / Banner Change Transmittal Form**

**[ ] Undergraduate Curriculum Council**

**[ x] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Joanna Grymes | 2/26/2019 |

**Department Curriculum Committee Chair** |

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| Julie Lamb Milligan 3-6-19 | Enter date |

**COPE Chair (if applicable)** |
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| Ron Towery  | 2/26/2019 |

**Department Chair:**  |

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| Mary Jane Bradley | 3/11/2019 |

**Head of Unit (If applicable)**   |
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| Wayne W. Wilkinson | 3/4/2019 |

**College Curriculum Committee Chair** |

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**Undergraduate Curriculum Council Chair** |
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| Mary Jane Bradley | 3/5/2019 |

**College Dean** |

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**Graduate Curriculum Committee Chair** |
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**General Education Committee Chair (If applicable)**   |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**Vice Chancellor for Academic Affairs** |

**1.Contact Person** (Name, Email Address, Phone Number)

LaToshia Woods, ltwoods@astate.edu, (870) 972-3939

**2.Proposed Change**

These changes are being proposed to clarify and add reading graduate admission requirements for the Graduate Certificate in Dyslexia

**3.Effective Date**

Fall 2019

**4.Justification –** *Please provide details as to why this change is necessary.*

At this time, the bulletin states that candidates should be admitted into one of the reading graduate programs and does not specifically detail the requirements for obtaining the stand-alone certificate as are required by the Arkansas Department of Education (ADE). Additionally, the Graduate Certificate in Dyslexia consists of courses that are a part of our reading graduate programs. Thus, the intent is to align the admission requirements for this certificate with what is being requested for the Reading MSE program with the exception of one requirement.

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.**Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**Graduate Certificate in Dyslexia**

This program has been designed to prepare licensed educators with the knowledge and skills necessary to add a dyslexia endorsement to the teaching license in the state of Arkansas. In 2013, the 89th General Assembly in the State of Arkansas passed Act 1294 mandating that all teacher education programs offered by state-supported institutions of higher education provide appropriate dyslexia informa- tion for educators regarding the identification of students at risk for dyslexia and related disorders. Also stipulated in the law was a mandate requiring public schools to provide dyslexia intervention services to eligible students by the 2016-2017 academic year and that these services would be provided by persons with the appropriate training needed to provide such services. As a result of these legal mandates, the licensure endorsement program was developed at Arkansas State University from existing courses, both didactic and practical, and with existing faculty to provide appropriate higher education experiences necessary to address the letter and intent of Act 1294.

The program of study will be delivered as graduate level university credit at Arkansas State University and is comprised of fifteen (15) hours of graduate credits. These five (5) courses constitute a collection of courses already being taught at Arkansas State University. The department of Teacher Edu- cation, contains expertise within its faculty to deliver the necessary instruction of appropriate knowledge and skills required by candidates seeking the dyslexia endorsement. The courses will collectively provide academic instruction of the knowledge base associated with the basic structure of language, the interac- tion between language and literacy, diagnostic principles and practices necessary for evaluating reading skills, multisensory approaches used to remediate reading deficits, and the legal mandates protecting the educational and civil rights of students receiving dyslexia services in public school environments. These courses will be sequenced to culminate in a capstone experience in which each candidate will complete an extensive clinical practicum.

**Candidates seeking admission for the Graduate Certificate in Dyslexia Students must meet graduate admission requirements and specific program requirements.**  ~~this endorsement to teacher licensure will be required to be admitted to Graduate Programs at Arkansas State University with an academic advisor employed by the department of Teacher Education. These candidates are not required to maintain full-time student enrollment in the program of study. As a result, opportunities for in-service teachers to complete the program of study while maintaining public school employment will be available. Each candidate, in consultation with the academic advisor, must maintain a level of appropriate academic performance (as governed by the rules and regulations of Graduate Programs) in order to persist in the completion of program requirements.~~

**ADMISSION REQUIREMENTS**

**Unconditional Admission: In addition to Graduate Admissions criteria, academic proficiency must be established through satisfaction of one of the following admissions selection criteria:**

**a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours), or a raw score of at least 380 on the Miller Analogies Test (MAT), or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.**

**b. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours), or a raw score of at least 388 on the MAT, or a minimum scaled score of 150 on the verbal reasoning section of the GRE and a minimum scaled score of 141 on the quantitative reasoning section of the GRE.**

**c. A written agreement from a practicing teacher in reading/language arts who will function as your mentor during the program.**

**d. Participation in an assessment of professional dispositions**

**e. Completion of a partnership school agreement**

**f. A passing score for the Praxis II, Principles of Learning and Teaching (PLT)- Choose ONE: test code 5622 - qualifying score of 160 or higher, 5623 – qualifying score of 160 or higher, OR 5624 – qualifying score of 157 or higher**

**Conditional Admission: In addition to Graduate Admissions criteria for conditional admission, aca­demic proficiency must be established through satisfaction of the following admission selection criteria:**

**a. A minimum cumulative undergraduate grade point average of 2.5 and a score of at least 368 on the MAT (or a minimum scaled score of 146 on the verbal reasoning section of the GRE and a minimum scaled score of 140 on the quantitative reasoning section of the GRE. Conditional admission may be granted to candidates for one semester to meet the GRE requirements.**

**b. A written agreement from a practicing teacher in reading/language arts who will function as your mentor during the program.**

**c. Participation in an assessment of professional dispositions**

**d. Completion of a partnership school agreement**

**e. A passing score for the Praxis II, Principles of Learning and Teaching (PLT)- Choose ONE: test code 5622 - qualifying score of 160 or higher, 5623 – qualifying score of 160 or higher, OR 5624 – qualifying score of 157 or higher**

**Conditional admission requires the student to earn a minimum grade of B or better in the first two classes of the graduate program.**