Curriculum & Instruction MED Program
Assessment Report for AY 2016-17

March 28, 2018
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Masters of Education in Curriculum & Instruction
Institutional Self-Study

Preface

The University of Arkansas at Little Rock’s graduate program in Curriculum and Instruction in the School of Education focuses on developing teacher leadership in curriculum and instruction and is developed from the belief that teacher leadership is a key to school reform. Lowery-Moore, Latimer, and Villate (2016) advocate that education faculty become partners in preparing teacher leaders in programs that nurture teachers’ confidence and capacity to have more influence on the school systems in which they serve.

Cansoy and Parlar (2017) define the concept of teacher leadership as teacher behaviors related to institutional development, professional development and collaboration with colleagues, along with their knowledge, skills and behaviors for improving learning and instruction at school. They infer “that teachers’ leadership behaviors are of significance in enhancing the quality of instruction in schools” (p.310).

The Masters in Education degree in Curriculum and Instruction at the University of Arkansas at Little Rock was designed to provide this kind of preparation for teacher leaders.


Introduction to the Curriculum and Instruction Program

This report represents the Self-Study of the Curriculum and Instruction (C&I) program at the University of Arkansas at Little Rock (UALR) and is the first academic review the program has been required to complete since its inception in 2010.

Arkansas Code §6-61-214 [2.1.1. ArkCode] requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs at Arkansas public colleges and universities. Academic program review policies (AHECB Policy 5.2) [2.1.2. AHECB] were adopted in 1988 and revised in 1955 and 1998. Institutions have been conducting program reviews for more than 20 years. Beginning Fall 2010, Arkansas colleges and universities were required to employ external consultants to review all certificate and degree programs over a period of 7-10 years with the findings from the reviews reported annually to the Coordinating Board.

The C&I degree is part of the advanced masters and certificates program offerings in the School of Education (SOE) and will be reviewed by the Council for the Accreditation of Educator Preparation (CAEP) during our next scheduled site visit in seven years; through Fall 2017, CAEP has been reviewing initial licensure programs only until the 2016 CAEP Standards for Advanced Programs were approved June 10, 2016; these standards will be required for program review in subsequent cycles for all Educator
Preparation Programs (EPPs). The SOE plans to provide a self-study report for all advanced programs under the CAEP umbrella during the next seven-year cycle for accreditation.

In addition to implementing a standards-driven course of study with assessments designed to meet these, the C&I program is also in transition to move to an online platform, pending the outcome of this review. Most C&I candidates work as full-time educators and are pursuing this degree as non-traditional students. Acknowledging our candidates’ outside commitments, the C&I program plans to provide a flexible, asynchronous approach to its courses, allowing students to meet flexible deadlines matched to their own schedules. Courses within the program also tend to contain project-based learning activities, which challenge our candidates with real-world issues that they will face as future teacher leaders.

Beginning in July, 2014, during the university’s restructuring mandate, the College of Education (COE) was subsumed into a new College of Education and Health Professions (CEHP), consisting of several departments and one school. On July 1, 2015, two departments, Teacher Education and Educational Administration, were merged to create the School of Education. Currently, the SOE is comprised of programs in Teacher Education, which includes teacher licensure in Education 7-12 and K-12, Middle Level, Elementary, and Special Education; Reading; Gifted, Talented and Creative Education; Education Leadership; and Higher Education. The academic head is the Director of the School of Education.

This report examines the C&I program during a period of major change in organization and leadership in the CEHP and SOE. Data collection, analysis, and program alignments included in this report will reference the guidelines of the COE or the SOE where appropriate.

I. Goals, Objectives, and Activities
A. Describe specific educational goals, objectives, and activities of the program.

The aim of the Curriculum and Instruction graduate program is to enhance and expand educational practitioners’ knowledge, skills, and dispositions while further developing their professional competencies. The degree is designed to provide advanced professional studies in graduate course work for persons who currently hold teaching credentials or for those with experience as educators in environments where such credentials are not required. Candidates who complete the C&I program of study will be able to demonstrate the following objectives:

- develop expertise in one of the department's many areas of study,
- acquire greater competence in curriculum evaluation and development,
- improve understanding of the teaching-learning process, as well
- build a broadened professional background in disciplines related to curriculum and instruction.
- develop teacher leadership skills

This degree does not lead to the Curriculum Specialist license offered by the Arkansas Department of Education; that license is available through a certificate program in Educational Leadership within the SOE.

The C&I program bases its self-study on the 2016 CAEP Advanced Preparation Standards which are mandatory for all advanced programs seeking CAEP recognition after January 1, 2018. Advanced-level programs are defined by CAEP as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-level programs are designed to
develop P-12 teachers who have already completed an initial preparation program, currently licensed
administrators, other certificated (or similar state language) school professionals for employment in P-12
schools/districts. These programs are submitted to CAEP using the CAEP Standards for Advanced-Level
Programs.

The CAEP Standards for Advanced-Level Programs and their components flow from two principles: (1)
Solid evidence that the provider’s graduates are competent and caring educators; and (2) There must be
solid evidence that the provider has the capacity to create a culture of evidence and use it to maintain and
enhance the quality of the professional programs they offer.

These standards define quality in terms of organizational performance and serve as the basis for
accreditation reviews and judgments. While the CAEP Standards for Advanced-Level Preparation
Programs parallel the CAEP Standards for Initial Programs, there are distinct differences in the evidence
required.

Standard A.1. Content and Pedagogical Knowledge
The provider ensures that candidates for professional specialties develop a deep understanding of
the critical concepts and principles of their field of preparation and, by completion, are able to use
professional specialty practices flexibly to advance the learning of all P-12 students toward
attainment of college- and career-readiness standards.

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply
knowledge and skills appropriate to their professional field of specialization so that learning and
development opportunities for all P-12 are enhanced, through:
• Applications of data literacy;
• Use of research and understanding of qualitative, quantitative and/or mixed methods research
methodologies;
• Employment of data analysis and evidence to develop supportive school environments;
• Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers,
administrators, community organizations, and parents;
• Supporting appropriate applications of technology for their field of specialization; and
• Application of professional dispositions, laws and policies, codes of ethics and professional standards
appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by
state licensure test scores or other proficiency measures.

Standard A.2. Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to
preparation so that candidates develop the knowledge, skills, and professional dispositions
appropriate for their professional specialty field.

A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including
technology-based collaborations, for clinical preparation and share responsibility for continuous
improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow
a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced
program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain
coherence across clinical and academic components of preparation; and share accountability for advanced
program candidate outcomes.

A.2.2. The provider works with partners to design varied and developmental clinical settings that allow
opportunities for candidates to practice applications of content knowledge and skills that the courses and
other experiences of the advanced preparation emphasize. The opportunities lead to appropriate
culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

Standard A.3. Candidate Quality and Selectivity
The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommend for certification where applicable.

A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state’s minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

EPPs continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates’ advancement from admissions through completion.

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

Standard A.4. Program Impact
The provider documents the satisfaction of its completers from advanced preparation programs and their employers with relevance and effectiveness of their preparation.

A.4.1. The provider demonstrates that employers are satisfied with completers’ preparation and that completers reach employment milestones such as promotion and retention.

A. 4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that

Standard A.5. Provider Quality Assurance and Continuous Improvement
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact of P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 students learning and development.

5.1. The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

5.3. The provider regularly and systematically assesses performance against its goals and relevant
standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

B. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

As the C&I program is solely a graduate-level program, it does not directly serve the general education program.

C. Document market demand and/or state/industry need for careers stemming from the program.

UA Little Rock C&I professionals work in a variety of different positions in primarily educational settings. Our candidates have undergraduate degrees in elementary, middle level, special education, and varied content areas in education; in addition, the program attracts international educators with or without teaching licenses. Educators often seek to become teacher leaders rather than entering the administrative ranks via a principal or superintendent licensure program. The flexibility of the program is a plus; half of the coursework consists of a professional core taken by all candidates. The remainder of a candidate’s course of study consists of interest-driven selection of classes in a concentration that could lead to additional endorsements or certificates. These include English as a Second Language; Special Education; Gifted, Creative, and Talented; National Board Certification coursework (proposal stage) and content expertise leading to concurrent eligibility. The Arkansas Department of Education lists Special Education as a Critical Academic Licensure Shortage Area for the 2016-17 School Year; teachers in these areas may be entitled to financial incentives.

D. Document student demand for the program, such as enrollment and graduation trends in the program.

Recent Council of Graduate Schools annual reports on new graduate student enrollment noted that enrollments decreased 1.1% from 2009 to 2010 (compared to a 5.5% increase the previous year) and a 1.7% decrease between Fall 2010 and Fall 2011. Despite the nationwide trend, the C&I program continues to maintain a steady stream of applicants who complete the program.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Of Candidates Admitted</th>
<th># Of Candidates Enrolled in the Program</th>
<th># Of Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>15</td>
<td>N/A</td>
<td>9</td>
</tr>
<tr>
<td>2015-16</td>
<td>15</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2016-17</td>
<td>16</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>
II. Curriculum
A. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The original program is in revision in order to align with the CAEP Standards for Advanced Programs which can now be officially implemented after the 2016 approval by the CAEP Executive Board; a proposed draft is in APPENDIX E.

B. Provide an outline of the program curriculum, including the sequence of courses.

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction Program of Study</th>
<th>Possible Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction Professional Education Requirements Core (12 hours)</td>
<td>GATE</td>
</tr>
<tr>
<td>TCED 7303 – Reflective Teaching</td>
<td>MCED</td>
</tr>
<tr>
<td>EDFN 7303 – Intro to Research</td>
<td>SPED</td>
</tr>
<tr>
<td>TCED 7305 – Action Research Project</td>
<td>LANG</td>
</tr>
<tr>
<td>TCED 7301 – Curriculum: Pedagogy &amp; Practice</td>
<td></td>
</tr>
</tbody>
</table>

**Competency Requirements (12-15 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 7313 or EDFN 7330</td>
<td>Learning Theories</td>
</tr>
<tr>
<td>EDFN 7370</td>
<td>Human Development</td>
</tr>
<tr>
<td>TCED 7335</td>
<td>Educational Assessment</td>
</tr>
<tr>
<td>TCED 7350 (optional)</td>
<td>Classroom Communication &amp; Diversity</td>
</tr>
<tr>
<td>TCED 7350 (optional)</td>
<td>Integrating Technology in PK-12</td>
</tr>
</tbody>
</table>

Total: 36 Credit Hours

**Sequence of Courses** (Fall, Spring, Summer)

**Required Professional Education Courses:**
- TCED 7303 – Reflective Teaching (F)
- EDFN 7303 – Intro to Research (F, Sp, Su)
- TCED 7305 – Action Research Project (Sp, Su)
- TCED 7301 – Curriculum: Pedagogy & Practice (Su)

**Additional Required Courses:**
- EDFN 7313 – Learning Theories (Sp, Su)
- EDFN 7330 – Human Development (F, Sp, Su)
- EDFN 7370 – Educational Assessment (F, Sp, Su)
- TCED 7335 – Classroom Communication & Diversity (F)
- *TCED 7350 – Integrating Technology in PK-12 (Su)

*optional

See APPENDIX A for optional degree track programs of study.
C. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

Performance Requirements for Program:
- Students must complete at least 36 credit hours of graduate work;
- All students must maintain a 3.0 GPA;
- All students must receive a minimum score of C or better for every course in their program of study.
- Candidates must complete an electronic portfolio using Chalk and Wire software.

D. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

Required Professional Education Courses:
- TCED 7303 – Reflective Teaching (F17)
- EDFN 7303 – Intro to Research (Sp18)
- TCED 7305 – Action Research Project (Sp18)
- TCED 7301 – Curriculum: Pedagogy & Practice (Sp18)

Additional Required Courses:
- EDFN 7313 – Learning Theories (Sp18)
- EDFN 7330 – Human Development (Sp18)
- EDFN 7370 – Educational Assessment (Sp18)
- TCED 7335 – Classroom Communication & Diversity (Su15)
- *TCED 7350 – Integrating Technology in PK-12 (Su17)
  *optional

E. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Not Included in this Assessment Report

F. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

Curriculum changes are initiated by the SOE faculty. Once approved at the school level, each change requires the sequential approval of the SOE’s Curriculum Committee, the SOE faculty, and the CEHP Graduate Curriculum Committee, followed by the Provost, the Chancellor, and in some cases the University of Arkansas System and the Arkansas Department of Higher Education.

Coursework requiring approval at the University level is processed using UA Little Rock curriculum change forms. The forms are identical for graduate and undergraduate submissions and are designed to provide information needed at all stages of the review process. A new program or a program change is processed using UA Little Rock program change forms. The Executive Vice Chancellor and Provost keeps a complete record of all curriculum processes and procedures with an annual summary on an academic-year basis. Once approved, final curriculum and program changes are forwarded to the originators, the SOE director, and the CEHP dean. This record is also available in the Provost's Office and is posted on the Council websites (undergraduate and/or graduate).
G. List courses in the degree program(s) currently offered by distance delivery.

All courses are offered by distance delivery.

H. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, instructor response to student assignments).

Instructor-to-student Interaction
All instructors in the program are expected to have an active presence in his/her online course. At the very least, this means required availability for online office hours, reasonable response time to student messages, and use of emails/course announcements to keep students on track. However, a typical online course includes instructor-to-student interactions in terms of comments on assignments and in discussions in blogs and discussions in the Blackboard shell. Some instructors also require synchronous lectures/discussions as well.

Student-to-student Interaction
Students in every course are required to interact with their peers. This will generally occur through the use of group projects and the discussion board in Blackboard. Students can use other tools such as wikis, blogs, Google Drive, and Collaborate to communicate with one another and complete class assignments and projects.

Prerequisite Courses
There are no prerequisite courses required to enter the C&I program once admission is granted. However, depending on the concentration focus, some courses may have prerequisites.

Lab Requirements
There are no lab requirements in this program.

Examination Procedures-Online/Proctored
The program does not utilize UA Little Rock’s Office of Testing Services that offers Distance Education Proctoring Services (DEPS) for university faculty although concentrations offered by another college may.

Instructor Response to Student Assignments
Instructors in the C&I program are expected to return on-time student work within one week of its due date. Feedback on returned work is expected to be formative in nature to support mastery learning.

III. Program Assessment
A. Describe the program assessment process and provide outcomes data (exit requirements, test results).

The Advanced Program Coordinators in the SOE met in Spring, 2015 to discuss the need for an assessment system that crossed all advanced programs that fall under the auspices of the CAEP review process, including educational leadership, reading, gifted and talented, school counseling, and curriculum and instruction. An electronic portfolio, referred to as aLab and collected in the SOE assessment
systems’ database, Chalk and Wire, was designed with enough flexibility for all programs to align required assessments with the Advanced Preparation Standards, then under CAEP review.

The C&I program moved forward with data collection based on the then CAEP draft standards. The following data and analysis represents what program completers have submitted for assessment in the past three collection cycles.

The aLab Table of Contents listed here guides each completer in submitting assessments to the program coordinator for evaluation:

```
Adv Prog MSEd aLab
1.0  Gate 1 Entry

1.1  GPA
1.2  aLab Teaching License
     Upload your teaching license if it is a requirement for your program of study

2.0  Gate 2 Specialized Coursework
2.1. Critical Concepts Project
     CURR: Upload Curriculum Concepts paper
2.2  Case Analysis
     CURR: Upload Effects on Student Learning from TCED 7303 Reflective Teaching

2.3  Technology Integration
     CURR: Upload a project from TCED 7350 Integrating Technology

3.0  Exit
3.1  Portfolio/Comprehensive Exams/
     Thesis/Project
     CURR: Upload a project/paper of your best work during the program
3.3  GPA at exit
```

2.1 aLab MSEd Critical Concepts Project – Assessment

The Advanced Program Coordinators selected a Critical Concepts Project as one measure. The C&I chose the Curriculum Concepts paper, which is an assignment typically administered during the candidate’s specialized coursework after entry and during intermediate levels of the program. Below is the common aLab scoring rubric used across programs by all faculty to score the assignment. The data tables follow and provide data for those C&I program completers who graduated in the 2014-15, 2015-16, and 2016-17 academic years.

Review of these data suggests that our completers, across the last three academic years, demonstrate a proficient to distinguished ability, skills, and commitment in applying specific knowledge of their content and discipline and in meeting state and national discipline-specific standards. Specifically, they demonstrate an exceptional to exemplary ability to apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist. Further, they demonstrate exceptional to exemplary skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

2.1 aLab MSEd Critical Concepts Project – Scoring Rubric

1.2 Advanced program completers use research and evidence to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. 1.3 Advanced program completers apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist
including Specialized Professional Associations (SPAs) and other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs - CACREP). 1.4 Advanced program completers demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>N</th>
<th>Un satisfactory 1</th>
<th>Basic 2</th>
<th>Proficient 3</th>
<th>Distinguished 4</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>8</td>
<td>3.75%</td>
<td>62.5%</td>
<td>3.63</td>
<td>0.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content and discipline-specific knowledge</td>
<td>37.5%</td>
<td>62.5%</td>
<td>3.63</td>
<td>0.52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of state and/or national discipline-specific standards</td>
<td>37.5%</td>
<td>62.5%</td>
<td>3.63</td>
<td>0.52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>4</td>
<td>100%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content and discipline-specific knowledge</td>
<td>100%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of state and/or national discipline-specific standards</td>
<td>100%</td>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>6</td>
<td>33.3%</td>
<td>66.7%</td>
<td>3.67</td>
<td>0.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content and discipline-specific knowledge</td>
<td>33.3%</td>
<td>66.7%</td>
<td>3.67</td>
<td>0.52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of state and/or national discipline-specific standards</td>
<td>33.3%</td>
<td>66.7%</td>
<td>3.67</td>
<td>0.52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2 aLab MSEd Case Analysis Project – Assessment and Analysis

The C&I selected the Effects on Students Learning assignment involves the planning, administration, and analysis of a teaching unit, and the subjective interpretation of data of a case (an individual student or group/class of students) in an applicable educational setting. The assignment is typically administered during the candidate’s specialized coursework after entry and during intermediate levels of the program. Below is the common aLab scoring rubric used across
the initial licensure undergraduate programs graduate programs, by all faculty to score the assignment. The aggregated data by program follows.

Review of these data suggests that our completers, across the last three academic years, demonstrate a proficient to distinguished ability to use research and evidence in analyzing and solving the problem or issue and are able to demonstrate exceptional to exemplary evidence in creating supportive environments in remediating the problem.

### 2.2 aLab MSEd Case Analysis – Scoring Rubric

The assessment meets part of the requirements for CAEP Advanced Program: Standard 1 The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards. Standard 1.1 Candidate Knowledge, Skills, and Professional Dispositions 1.1 Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline. 1.2 Advanced program completers use research and evidence to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. 1.4 Providers ensure that advanced program completers demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

<table>
<thead>
<tr>
<th>1.0 Research and evidence</th>
<th>2.0 Supportive environments</th>
<th>3.0 APA/Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Displays limited or no use of research and evidence in analyzing a problem.</td>
<td>Demonstrates limited or no evidence of creating supportive environments for all P-12 learners.</td>
<td>No or partial submission.</td>
</tr>
<tr>
<td>Basic</td>
<td>Basic</td>
<td>Basic</td>
</tr>
<tr>
<td>Displays adequate use of research and evidence in analyzing a problem.</td>
<td>Displays adequate use of research and evidence in analyzing a problem.</td>
<td>Displays adequate use of research and evidence in analyzing a problem.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Displays exceptional of research and evidence in analyzing a problem.</td>
<td>Demonstrates exceptional evidence of creating supportive environments for all P-12 learners.</td>
<td>Solid work that demonstrates attention to requirements. Limited errors.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Distinguished</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Displays exemplary use of research and evidence in analyzing a problem.</td>
<td>Demonstrates exemplary evidence of creating supportive environments for all P-12 learners.</td>
<td>Displays exemplary use of research and evidence in analyzing a problem.</td>
</tr>
</tbody>
</table>

### aLab MSEd Case Analysis Project – Data

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>N</th>
<th>Unsatisfactory 1</th>
<th>Basic 2</th>
<th>Proficient 3</th>
<th>Distinguished 4</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
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<td></td>
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<tr>
<td>Research and evidence</td>
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<td>3.50</td>
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<tr>
<td>Supportive environments</td>
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<td>0.00</td>
<td>100%</td>
<td></td>
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</tr>
</tbody>
</table>

12
### 2.3 aLab MSEd Technology Integration – Assessment and Analysis

The technology component is developed in the required course TCED 7350 Integrating Technology P-12 as the final project. Below is the common aLab scoring rubric used across programs by all faculty to score the assignment. The data tables follow and provide data for those C&I program completers who graduated in the 2014-15, 2015-16, and 2016-17 academic years.

Review of these data suggests that our completers, across the last three academic years, demonstrated a proficient to distinguished understanding of and ability to apply their disciplinary knowledge and skills in using technology to improve learning and to enrich professional practice. Specifically, our completers demonstrated exceptional to exemplary understandings of the discipline and technology and were able to apply this knowledge and skills specific to their discipline. Further, they modeled and applied technology standards at exceptional to exemplary levels as they designed, implemented and assessed learning experiences/environments to engage students and improve learning and to enrich their professional practice.

### 2.3 aLab MED Technology – Scoring Rubric

Candidate Knowledge, Skills, and Professional Dispositions 1.1 Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline. 1.5 Advanced program completers model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.

<table>
<thead>
<tr>
<th>1.0 Disciplinary knowledge and skills</th>
<th>2.0 Basic</th>
<th>3.0 Proficient</th>
<th>4.0 Distinguished</th>
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</thead>
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<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Model and apply technology standards at limited level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
<td>Demonstrate adequate understanding and are able to apply knowledge and skills specific to their discipline.</td>
<td>Demonstrate exemplary understanding and are able to apply knowledge and skills specific to their discipline.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Model and apply technology standards at adequate level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
<td>Demonstrate exceptional understanding and are able to apply knowledge and skills specific to their discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Model and apply technology standards at exceptional level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
<td>Model and apply technology standards at exemplary level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Model and apply technology standards at exemplary level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 aLab MSEd - Data</th>
<th>2.3 aLab MED Technology – Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Disciplinary knowledge and skills</td>
<td>2.0 Basic</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>Model and apply technology standards at limited level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>Model and apply technology standards at adequate level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Model and apply technology standards at exceptional level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Model and apply technology standards at exemplary level as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.</td>
</tr>
<tr>
<td>Academic Year</td>
<td>N</td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
</tr>
<tr>
<td>2014-15</td>
<td>8</td>
</tr>
<tr>
<td>Disciplinary knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>Application of technology</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>4</td>
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<tr>
<td>Disciplinary knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>Application of technology</td>
<td></td>
</tr>
<tr>
<td>2016-17</td>
<td>6</td>
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<tr>
<td>Disciplinary knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>Application of technology</td>
<td></td>
</tr>
</tbody>
</table>

### 3.1 aLab MSEd Critical Concepts Project – Assessment and Analysis

The C&I faculty required a student selected project to submit for this assignment as the program currently does not require a comprehensive exam or thesis project. Below is the common aLab scoring rubric used across programs by all faculty to score the assignment. The data tables follow and provide data for those C&I program completers who graduated in the 2014-15, 2015-16, and 2016-17 academic years.

Review of these data suggests that our completers, across the last three academic years, demonstrated a proficient to distinguished ability to use research and evidence and knowledge, skills, and dispositions in planning and establishing supportive learning environments that engage all students in learning and that leads to the acquisition of discipline-specific knowledge, skills, and dispositions depicted in state and national professional standards. Specifically, the data suggests that our candidates demonstrate exceptional to exemplary ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. They also demonstrate exceptional to exemplary ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. They also demonstrate exceptional to exemplary skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college and career-ready standards. Finally, they display exceptional to exemplary evidence of ability to model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.

### 3.1 aLab MSEd Portfolio/Exams/Thesis/Project – Scoring Rubric

Candidate Knowledge, Skills, and Professional Dispositions 1.1 Advanced program candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline. 1.2 Advanced program completers use research and evidence to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. 1.3 Advanced program completers apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards where they exist including Specialized Professional Associations (SPAs) and other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs--CACREP). 1.4 Advanced program completers demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards. Finally, they display exceptional to exemplary evidence of ability to model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice.
1.0 Use of research and evidence

| 1.0 | Use of research and evidence | 20 | Unsatisfactory | Demonstrates limited ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Basic | Demonstrates adequate ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Proficient | Demonstrates exceptional ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Distinguished | Demonstrates exemplary ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. |

1.0 Knowledge of discipline-specific standards

| 1.0 | Knowledge of discipline-specific standards | 20 | Unsatisfactory | Demonstrates limited ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Basic | Demonstrates adequate ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Proficient | Displays exceptional ability to apply content and discipline-specific knowledge as reflected in state and/or national discipline-specific standards. | 20 | Distinguished | Demonstrates exemplary ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. |

1.0 Creating supportive learning environments

| 1.0 | Creating supportive learning environments | 20 | Unsatisfactory | Demonstrates limited ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Basic | Demonstrates adequate ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Proficient | Demonstrate exceptional skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards. | 20 | Distinguished | Demonstrates exemplary ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. |

1.0 Engaging students and improving learning

| 1.0 | Engaging students and improving learning | 20 | Unsatisfactory | Demonstrates limited ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Basic | Demonstrates adequate ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. | 20 | Proficient | Displays exceptional evidence of ability to model and apply technology standards as they design, implement and assess learning experiences/environments to engage students and improve learning; and enrich professional practice. | 20 | Distinguished | Demonstrates exemplary ability to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline. |

3.1 aLab MSEd Critical Concepts Project – Data

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>N</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Mean</th>
<th>SD</th>
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<td>2014-15</td>
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<td>Creating supportive learning environments</td>
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<td>37.5%</td>
<td>62.5%</td>
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<tr>
<td>Engaging students and improving learning</td>
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<td>37.5%</td>
<td>62.5%</td>
<td>3.63</td>
<td>0.52</td>
<td></td>
<td></td>
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<td>2015-16</td>
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<td></td>
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</tr>
<tr>
<td>Academic Year</td>
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<td>Mean</td>
<td>SD</td>
<td>Min</td>
<td>Max</td>
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<td></td>
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<td>---------------</td>
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<td>Use of research and evidence</td>
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<td>Creating supportive learning environments</td>
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<td>3.61</td>
<td>0.20</td>
<td>3.44</td>
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<tr>
<td>Engaging students and improving learning</td>
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<td>3.61</td>
<td>0.20</td>
<td>3.44</td>
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### 3.3 aLab MSEd GPA at Exit – Data

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<th>N</th>
<th>Mean</th>
<th>STDEV</th>
<th>Min</th>
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<td>2015-16</td>
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<td>3.60</td>
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<td>2016-17</td>
<td>6</td>
<td>3.61</td>
<td>0.20</td>
<td>3.44</td>
</tr>
</tbody>
</table>

Review of these data suggests that our completers, as a group and individually, across the last three academic years, completed their programs successfully with grade point averages well above the graduate school minimum requirement of a GPA of 3.0 for program completion.

**B. Describe how the assessment data have been used to inform curriculum and programmatic changes during this program review cycle.**

This report was the first self-study prepared in the newly created SOE after the College of Education was subsumed in the College of Education and Health Professions. The C&I was previously part of the Teacher Education Department which no longer exists. Tracking data during the restructuring process was not an easy process, and the faculty recognizes the need for a cohesive, systematized assessment plan. The current faculty is in the process of using this data to conceptualize the program into a dynamic teacher leadership graduate program posited on CAEP Advanced Program Standards, Arkansas educational realities, and market demand.

**C. Describe program/major exit or capstone requirements.**

The C&I faculty are committed to continue the use of the Chalk and Wire platform for continuing with the electronic portfolio compiled during the program of study and submitted to the faculty for evaluation; electronic portfolio submission and evaluation is required during the semester prior to graduation.

**D. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.**

The SOE maintains the teacher evaluation system for students. Survey Monkey distributes six statements to all students in all programs along with opportunities for comments. Students respond on a scale of 0-4 (Unsatisfactory-Needs Improvement-Above Average-Excellent). The following areas are rated by each student in the course:
- A syllabus or handbook was provided with clear course objectives, requirements, and schedule.
-The instructor uses effective teaching methods and assessment practices.
-This instructor demonstrates enthusiasm for the subject.
-This instructor demonstrates interest and concern for student learning.
-This instructor is responsive to student needs (e.g. answered email and voice mail, available during office hours.
-This instructor is an effective teacher.

Results are tallied and returned to the instructor at the beginning of the next semester. The results must be included in the instructors’ annual review for by the Personnel Advisory Committee whose report is submitted to the SOE Director; he reviews the results with each faculty member if needed.

E. Describe how the program retains majors/students.
The program coordinator individually contacts all students at the beginning of each semester, including summer, when students who are full-time teachers typically register for coursework. Keeping track of students and their progress is a key component of the program’s success. The students in the C&I program are working educators who choose the online program in order not to interfere with their own employment.

F. Provide aggregate results of student/alumni/employer satisfaction surveys. The program designed a complete satisfaction survey during prior to this review process and emailed the survey to each graduate whose information was available in the past three years through this link: https://www.surveymonkey.com/r/XHXSYZV Only one graduate replied; therefore, the program plans to make the survey a part of the SOE annual assessment system for the C&I and other SOE advanced programs.

See APPENDIX C for Survey Questions

G. Describe how the program is aligned with the current job market needs of the state or local communities.
The Arkansas Department of Education Commissioner’s Memo dated COM-19-032 dated 10/12/2017 outlines a revision of the Standard Teacher License to include a Tier 3 level 2-4.02.3 Tier 3 – Lead Professional Educator License. The Tier 3 Standard License allows an educator who aspires to a leadership role to do so without leaving the classroom. Examples of some of these roles include: leading professional learning among staff, mentoring, involvement in committee decisions impacting the building/district, improving community relations and building support. Although the pathways to this designation are not yet defined at the time of this review, this option provides a venue for the program to have an impact on Little Rock and Pulaski County area school districts.

I. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.
This information is included on the survey available in APPENDIX C and will be available for future review; however, since most of the students are already teaching in an educational setting, advancement varies by individual goals and concentration.

IV. Student Learning Outcomes

A. Describe the assessment process and provide student outcomes data (portfolios, capstone results, national exam results, comprehensive exam results etc.).
The assessment system is described in Section III. The current program is not a licensure of certificate program although completers often earn certificates and/or endorsements in other educational areas while completing this program.

B. Demonstrate examples of how student learning outcomes are used for continuous quality improvement.
Implementation learning outcomes based on CAEP Advanced Program Standards is an integral part of the assessment system and an ongoing process; the data in Section III will form the basis of program redesign and improvement.

V. Majors/Declared Students

A. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.
Number of Students enrolled in the C&I by year:
2014-15 N/A
2015-16 7
2016-17 6

B. Describe strategies to recruit, retain, and graduate students.
The SOE voted at its first faculty meeting of the 2017-18 academic year to broaden the scope of its Scholarships and Awards Committee to include recruitment as part of its scope. The strategies include (1) collaborating with local school districts in informational sessions to serve assessed district needs and create a survey to ascertain district workshop training needs; (2) coordinating with the recruitment team to assess for courses and programs targeted to train additional licensures in high need area teachers; and (3) participating in Graduate school-sponsored recruitment events. Data will include evidence of number of events attended, number of candidates from the recruitment activities.

C. Provide the number of program graduates over the past three years.
Number of students graduated in the C&I by year:
2014-15 8
2015-16 4
2016-17 6

D. Describe how the program supports graduates for future employment or entry into graduate school.
Since most students in this program are already employed, career advancement is the goal of program completion. The program does not maintain a data base of employment for graduates at completion of the program. However, this will be required under the CAEP Advanced Standards, and graduates for all advanced programs will be survey and tracked disaggregated by program and subsequently analyzed.

VI. Interdisciplinary Programs

What is the department’s contribution to any interdisciplinary programs and/or courses?
The program is not involved in interdisciplinary programs.
VII. Program Faculty (full-time/adjunct/part-time)

A. Provide curriculum vitae or program faculty information form for all full-time program faculty.

Not Included in This Assessment Report

B. Indicate the academic credentials required for adjunct/part-time faculty.
   Currently, neither part-time nor adjunct faculty teach in this program.

C. Describe the orientation (to the University) and evaluation processes for faculty including adjunct and part-time faculty.
   NA

D. Faculty Evaluation Processes
   The processes by which C&I faculty are evaluated include the student course evaluations of teaching performance for each course taught and the annual evaluation of faculty performances in teaching, scholarship, and service by School of Education faculty, the Director of the School of Education, the Dean of the College of Education and Health Professions (CEHP), and the Provost. Tenure-track C&I faculty that are non-tenured also must be evaluated according to the promotion and tenure policies for the University (http://ualr.edu/academics/academic-policies/pt/). Tenured C&I faculty may also have to go through a post-tenure review if ratings in the annual review are low enough in consecutive years to necessitate such a review.

   Toward the end of each semester, all students in each course taught by School of Education faculty are provided an onsite course evaluation instrument to assess the performance of the instructor in several important aspects of best practices in teaching (how well the course was planned, quality of materials, quality of instruction, assessments, etc.). The survey also includes open-ended questions for student comments. The electronic tool also performs data analyses, aggregating the data cross students who complete the form, providing an anonymous, course data summary of responses and open-ended comments. After each semester, the SOE Director gathers these course summaries by faculty member and distributes them via Google Docs to each faculty member. Each faculty member must include these summaries as evidence of teaching performance in the annual review.

   The annual review of each School of Education (SOE) faculty member is conducted by the SOE Personnel Advisory Committee (PAC), composed of tenured SOE faculty of at least Associate Professor ranking. This Committee reviews annual reports submitted by each faculty member based on SOE, College, and University governance documents. The Committee then submits recommendations to the Director of the School of Education and these recommendations provide the primary basis for the Director of the SOE’s recommendations relating to salary, promotion, granting of tenure, successive appointment, non-reappointment, and dismissal. Furthermore, the review provides guidance and assistance to all faculty in their performance, professional development and academic responsibilities in the areas of teaching, scholarship, and service.

   In January 2017, School of Education faculty piloted the use of a digital tool, Activity Insight, for the creation of the annual review report. Each faculty member was required to create and complete online Annual Faculty Activity Report (AFAR), along with uploaded supporting evidences, that depicts the faculty performance in teaching, scholarship, and service across the
previous 2017 annual year (1/1/17-12/31/17). Each uploaded AFAR and evidences were reviewed by each member of the PAC and each member rated each faculty’s performance on a 5-point scale: 1=Improvement Needed; 2=Below Satisfactory; 3=Satisfactory; 4=Outstanding; 5=Exceptional). The PAC then met and discussed each faculty member rating, reaching consensus for a final score each for teaching, scholarship, and service and a final combined score of overall performance. Letters were then written for each faculty member providing the overall and individual scores as well as supporting information of major accomplishments and suggested areas for improvement.

According to University, College, and SOE Governance documents, the Chair of PAC then meets with the Director of the School of Education and explains each faculty evaluation. The letters then help guide the Director’s decisions, which are described in a letter written by the Director for each faculty member. The Director also meets with each faculty member to review the decisions reached and suggestions for improvement provided. Faculty can appeal these decisions in a process that is described in the SOE, College, and University governance documents and Faculty Handbooks. The faculty annual review letters are then provided to the CEHP Dean and then the Provost as described in the University Governance Documents and Faculty Handbook (see http://ualr.edu/policy/home/facstaff/annual-review-of-faculty/).

For untenured C&I faculty, pre-tenure and tenure and promotion processes are followed as described in the aforementioned governance documents. These processes take place across the fall semester in the SOE. The non-tenured faculty follows specific guidelines in constructing a cumulative packet of materials to provide evidence of meeting promotion and tenure guidelines. Each non-tenured faculty can choose tenured faculty to act as mentors to help guide the non-tenured faculty through the process. The packets are submitted to the Director of the SOE in early fall and these are distributed to the PAC for a similar, but more rigorous review then the annual review. The pre-tenure review is meant to be a check and to provide feedback on the progress of the faculty toward promotion and tenure and typically takes place after the third year. The process for tenure and promotion typically takes place in as early as the fourth year but no later than the sixth year of service. An Assistant Professor must go for both promotion and tenure. If a faculty member was brought in as an Associate Professor, then that person can just apply for tenure. The members of the PAC review the materials in the fall semester similar to the process for annual review and create a letter of findings that is submitted to the Director of the SOE. The Director, the CEHP Dean, and the Provost take turns reviewing and assessing the materials and the letters of each successive reviewer. As previously mentioned, a post-tenure review can be initiated by consecutive years of poor annual reviews, following specific guidelines in governance document and also following a similar progression of reviews as described above for the other faculty evaluation processes.

E. Provide average number of course and number of credit hours taught for full-time program faculty for current academic year. Faculty who teach in the C&I program come from other programs in the SOE; none are assigned solely to the program. Typically, each teaches one or two three-hour courses; however, courses in the Educational Foundations program are taught every semester as they cross programs of study.

VIII. Program Effectiveness (strengths, opportunities)
A. List the strengths of the program.
• Broad range of contributing faculty representing diverse backgrounds and perspectives
• Foundational structure accommodating candidates from various backgrounds and PreK-12 grade levels
• Courses require candidates to integrate professional experience with theory

C. List the areas of the program most in need of improvement.
• Collaboration of faculty to consider how program as a whole can be improved focusing on program as preparation of teacher-leaders and high quality clinical practice
• Lack of alignment with 2016 CAEP Advanced Program Standards
• Addition of introduction to National Boards as an option for candidates
• Addition of practicum component as per CAEP requirements
• Revision of data collection process to better monitor candidate advancement and effectiveness upon completion as well as candidate success and impact after completion of the program.

D. List program improvements accomplished over the past two years.
• Began development of revised program proposal

E. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities. No added costs as all faculty teach in the program as part of current load. Program revision focuses on creating a 30-hour online MED in Curriculum and Instruction; area institutions already have one in place.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>Meeting with contributing faculty to consolidate program revisions, add in the introduction to National Boards, and decide on practicum requirement for teacher-leaders and evaluation instrument; match professional coursework with CAEP Advanced Program Standards</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Follow approval process for revised graduate program in SOE, in CEHP, and at UA Little Rock</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Follow ADHE approval process</td>
</tr>
<tr>
<td>Feb. 2020</td>
<td>Implement revised program</td>
</tr>
</tbody>
</table>

See APPENDIX E for Proposed Program Changes.

IX. Instruction via Distance Technology

A. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

Policies regarding establishment, organization, funding and management of distance courses and degrees are largely determined by the Colleges and Departments. The office eLearning and Continuing Education provides support and guidance on how to achieve departmental goals. Under the leadership of the Provost the office of eLearning and Continuing Education collaborates with academic administrators and faculty across campus to implement institutional initiatives related to distance education. Funding for distance education is a combination of direct line items within the colleges and additional funding from the office of eLearning and Continuing Education.

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

ELeaarning staff in collaboration with Information Technology Services, and faculty and student interactions ensures a balance between keeping current with licensed eLearning software and keeping systems stable once the semester begins. STAar personnel are responsible for investigating and organization pilot trials of new software for
eLearning. These investigations are initiated by findings from new developments in the field, and student, faculty, and administrative requests. Results from the pilot trials help inform feasibility studies for funding and supporting potential campus-wide adoption of new teaching and learning tools.

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

Through the normal course of business, the University of Arkansas at Little Rock collects and maintains, for internal use, electronic information and files from individuals, which must be kept secure from public disclosure. These files are collected and maintained to facilitate the processing of student, employee and alumni records. State law requires UALR to have a password policy for all mission-critical systems. This currently requires all users to have password-protected access to UALR Windows domains (FACSTAFF and STUDENTS), Banner system, email, and Blackboard learning management system.

Please Note: Students at the University of Arkansas at Little Rock have certain rights with regard to their educational records as stipulated by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C.§ 1232g; 34 CFR Part 99), which is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

UALR is required to comply with the Arkansas Freedom of Information Act (FOI) (Ark. Code Ann. §25-19-101) and may be required to disclose records maintained in the daily operations of the university unless said records are specifically protected by federal or state regulations. Therefore, electronic communication and information could and would be made available upon being presented with a valid FOI request.

D. Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:

- Advising
- Course registration
- Financial aid
- Course withdrawal
- E-mail account
- Access to library resources
- Help Desk

Students of online programs apply for admission via the online application, accessible via link from the UALR home page at www.ualr.edu. Registration for all classes at UALR is through the Banner Online Self-Service interface at boss.ualr.edu. The same policies regarding admissions and registration apply to students of online courses as apply to face-to-face students.

Financial Aid is processed in the same manner for online students as it is for face-to-face students. Financial Aid information is available at www.ualr.edu/financialaid.
All students enrolled in distance technology courses and programs have access to the same support services as face-to-face students. These include advising, financial aid, career services, tutoring services, library resources and technology support services. The majority of the traditional student services are provided in person, although some email and phone assistance is provided. Technical support is provided via email, phone, web and in person. Information regarding online courses/programs is available via phone, email, and website in addition to in person. Some services are also offered to students via synchronous web-conferencing such as those provided by the Writing Center.

E. **Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.**

Students in distance education have access to Blackboard Student Support 8 - 5, M-F and limited assistance after hours. Students also have access to the Information Technology Help Desk, 7 - 7, M - Th & 7 - 5 Friday. These services provide phone, email and walk-in assistance. Self-service resources are accessible from the Blackboard Student Support website and from within Blackboard.

F. **Describe the orientation for students enrolled in distance technology courses/programs.**

All students are automatically enrolled in an orientation focused on taking courses in Blackboard. Topics include everything from the basic “how to” to best practices for learning online. Various types of multimedia resources along with quizzes are included in the orientation. The orientation is not required at the institutional level, but some faculty members build the requirement into their courses.

G. **Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.**

UALR’s institutional policy for faculty instructional load (Policy Number 403.13) can be found at [http://ualr.edu/policy/home/facstaff/faculty-instructional-load](http://ualr.edu/policy/home/facstaff/faculty-instructional-load).

The distance learning intellectual property policy (Policy Number 209.2) can be found at [http://ualr.edu/policy/home/admin/intellectual-property/](http://ualr.edu/policy/home/admin/intellectual-property/+).

**X. Program Resources**

A. **Describe the institutional and/or college-level support available for faculty development in teaching, research, and service.**

The C&I program has multiple supports available for faculty in their teaching, research, and service development. First, the program is situated within the School of Education (SOE) with faculty colleagues who are experts in, and teach courses in, college teaching and research. As a school of education, faculty routinely serve in our local schools. As a formal support, every other year there are awards from an endowed Gene Campbell fund. The award is given to selected faculty members who engage in research, program development or any other activity which has as its focus research to improve outcomes for PreK-20 students or faculty, including educational foundations, higher education, administration, disability support, literacy/math/adult/gifted and special education program support. Thus, there are multiple collegial supports throughout the school and formal supports. At the University level, supports include the Academy of Teaching
and Learning Excellence (ATLE), Office of Research and Sponsored Programs (ORSP), and the Community Connections Center.

Academy of Teaching and Learning Excellence
The mission of the Academy of Teaching and Learning Excellence (ATLE) is to foster excellence in teaching and learning; to demonstrate the value UALR places on high-quality teaching; and to build a stronger community among teachers and learners. For example, ATLE recently initiated a "shadow and share" program, which enables new or inexperienced faculty to visit the courses of more experienced teaching faculty and engage with them in pedagogy-oriented conversations. The SOE faculty participate in many of the luncheon meetings presented by ATLE and have completed ATLE programs earning awards for working to improve their teaching.

Office of Research and Sponsored Programs
The Office of Research and Sponsored Programs (ORSP) provides information, services, and support so that members of the UALR Community may compete successfully for outside funding to conduct scientific research; create works of art; compose music; write books and articles; improve their performance in the classroom; and better service their students, professions, and the public. In accomplishing this mission, ORSP ensures accountability, compliance, and stewardship for sponsored programs as directed by all applicable Federal, State, Local, and Institutional policies, procedures, and regulations. Multiple faculty within the SOE have attended training provided by ORSP and worked with ORSP personnel to develop and submit funding proposals. When awarded, faculty work with ORSP in the management of grant funds.

Community Connections Center
The Community Connections Center (CCC) serves as the facilitative outreach office for campus and community partnerships and currently encompasses the areas of Cooperative Education, Service Learning, Outreach Programs, Children International, as well as faculty, staff, and student engagement with the community. Partnerships are designed to maximize resources in order to meet existing and future campus, community, and regional needs. The SOE has many existing partnerships; however, the CCC is a source for facilitating new partnerships and, more importantly, for helping direct community entities seeking collaborations to the SOE.

B. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities. Faculty have attended on-campus workshops and trainings sponsored they STaR, ATLE, and ORSP. They have also attended trainings, and presented sessions at professional conferences with funding supported by the SOE. A sampling of refereed presentations follows:


C. Provide the annual library budget for the program or describe how library resources are provided for the program.

For fiscal year 2016/2017, library expenditures for core and peripheral databases in the School of Education were approximately $73,865.00. This total includes multidisciplinary resources that support other areas of campus research.

<table>
<thead>
<tr>
<th>Database Title</th>
<th>2016/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Research Complete/Education Source</td>
<td>$12,448.00</td>
</tr>
<tr>
<td>Dissertations &amp; Theses</td>
<td>$19,735.00</td>
</tr>
<tr>
<td>PsyINFO</td>
<td>$16,044.48</td>
</tr>
<tr>
<td>Mental Measurements Yearbook</td>
<td>$4,338.00</td>
</tr>
<tr>
<td>JSTOR I-VII</td>
<td>$21,300.00</td>
</tr>
<tr>
<td></td>
<td>$73,865.00</td>
</tr>
</tbody>
</table>

D. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

**UALR Ottenheimer library**

**Holdings**

The Ottenheimer Library at the University of Arkansas at Little Rock (UA Little Rock) has an extensive collection of books, journals, conference proceedings, databases, and multimedia resources to support its academic programs. Resources to support all programs including education research are available in multiple formats.

More than 200 databases in all disciplines are available on the library’s home page at http://researchguides.ualr.edu/az.php. Databases most useful for students and faculty in the Teacher Education program include *Education Resources Complete, Education Source,*
Dissertations and Theses, Mental Measurements Yearbook, and JSTOR. Students and faculty also have access to over 120 peer-reviewed journals in teacher education.

Electronic Search and Access
Current UA Little Rock faculty, students, and staff have access to the library’s online resources 24 hours per day, seven days per week. Electronic resources include journals, books, conference proceedings, government issued reports, and streaming videos. To use these resources, off campus users must identify themselves by their NetID and password.

Also available on the library’s home page at (http://researchguides.ualr.edu/) are research guides that provide help in using databases, doing research, and finding information in different subjects. (http://researchguides.ualr.edu/) The guides, created by research librarians, provide trouble-shooting tips for accessing databases, and guide students to library resources for specific courses. Within Blackboard, the course management system used by UA Little Rock, the library includes information and links to resources and services such as article databases and Ask a Librarian.

Interlibrary Loan service for materials not owned by the library is available through the Interlibrary Loan Internet Accessible Database (ILLiad) which allows users to submit, track, and renew requests online. Users register to access ILLiad and track their requests from the library’s home page at http://ualr.edu/library/services/ill/. Users receive most articles via electronic delivery. From its print and microform collections, the Library provides current UA Little Rock faculty, students, and staff with free electronic delivery of journal articles and book chapters.

To resolve access issues, schedule consultations, or to get answers regarding the library’s services and collections, faculty and students can contact the library’s research department via telephone, text, instant messaging, email, and chat. Links, contact information, and FAQs are on the library’s web page at http://ualr.edu/library/services/distancelearning/.

Acquisitions Methods
The library ensures the adequacy of library holdings to support academic programs by using a liaison system that provides an opportunity for input from the teaching faculty. At the start of each academic year, the library invites faculty liaisons in each department to submit recommendations for new acquisitions. Students and faculty can also submit requests for materials using online forms. Within budget limitations, requests that faculty prioritize as “essential” are generally purchased as are requests for materials that directly support courses that are currently taught.

Knowledge Library Staff
The library’s research department provides research assistance for UA Little Rock faculty, staff and students. Research librarians offer library instruction for UA Little Rock classes, serve as faculty liaisons, assist with government documents, and select materials for the library’s collections. Recent resignations and retirements have reduced the number of librarians available to work closely with faculty. However, instruction sessions initiated by departments continue. Since 2014, the research department has conducted 18 sessions for the School of Education, including three for teacher education.
Additional databases that support the School of Education are available at no cost to the library through the Arkansas State Traveler Project, funded by the U.S. Institute of Museum and Library Services.

Summary
Library holdings and services to support the School of Education’s teacher education program are typical for an academic library of the Ottenheimer library’s size. Existing resources and services appear to support the courses taught and the interlibrary loan system provides year-round access to needed resources that the Ottenheimer library does not own. Despite budget reductions during the last 3 years, the library has maintained access to electronic subscriptions in all fields while reducing the number of books purchased. This practice is in keeping with the experience of a large number of libraries in the country. Finally, there is an efficient structure in place to solicit requests for materials and there are services available to assist students and faculty in using the library.

Office of Scholarly Technology and Resources (STaR)

The mission of the Office of Scholarly Technology and Resources (STaR) at UA Little Rock is to provide opportunities for training and professional development, instruction design and course development services, assistance with creating engaging content, Blackboard administration, and technical support for faculty and students. To accomplish this, STaR offers instructional support in the form of professional development, instructional design assistance and technical troubleshooting. The STaR office is part of a staff of eleven: Director of eLearning and four specialists; two instructional designers, and Blackboard support consisting of two support specialists, a communication specialist and a system administrator. In addition, the SOE has a technical support person assigned to Blackboard trouble-shooting.

Professional development opportunities are offered year-round for SOE faculty. While the focus is upon fully online courses, support and training are also provided to faculty teaching web-enhanced and hybrid courses. Professional development opportunities are provided in a variety of formats including face-to-face workshops, fully online asynchronous workshops, and synchronous webinars. STaR also offers self-service electronic resources with information ranging from how to use specific tools to best practices for designing and delivering a course. Additionally, STaR provides a help desk for both faculty and students using the learning management system, Monday - Friday 8:00 am to 5:00 pm via phone, email, and in-person. Limited support is provided after hours via email and phone.

STaR facilitates access to the learning management system for all courses taught. STaR also provides access to a streaming video service, along with screen casting, content authoring, test creation, and web conferencing tools. Training and support are offered for all of these tools. Additional resources such as memberships to the Quality Matters Program and the Sloan Consortium are provided to support the offering of high quality online courses.

E. Provide a list of program equipment purchases for the past three years.
   Not applicable to this program.

XI. Institutional Review Team:
   Self-Study Committee Chair: Judith A. Hayn, Professor
Graduate Program Coordinator: Anne Lindsay, Associate Professor

Team Members:
- Gail Hughes, Professor
- Jennifer B. Hune, Associate Professor
- Katina Leland, Associate Professor
- Amy Sedivy-Benton, Associate Professor
- Bruce Smith, Professor
APPENDIX A
C&I Plans of Study Options
Master’s of Education
Curriculum & Instruction
National Board Certification (Proposed)

Student Name: ___________________ ID Number: ___________________
Address: ____________________________________________
Telephone #: (H)___________ Email: _______________________
Date Admitted: ____________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an
electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic
Regulations section of the Graduate Bulletin and programs found in the College of Education
section.
The University reserves the right to modify policies and programs of study by supplying students
written notice of changes. Degree requirements are based on National Board of Professional
Teaching Standards.

---

Professional Education Requirements (12 hours)
___TCED 7303 Reflective Teaching
___EDFN 7303 Intro to Research in Education (or approved discipline-based educational research
course)
___TCED 7305 Action Research Project
___TCED 7301 Curriculum: Pedagogy and Practice

---

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
___EDFN 7313 Learning Theories or
___EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
___EDFN 7370 Educational Assessment
___TCED 7335 Classroom Communication &amp; Diversity
Technology (3) Optional
___TCED 7350: Integrating Technology in PK-12

---

Concentration (12 hours minimum): 9 hours of approved National Board coursework
Student ____________________________ Date _____________
Graduate coordinator __________________________ Date _____________
Master’s of Education
Curriculum & Instruction
Degree Plan
Concurrent Teaching Track

Student Name: ___________________  ID Number: ___________________
Address: __________________________ Telephone #: (H) ___________ Email: ___________________
Date Admitted: ____________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an
alab electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic
Regulations section of the Graduate Bulletin and programs found in the College of Education
section. The University reserves the right to modify policies and programs of study by supplying students
written notice of changes. Degree requirements are based on National Board of Professional
Teaching Standards.

Professional Education Requirements (12 hours)
__ TCED 7303 Reflective Teaching
__ EDFN 7303 Intro to Research in Education (or approved discipline-based educational research
course)
__ TCED 7305 Action Research Project
__ TCED 7301 Curriculum: Pedagogy and Practice

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
__ EDFN 7313 Learning Theories or
__ EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
__ EDFN 7370 Educational Assessment
__ TCED 7335 Classroom Communication &amp; Diversity
Technology (3) Optional
__ TCED 7350: Integrating Technology in PK-12

Concentration (12 hours minimum): 18 hours of approved graduate credit in the discipline
Student ______________________________ Date ______________
Graduate coordinator ____________________ Date ______________
Master’s of Education
Curriculum & Instruction
Degree Plan
English as a Second Language

Student Name:_________________ ID Number:_________________
Address:__________________________________________
Telephone #: (H)___________ Email:_____________________
Date Admitted: ____________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic Regulations section of the Graduate Bulletin and programs found in the College of Education section.

The University reserves the right to modify policies and programs of study by supplying students written notice of changes. Degree requirements are based on National Board of Professional Teaching Standards.

---

Professional Education Requirements (12 hours)

___TCED 7303 Reflective Teaching
___EDFN 7303 Intro to Research in Education (or approved discipline-based educational research course)
___TCED 7305 Action Research Project
___TCED 7301 Curriculum: Pedagogy and Practice

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
___EDFN 7313 Learning Theories or
___EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
___EDFN 7370 Educational Assessment
___TCED 7335 Classroom Communication &amp; Diversity
Technology (3) Optional
___TCED 7350: Integrating Technology in PK-12

Concentration (12 hours minimum): 18 hours: Required Courses (12 hours)
LANG 5322 Methods of Teaching Second Languages
LANG 5323 Second Language Acquisition
LANG 5324 Teaching People of Other Cultures
LANG 5325 Second Language Assessment

Student __________________________________________ Date ________________
Graduate coordinator _____________________________ Date ________________
Master’s of Education
Curriculum & Instruction
Degree Plan

Gifted and Talented Certificate Track

Student Name: ________________________ ID Number: ___________________
Address: __________________________________________
Telephone #: (H) __________ Email: ___________________
Date Admitted: ____________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an
alab electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic
Regulations section of the Graduate Bulletin and programs found in the College of Education section.
The University reserves the right to modify policies and programs of study by supplying students
written notice of changes. Degree requirements are based on National Board of Professional
Teaching Standards.

---

Professional Education Requirements (12 hours)
__TCED 7303 Reflective Teaching
__EDFN 7303 Intro to Research in Education (or approved discipline-based educational research
course)
__TCED 7305 Action Research Project
__TCED 7301 Curriculum: Pedagogy and Practice

---

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
__EDFN 7313 Learning Theories or
__EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
__EDFN 7370 Educational Assessment
__TCED 7335 Classroom Communication &amp; Diversity
Technology (3) Optional
__TCED 7350: Integrating Technology in PK-12

---

Concentration (12 hours minimum): 18 hours: Required Courses (15 hours)
GATE 7350 Teaching the Gifted and Talented
GATE 7355 Creativity Seminar
GATE 7357 Curriculum &amp; Instruction in Gifted Education
GATE 7390 Supervised Practicum
GATE 7363 Affective Needs of the Gifted and Talented
Choose 3 hours among the following:
GATE 7356 Current Issues in Research on Education of the Gifted and Talented; GATE 7361 Advanced
Placement for Talented Youth; GATE 7362 Administrative &amp; Legal Issues in Gifted Education;
MCED
7305 Teaching Mathematics to the Gifted

Student __________________________________________ Date _______________
Graduate coordinator ________________________________ Date ___________
Master’s of Education
Curriculum & Instruction
Degree Plan

Special Education Certificate Track

Student Name: _____________________ ID Number: ___________________
Address: __________________________
Telephone #: (H) __________ Email: _________________________
Date Admitted: ____________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an
alab electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic
Regulations section of the Graduate Bulletin and programs found in the College of Education section.
The University reserves the right to modify policies and programs of study by supplying students
written notice of changes. Degree requirements are based on National Board of Professional
Teaching Standards.

Professional Education Requirements (12 hours)
___ TCED 7303 Reflective Teaching
___ EDFN 7303 Intro to Research in Education (or approved discipline-based educational research
course)
___ TCED 7305 Action Research Project
___ TCED 7301 Curriculum: Pedagogy and Practice

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
___ EDFN 7313 Learning Theories or
___ EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
___ EDFN 7370 Educational Assessment
___ TCED 7335 Classroom Communication & Instruction
Technology (3) Optional
___ TCED 7350: Integrating Technology in PK-12

Concentration (12 hours minimum): 18/21 hours
(Prerequisite) SPED 7301 Foundations in Special Education
SPED 7305 Managing the Learning Environment SPED 7351 Assessment I
SPED 7352 Assessment and Intervention Design SPED 7395 Practicum in Special Education
SPED 4303 Assistive Technology SPED 7343 Disability Law
SPED 5312 Medical Problems in Child Development

Student _______________________________ Date ____________________
Graduate coordinator __________________________ Date ____________________
Master’s of Education
Curriculum & Instruction
General Program of Study

Student Name:_______________________ ID Number:_________________
Address:________________________________________
Telephone #: (H)___________ Email:____________________
Date Admitted: ____________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an
alab electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic
Regulations section of the Graduate Bulletin and programs found in the College of Education section.
The University reserves the right to modify policies and programs of study by supplying students
written notice of changes. Degree requirements are based on National Board of Professional
Teaching Standards.

---

Professional Education Requirements (12 hours)
___TCED 7303 Reflective Teaching
___EDFN 7303 Intro to Research in Education (or approved discipline-based educational research
course)
___TCED 7305 Action Research Project
___TCED 7301 Curriculum: Pedagogy and Practice

---

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
___EDFN 7313 Learning Theories or
___EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
___EDFN 7370 Educational Assessment
___TCED 7335 Classroom Communication &amp; Diversity
Technology (3) Optional
___TCED 7350: Integrating Technology in PK-12

---

Concentration (12 hours minimum):
Student ___________________________ Date ________________
Graduate coordinator ____________________________ Date ________________

---
Master’s of Education
Curriculum & Instruction
Degree Plan

Reading/Literacy Coach Certificate Track

Student Name: ______________________ ID Number: ___________
Address: ____________________________
Telephone #: (H) __________ Email: ______________________
Date Admitted: ________________

Requirements for the degree include a minimum of 36 hours and culminate in action research and an
alab electronic portfolio. Students must satisfy Graduation Requirements stated in the Academic
Regulations section of the Graduate Bulletin and programs found in the College of Education section.
The University reserves the right to modify policies and programs of study by supplying students
written notice of changes. Degree requirements are based on National Board of Professional
Teaching Standards.

Professional Education Requirements (12 hours)
___TCED 7303 Reflective Teaching
___EDFN 7303 Intro to Research in Education (or approved discipline-based educational research
course)
___TCED 7305 Action Research Project
___TCED 7301 Curriculum: Pedagogy and Practice

Competency Requirements (12 – 15 hours)
Commitment to students and their learning (3)
___EDFN 7313 Learning Theories or
___EDFN 7330 Human Development
Mastery of content and content pedagogy
See concentration below
Managing and monitoring student learning (6)
___EDFN 7370 Educational Assessment
___TCED 7335 Classroom Communication &amp; Diversity
Technology (3) Optional
___TCED 7350: Integrating Technology in PK-12

Concentration (12 hours minimum): 18 hours (15 plus one elective)
READ 8304 Curriculum Design and Evaluation
READ 8305 Literacy Coaches as Agents of Change
READ 8301 Supervision and Organization of Reading Programs
READ 8302 Professional Experiences in Reading Programs

Student ________________________________ Date ___________
Graduate coordinator _________________________ Date ____________
APPENDIX C
Alumni Survey
Thank you for allowing us to work with you in your teacher preparation. We are honored that you choose UA Little Rock to launch your educational career. In order to help us continue to improve, please complete the following survey on how well you think your program (content courses, education courses, and field experiences) prepared you for your future teaching.

1. Please indicate your education program

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle</th>
<th>Special Education</th>
<th>MED/Education Minor</th>
<th>Graduate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which content areas?</td>
<td>Which content area?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>MED/Education Minor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Do you have a full-time job for after graduation?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Congratulations! Where are you working?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No, I did not find another position in education</td>
</tr>
<tr>
<td>No</td>
<td>No, I chose not to teach</td>
</tr>
</tbody>
</table>

3. In understanding how learners grow and develop and how to teach in developmentally appropriate ways?

4. In making effective and appropriate accommodations for learners with culturally and linguistically diverse backgrounds?

5. In making effective and appropriate accommodations for learners with exceptional needs, including those with disabilities and gifts and talents?

6. In creating educational environments that encourage positive social interaction, active engagement in learning, and self-motivation?

7. In the main concepts, tools of inquiry, and structures of the discipline(s) you will teach?

8. In the appropriate use of professional standards in your teaching, such as aligning plans to the Arkansas Curriculum Frameworks, Common Core State Standards, and your content area Specialized Professional Association?

9. In taking the content you will teach and create learning experiences that are
<table>
<thead>
<tr>
<th></th>
<th>accessible and meaningful for learners to assure mastery of the content?</th>
<th>Not prepared</th>
<th>Somewhat prepared</th>
<th>Adequately prepared</th>
<th>Exceptionally prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>In connecting concepts and using differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>In using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide your students’ and your own decision making?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>In planning for instruction that supports every student in meeting rigorous learning goals?</td>
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<td>13.</td>
<td>In using a variety of instructional strategies that supports meaningful learning for all students?</td>
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<td>14.</td>
<td>In continually evaluating your practice and seek professional development experiences for ongoing professional growth?</td>
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<td>15.</td>
<td>In effectively communicating with the diverse learning community (teachers, administrators, staff, parents, other community members, etc.)?</td>
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<td>16.</td>
<td>In seeking appropriate leadership roles and opportunities in collaborating with other professionals, learners, families, and community members to advance the profession?</td>
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<td>17.</td>
<td>In using technology appropriately in planning your lessons, while teaching your lessons, and in assessing student learning?</td>
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<td>18.</td>
<td>In being innovative in your teaching?</td>
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19. What did you like most about the program (i.e., what are the greatest strengths)?

20. How can we make the program better (i.e., what suggestions do you have for program improvement)?

21. How can we better support our education alumni?
APPENDIX E
Proposed Revised Program of Study
Professional Education Requirements (12 hours)

__TCED 7305 Action Research Project
__TCED 7301 Curriculum Pedagogy and Practice

Competency Requirements (12 – 15 hours)

Commitment to students and their learning (3)
   __EDFN 7313 Learning Theories OR
   __EDFN 7330 Human Development

Mastery of content and content pedagogy
   See concentration below

Managing and monitoring student learning (6)
   __EDFN 7302 Introduction to Program Evaluation
   __TCED 7335 Classroom Communication & Diversity

Technology (3)
   __TCED 7350: Integrating Technology in PK-12 OR
   __LSTE 7303 Foundations of E Learning

Concentration (18 hours minimum):

Sample Concentrations:  Middle Level Education, Gifted and Talented Education, English as a Second Language, Reading, Special Education, Concurrent Teaching, National Board Certification