

**2014**

Teacher Education  
CEHP

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# **PROGRAM PLANNING MEETING REPORT**

This report is in response to questions posed by the Provost

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**University of Arkansas at Little Rock**  
**Office of the Provost**  
**Questions to Guide the Academic Planning Process**  
**Fall 2014**

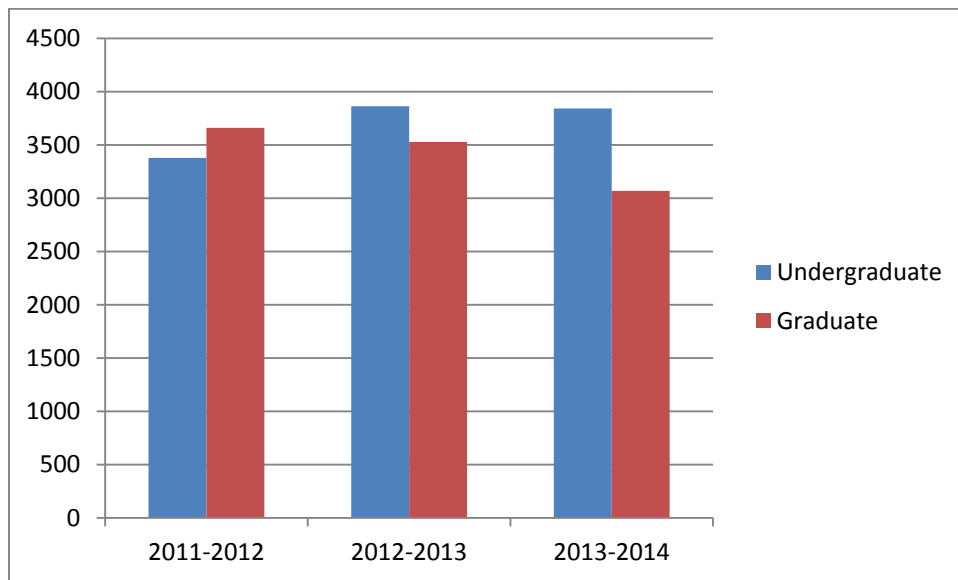
The following will present some, but not all, data in response to questions presented. When appropriate, data relevant to the question are presented. The full accounting of data will be referred to in this report and fully presented in an appendix.

***Question 1: What are your observations regarding the data you reviewed in preparation for this meeting?***

Data were observed by program, year and course numbers .

- Data were observed by program, year and course numbers.
- Teacher Education’s enrollment trends are flat to declining in the graduate and increasing in undergraduate
- TCED holds about 14% of the SSCHs in the new college structure (preliminary fall data)
- TCED holds about 15% of the student population in the college

Teacher Education SSCH Production

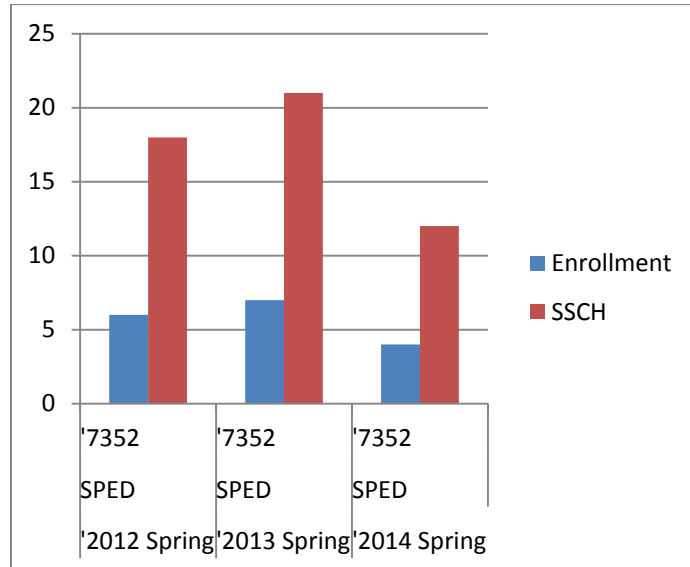


## Potential Growth Areas

Teacher Education's population has declined as with the entire university, but note there is potential for growth in three of the most under-enrolled programs

### Special Education

The chart below depicts enrollment in one class that is in the professional preparation portion of the SPED MED program of study. The data show decline in enrollment.



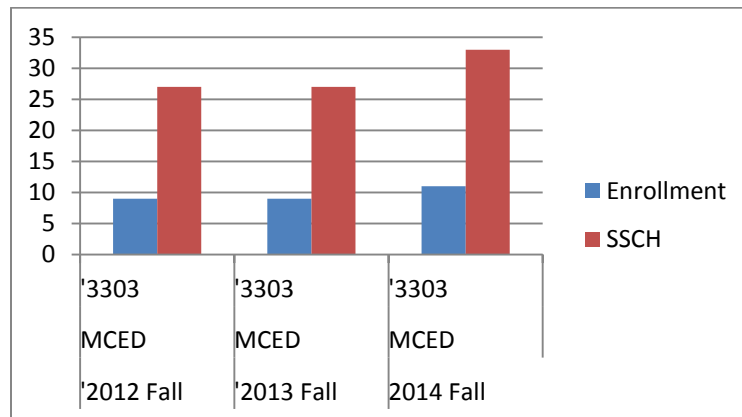
### Proposals

1. The program has proposed opportunities for international and non-licensed candidates to enter the program at the graduate level
2. There is a proposal for a revised MED and two graduate certificates
3. The program will launch an undergraduate licensure in the Fall of 2015

### Middle Childhood Education, Undergraduate

The chart below provides a snapshot of enrollment in the MCED introductory course it shows a small increase in the number of candidates. Middle Childhood is one of the programs which the state has to report to the federal government as a critical shortage area. See Appendix A.

### MCED Introductory Course



- Enhanced recruiting efforts have netted a 20% increase in candidates between 2013 and 2014
- State relaxing of content selection, allows candidates a less restrictive entry, e.g., former requirement was math and science. Now candidates may select for example, science and social studies as long as they have the correct number of content credits.

#### Reading; Specialty Area

State law requirement that all public schools have someone trained to intervene with dyslexia, to be discussed in response to Question 2. The Arkansas State Legislature enacted Act 1294 of 2013, codified as A.C.A. § 6-41-601, Title 6, Subtitle 3, et al., to ensure that children with dyslexia have their needs met by the public school system.

The state estimates are that up to **1700 teachers** will need to be trained throughout the state. Teacher Education (Reading, Elementary and Special Education), plus Speech/Language Pathology is poised to be one of the few departments in the state with a program developed to train dyslexia interventionists

- This will emanate from the Reading faculty with a program designed with courses in Speech/Language and Special Education, and Elementary Education

**Question 2: Do you see the programs in your department evolving or changing? If so, describe what they will look like three, five, and seven years from now? (e.g. larger, smaller; different emphases or options; different types of students; etc.).**

The department has potential to grow, see Growth Potential areas above. Several programs are viable including Elementary Education (currently ECED), the secondary minor, Reading EdS and PhD, Middle Childhood, MED, and Secondary MED, including Curriculum and Instruction. Each will receive a brief mention below.

The addition of the enrollment manager and revisiting recruitment, retention and advisement strategies, the faculty are determined to improve enrollment in those programs which are troubled for enrollment. In 5 to 7 years, enrollment will be affected by the following:

### **New Undergraduate Licensures** (Fall 2015)

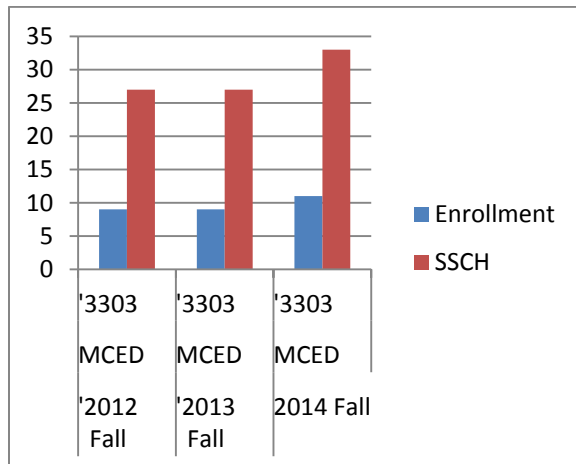
- Elementary and Special Education will *possibly* struggle as the programs find footing in terms of the numbers of students who select the programs
  - The elementary program seems poised to maintain a steady enrollment as the transition to the new licensure occurs. It is anticipated that the program will remain steady but affected by other new licensure areas; in two to four years, the numbers should rebound
  - 2+2 collaboration with Batesville and Morrilton will support the sustenance of the program See two exemplars of drafts in **Appendix B**
  - In the coming 5-7 years this option, once approved will garner large increases in enrollment for elementary and, subsequently the Special Education program
- The Special Education program has developed an undergraduate licensure which affects the elementary program. It is anticipated to begin with minimal enrollment but increase
- This licensure option will struggle at the beginning; the state has mandated these licensure programs
  - Recruiting at PTC anecdotally notes that at minimum 3-5 candidates express interest in special education at the undergraduate level
  - This program will in the next one to two years also be included in the 2+2 in Batesville and Morrilton

### **New Planned Options**

- The Elementary and Special Education program faculty are working on two state initiatives
- BK License in collaboration with the Division of Childcare and Early Childhood Services
- 3-4 year old endorsement to meet new federal initiatives, including the President's Consolidated Appropriations Act of 2014 with over \$75 million dollars attached to developing quality programs (including training quality staff) to improve early learning

## Undergraduate 5-7 Year Projections

Middle Childhood Education bachelor's enrollment has been variable but experienced a 20% increase this semester.



### Data interpretation

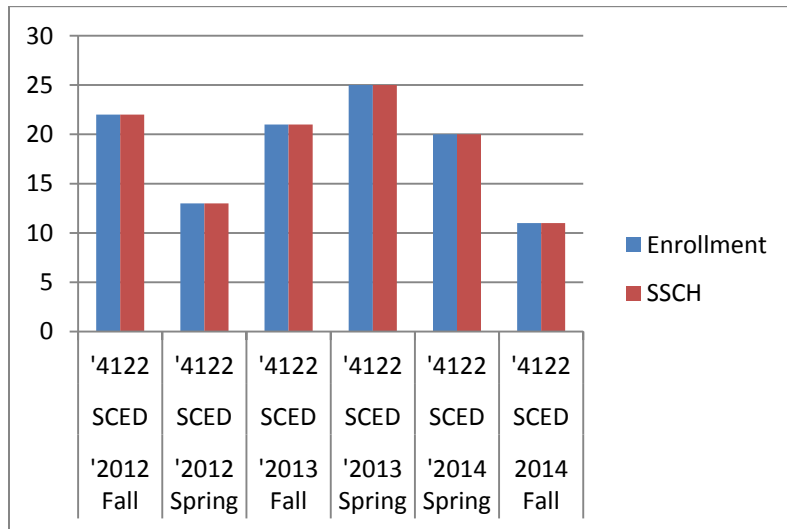
The MCED Bachelor's degree is a growth area. The past three years has been variable, but an incoming class has seen a jump from 8 to 14 in one year due to better and clearer advising. MCED is a high need area in the State of Arkansas' federal reporting. See Appendix A.

- The program faculty in the BSE and MED are in the beginning stages of combining the programs to become 4+1 Master's degree. Candidates may be licensed in the four years and stop OR continue for the Masters and complete it the 5th year of enrollment
- The BSE is included in the 2+2 planning with UACC Batesville and Morrilton

### Secondary Minor

Secondary Minor Education is viable. The chart below is a snapshot of one of the entry courses for the SCED Minor. The data show a stable to slight ascending trend. This program is deceptive. Candidates in the 11 content majors may select the minor. Their matriculation is through the content, such as History, and they receive a concentration in Teacher Education to be licensed.

SCED Minor Enrollment and SSCH



- The faculty continues to meet with and clarify admissions and retention of these candidates. Since candidates self-select, the program faculty are discussing ways to help candidates pre-advise and to get a clearer picture of upcoming admissions.
- It is anticipated that these candidates will continue to enroll in populations of 1 to 5 for each of the 11 content areas per semester for the foreseeable future.

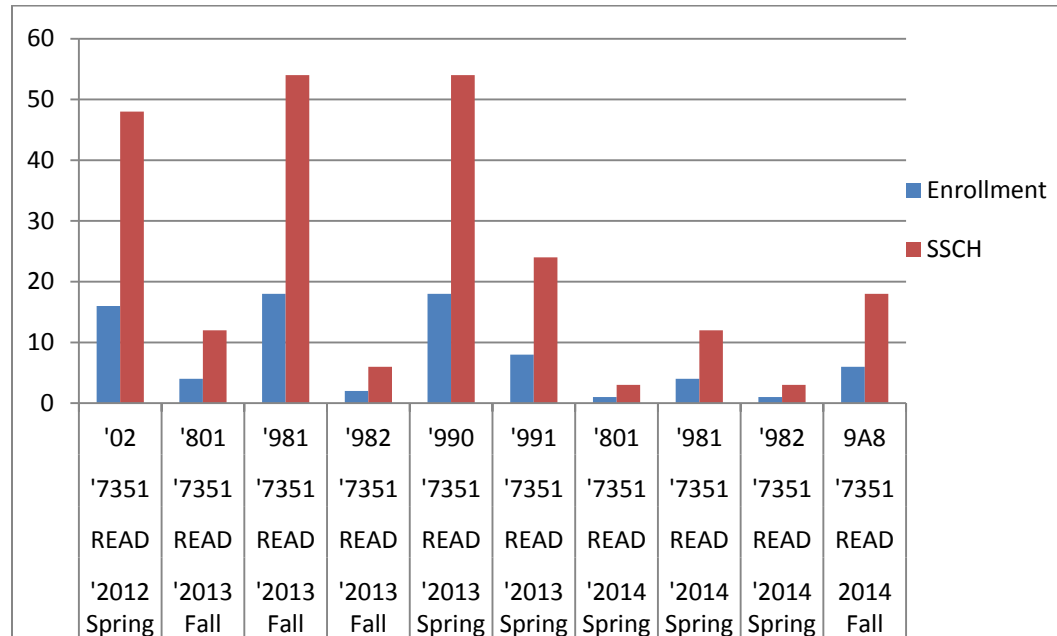
Graduate Program 5-7 Year Projections

Reading MED

Reading MED is problematic but the faculty believes in the fully online platform agreed to by the University and would like to see it through. The figure below is a snapshot of the carousel of entry points for the Reading MED. The carousel allows for cohorts to continually coalesce at later points in the program of study. Numbers begin small but grow. The program has experienced lackluster enrollment; they have and continue to engage in self-directed marketing strategies in addition to researching ways to partner with other universities which do not have a reading program. Additional Reading program charts are located in the Appendix C. It is anticipated that the program will experience 1 to 2% growth per year, if current initiatives are offered. That would mean that at minimum 10 candidates will when cohorts meet. Should this not be the case in two years, the program will revisit its viability.



READ MED Carousel Entry Points



Reading Program Proposals for the next 2 years.

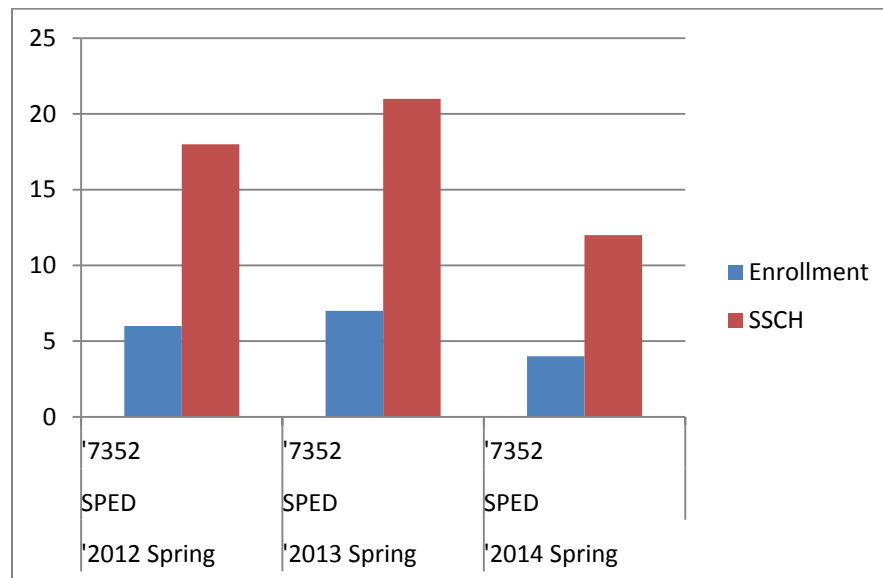
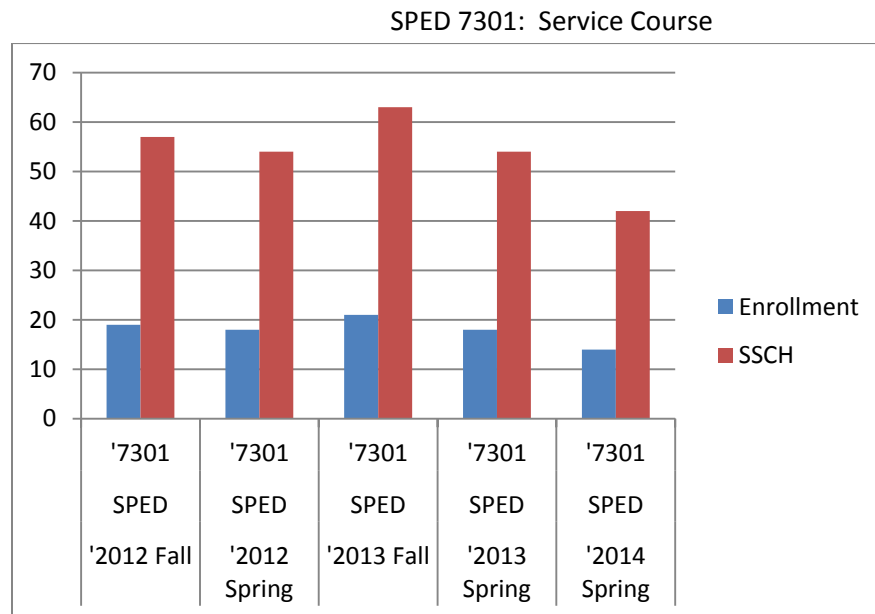
- The Reading faculty has agreed to teach above their 12 IUs to give the fully online reading program one more year to get its footing
- UA Fayetteville, which lost its reading accreditation, seems to be the best to approach for partnering to improve the MED online enrollment
- The program will need to investigate a way to determine a more linear matriculation from MED to EDS and PhD, this move could net an increase
- The program will participate in providing programming that supports the new Dyslexia law that the state has enacted
- Faculty have designed a 15 credit program which includes Reading, Elementary, and Special Education faculty
- It is projected that 10 new candidates once the Dyslexia program is launched

The Proposal for the Dyslexia certificate is located in Appendix D.

### Special Education, MED

The Special Education MED enrollment trends have seen a steady decline since the licensure structure has altered to undergraduate. Below are two charts which illustrate this. One is a service course (course anyone can take), the second is a professional course.

Special Education is crucial to many other programs in Teacher Education. Service courses (SPED 4301, SPED 7305, SPED 7301, and SPED 7343) are “service” courses in the programs of study in Counselor Education, Rehabilitation Counseling, Early Childhood, Middle Childhood, and Secondary Education.



The Graduate program in SPED in its **current state** is NOT viable. To answer that the program faculty has proposed the following:

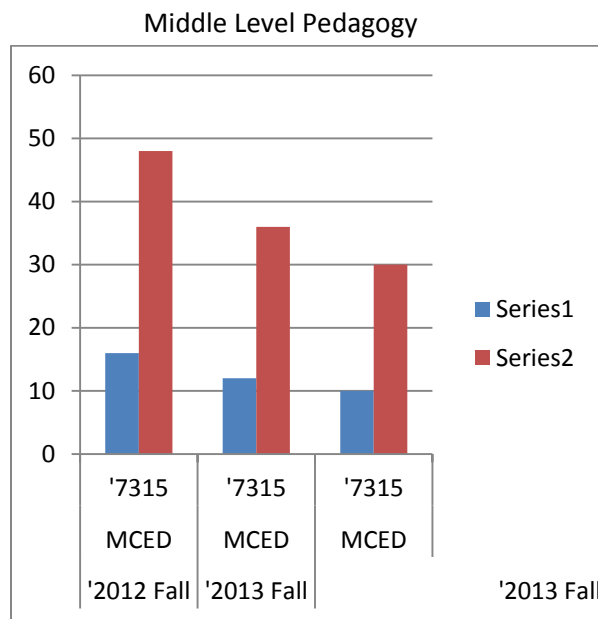
- Develop two admission criteria for the Master’s degree.
- The Special Education MED: Email and applicant data shows approximately 3-5 international students expressed interest in the special education MED since January 2014.

- Develop two Graduate Certificate programs. One in which students do not require an initial license and does not lead to licensure, intended for international students who have no intention of teaching in the country, or individuals who just want the knowledge without the teaching license. The other graduate certificate is intended for licensed teachers who need to be licensed quickly and enfold into the MED.
  - Non licensure Admission 1: Candidates who will want to complete the Master's without the license: No license, GPA of 2.75 or higher
  - Non licensure Admission 2: International candidates without a license with appropriate ISS requirements: Same criteria as above
  - Exit: Their exit will not require the passage of the exit exam nor the scholarship defense
- Licensure Admission: Same as above but requiring an initial license
  - Exit: They will be required to pass the Praxis II examination and present/defend a portfolio of scholarship
- All candidates will be required to complete key assessments for accreditation.

The above efforts should initially garner approximately 3-4 new candidates per semester. Anecdotally, calls from international students are not reported here as there is no way to quantify them.

#### The Middle Childhood MED

The program is viable but experiencing a decline. The chart below shows an initial course.



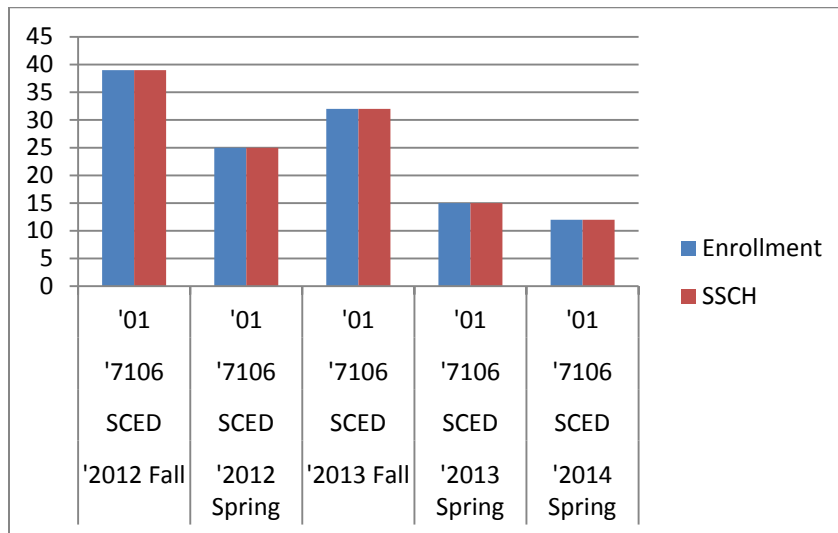
MCED MED remains a viable program although it looks as though there is variable enrollment in some areas but an overall downward trend.

- The program faculty will include greater attention to clearer advising given the state's alteration of content selection
- Program faculty have begun talks to merge undergraduate, graduate, and secondary content

The above efforts could potentially see an increase. National data shows a rise in educational attainment is desirable. It is likely that the attraction of completing a Master's degree in a 5<sup>th</sup> year configuration would be selected by at minimum 3 to 5 candidates per year. This combines with the regular Master's degree.

### Secondary Masters

Secondary Master's is also a deceptive program. Candidates are content specific. Program data presented show enrollment for an initial course in the MED that all candidates must take. The program has declined enrollment.



Enrollment will be viable in common courses but very small in specific content methods, such as Business Education or Chemistry. CAEP requires that students be observed by people who are trained in their area of specialty. To reduce some of the issues around funding, we are looking at distance technology to support observing students in remote areas

### Curriculum and Instruction, MED

There are no aggregate program data, but this program has the most growth potential for currently licensed teachers

The department will revisit its advising schedule and communication

TCED 5300, 7301, 7303 and SCED 5300 are common courses for this Master's Degree

The courses seem to show some decline but might be one that Teacher Education could recruit/promote with greater enthusiasm

Summary: Teacher Education is a department, which while seeing a decline in its numbers has potential. Faculty is willing to go over and above to save dollars for the department, since the department will need to support itself. The data do show that two programs are in dire straits and plans are in place to bolster them. The faculty is willing use the Three Musketeers principle. The principle of "one for all and all for one" applies in this department.

- Support weaker programs without asking for or requesting additional dollars from the College or University
- Collect data to show success at semester intervals
- Be proactive using the data
- Recognize what is NOT working and alter it

**Question 3: Given that student success is the job of every individual who works at UALR, what will be your (the chair's) and your department's contribution to student success during the next two academic years?**

- Establish concentrated advising days with an “open house” type of kick-off
- Coordinate with the Enrollment Managers’ office to establish alert and response systems
- Make student success reports part of the monthly faculty meetings
  - Faculty report concerns
    - Class scheduling (ensure students can smoothly go through program of study)
    - Alignment of content and practices
    - Dispositional, behavioral and affective concerns and solutions
  - Provide data regarding recruitment and retention
  - Identify processes that are not working
    - Advising bottlenecks inside and outside the department
    - Support (financial and social)
    - Communications (breakdowns and problem solve)
  
- Schedule training from Kim Tran or others who are versed in advising
  
- Continue to provide Praxis training during courses
  - An online course has been developed and in the process
  - Re-establish training in Praxis II areas
  
- Establishing early relationships with candidates (providing an academic home)
  - We have developed a relationship with the University College
  - Teacher Education has developed a relationship with the Enrollment Manager’s office and will continue to participate in recruitment functions
  - Design a common “Welcome” packet that details life and opportunities in the Teacher Education Department
  
- Establish student success processes in the department
  - Train faculty in the principles of student success model
  - Establish our own processes for student success that include Mentoring, Academic Support, and Professional Preparation (Transitional applies primarily to University College)
  - Set up opportunities to help struggling students access support for their matriculation via professional development conferences
  - Increase the visibility of the student groups (Kappa Delta Pi, Student NEA needs to be revived, establish a student CEC)

**Question 4: Provide a list of initiatives your department will implement this year that will contribute to enhancing the revenue generated by the department.**

- Requesting some fees, particularly on student teaching and practicum fees
  - Data shows we use more dollars for this activity than the current fees can support
  - For field experience 1, 2, and 3, students have a fee of \$25, \$50 and \$75, in addition to the dollars generated by tuition. For student teaching, students have a fee of \$105 and \$210 in addition to the \$340 in tuition and fees for a three credit course. In FY 2014 these fees generated \$60,000, and we expended \$62,390. A small increase of \$5 will help in addition to using fewer adjuncts for supervision. See extended review of services the student receives with tuition and fees for supervision and 2+2 projections is located in **Appendix E**.
    - Perspective: A first field student's 1 credit hour course costs the department \$200\* in salary (based upon \$2400 for 1/12 student). That student pays \$340 in tuition including fees with \$25 being applied to directly the activity. With a load of 12 students this generates \$2400.
    - The program has over 200 students (of all programs and at varied levels).
    - The additional \$5 would generate an additional \$1,000
- Identify and utilize an alumni group to contribute to foundation fund
  - The Chair has asked the Development director to make time to plan after the Dean's priorities have been established
- Establish partnerships with the communities in the delta and other underrepresented settings
  - The Chair has met with the Opportunity to Learn Policy Council in October, 2014, (<http://arpanel.org/coalitions/opportunity-to-learn>). Their suggestion is that universities determine a way to bring teacher preparation to communities to help them to "grow their own," given their teacher and teacher leader needs
    - Use media and distance learning and create partnerships with school districts in addition to partnering with local community and two year colleges
  - Batesville and Morrilton 2+2 are being developed
    - It is estimated that Batesville will net 10 students per year and Morrilton 20 to 30 students
- Secure more dollars in grant funding
  - Currently Teacher Education faculty have applied for or partnered in grants in with
    - Jackson State University in an i3 grant
    - Cluster SEED Grant

\*What a doctoral adjunct receives; faculty breaks down to \$1446, (\$118 per credit hour per student) for 1/12 based upon a \$51,000 salary. This figure does not include mileage

- The Center for Literacy ALR Center for Literacy received a sub-grant of \$1.7 million to participate in the study of “what works” in literacy, and the Winthrop Rockefeller Foundation contributed \$100,000 to expand the Reading Recovery program to more Arkansas schools. The i3 study of Reading Recovery is the largest randomized controlled trial ever conducted on an educational intervention. UALR is one of only 19 certified university training centers in the United States.
- Use the content talent in the department for course delivery (this may be a little politically tricky)
  - EXAMPLE: Math Education Professor
    - There are 3 math methods courses taught outside Teacher Education. Teacher Education has a math educator, capable of teaching the courses. If the faculty is allowed to teach these methods courses for 10 graduate Middle and Secondary candidates and 40 undergraduate students per semester in tuition and fees plus 160 SSCHs will be held in the department resulting in additional dollars for the department. See the example below:

N	Tuition and Fees	SSCH Production
10 Graduate students	\$16,900	40 SSCH x \$4 = \$160
40 Undergraduate 2 courses	\$13,600	120 SSCH x \$4 = \$480

If allowed, the above scenario could be replicated for Social Studies, English/ Young Adult Literature, and Science methods courses (one undergraduate and one graduate course each).

NOTE: For licensure purposes, Middle Childhood must show 18 credits of MATH content. The does not apply to all Math Methods courses. As long as the student has 18 credits of MATH content, the MCED methods course does not necessarily have to be in the math department. This MAY NOT apply to Elementary or Special Education. See email correspondence in Appendix F.

- Increase connections in the schools to deliver professional development courses according to districts assessed need
  - Partnering may increase the number of candidates and increase revenue
- Program faculty has begun and/or plan to put courses online
  - Dyslexia
  - Special education graduate certificate
  - Middle Childhood MED
  - SCED Curriculum and Instruction Master’s



## **Areas for Investigation**

The following have been discussed by the faculty to investigate for their implementation for revenue generation

- Virtual laboratory: Based upon the University of Central Florida's laboratory, this laboratory would provide training using avatars. Teachers can engage in simulated classroom scenarios based upon pedagogical methodology or classroom management techniques. Dickinson Hall Room 106 contains a major portion of the technology. Fees for this simulation lab range from \$100 to \$125 per student. One faculty has been trained in this technique for use in his classroom management courses. See the article at <https://www.insidehighered.com/news/2010/07/07/avatars> if we are able to attach fees, this may be an income generator, or it can be approached like buying a book. Eventually, this virtual laboratory may be used as part of fee-based professional development for the department
- Study Abroad related to literacy and culture, participating students pay UALR tuition and fees during the semester or year exchange is proposed by reading faculty as one of Reading's concentrations
- Engage community organizations that provide access to high school students who express an interest in teaching, such as Future Teachers of America or Special Olympics, increasing recruitment and generating more students for Teacher Education

**Question 5: Provide a list of initiatives your department will implement this year to reduce operating costs.**

Teacher Education's budget was overspent by \$491.00 in AY 2013-2014. The department will continue fiscal conservatism. The department doesn't order a lot of extras. The following initiatives have been discussed by faculty.

- Reduce the number of times that supervisors conduct visits and use more virtual opportunities to conduct observations
- Use more full time faculty for field supervision
- Use talent of full time faculty
  - By using the faculty for course content, we reduce use of adjuncts
- Faculty has expressed a willingness to teach more than the 12 IUs to support courses that may require adjuncts and to support struggling programs and reduce the number of adjuncts
- Use technology to reduce the number of overland visits to field and intern candidates. Please see **Appendix G** for more information regarding these options
  - Zoom
    - Allows real time observations with recording capabilities
  - Polycom
    - Video conferencing currently in use to be replicated in the Reading PhD program
  - Vimeo
    - Video sharing website that will allow candidates faculty to develop and upload videos of either content or student's observations which will be part of candidate evaluation of their own teaching for self-assessment (EdTPA)
    - With the EdTPA, preservice teachers have to videotape lessons and send them back for offsite review by an external evaluator, this system that would simplify and enhance this process (the videotaping/editing/transfer/review/scoring processes) of field and clinical experience, reducing mileage dollars.
    - For example Go Pros or iPod touches and hardware and software for uploading, easy video editing for faster uploads, and then a review software that allows for examiner comments on performance that can then be used for scoring and candidate review. This would, also assist candidate development, but would also help with accreditation.
  - iTunesU
    - Faculty have already developed course content via iTunesU. The platform allows opportunities for faculty to deliver content accessible by tablet technology, again reducing use of adjuncts and providing greater opportunities to recruit a different online demographic
- Encourage faculty to identify and use more opportunities to engage in more virtual research presentations, reducing travel dollars
- Revisit copier and other recurring expenses
  - The current contract is for \$4686 per year (two year contract)
- E.g., Reduce the amount of paper used by putting more online for courses
  - Reduce the copier contract downward when the contract is renewed

## APPENDIX A



# ARKANSAS DEPARTMENT OF EDUCATION

## **Critical Academic Licensure Shortage Areas 2014-2015 School Year**

Pursuant to A.C.A. § 6-81-601 et seq. and A.C.A. § 6-85-109, the Arkansas Department of Education has designated the following areas as critical academic licensure/endorsement shortage areas for the 2014-2015 school year.

### **Licensure Areas:**

**Business Technology**

**Gifted and Talented**

**Guidance and Counseling**

**Library Media Specialist**

**Secondary Mathematics**

**Middle Childhood Education (Mathematics, Science, Language  
Arts, and Social Studies)**

**Music**

**Secondary Sciences (Earth, Life, and Physical)**

**Special Education**

These critical shortage areas have been approved by the US Department of Education and may benefit student grant and loan recipients who qualify pursuant to specific provisions addressed in regulations concerning Federal student financial aid programs. These programs are administered by the [Arkansas Department of Higher Education, Financial Aid Office](#).

## APPENDIX B

**UA MORRILTON AS (60 HOURS) DEGREE FOR TRANSFERRING TO UALR FOR  
ELEMENTARY EDUCATION**

**REVISION 11-12-2014 11:35 A.M.**

	UA Morrilton	UALR Equivalent
☐	English/Communications (9 credit hours) ☐ ENG 1013 Composition 1 ☐ ENG 1023 Composition 2 ☐ SPH 2303 Introduction to Oral Communications	RHET 1311 Composition I RHET 1312 Composition II SPCH 1300 Speech Communication
☐	Mathematics (3 credit hours) ☐ MATH 1203 College Algebra	MATH 1302 College Algebra
☐	US History/Government (3 credit hours) ☐ HIST 2003 United States History I <u>OR</u> ☐ HIST 2013 United States History II	HIST 2311 US History to 1877 <u>OR</u> HIST 2312 US History since 1877
☐	Social Sciences (6 credit hours) ☐ HIST 1003 Western Civilization I <u>OR</u> ☐ HIST 1013 Western Civilization II ☐ SOC 2013 Introduction to Sociology	HIST 1311 History of Civilization I <u>OR</u> HIST 1312 History of Civilization II SOCI 2300 Introduction to Sociology
☐	Biological Science (4 credit hours) ☐ BIOL 1004 Fundamentals of Biology	BIOL 1401 Science of Biology
☐	Physical Science (4 credit hours) ☐ CHEM 2123 Gen Coll Chem I <u>AND</u> CHEM 2121L Lab <u>OR</u> ☐ PHY 2004 Physical Science <u>OR</u> ☐ GEOL 1104 General Physical Geology	CHEM 1402 General Chemistry I <u>OR</u> Transfers as Science core credits <u>OR</u> ERSC 1302 Phys Geology <u>AND</u> ERSC 1101 Lab
☐	Fine Arts/Humanities: 6 credit hours ☐ ART 2003 Art Appreciation <u>OR</u> ☐ MUS 2003 Music Appreciation <u>OR</u> ☐ THEA 2003 Theatre Appreciation <i>(Choose one of the above ART, MUS <u>OR</u> THEA)</i>  ☐ ENG 2213 World Literature I <u>OR</u> ☐ ENG 2223 World Literature II <i>(Choose either ENG 2213 or ENG 2223)</i>	ARHA 2305 Introduction to Visual Arts <u>OR</u> MUHL 2305 Introduction to Music <u>OR</u> THEA 2305 Introduction to Theatre/Dance <i>(Choose one of the above ART, MUS <u>OR</u> THEA)</i>  ENGL 2337 World Literature
☐	Directed General Education Electives (15 credit hours) ☐ EDUC 1203 Introduction to Education ☐ EDUC 2203 Teaching Exceptional Learners ☐ EDUC 2113 Development & Learning Theories ☐ EDUC 2103 Education in a Diverse Society ☐ HIST 2203 Arkansas History	ECED 2300 Introduction to Early Childhood Ed SPED 4301 Education of Exceptional Learners ECED 2302 Child Growth and Development LANG 4324 Teaching People of Other Cultures HIST4255 Arkansas History
☐	Institutional Requirements/Approved Electives (10 credit hours) Foreign Language (3 credits) MATH 2103 Math for Teachers I MATH 2113 Math for Teachers II Elective (1 credit)	Foreign Language (3 credits) MATH 3380 Math I for Early Childhood MATH 3382 Math II for Early Childhood
		<b>UALR 3<sup>rd</sup> and 4<sup>th</sup> year</b> ARED 3245 Public School Art ECED 2200 Field Experience I (Pre-K or K) ECED 2301 Lang Lit & Literacy I ECED 3200 Field Experience (1 <sup>st</sup> or 2 <sup>nd</sup> ) ECED 3201 Field Experience III (3 <sup>rd</sup> or 4 <sup>th</sup> ) ECED 3300 Guiding Young Children ECED 3301 Lang Lit & Literacy II ECED 3302 Lang Lit & Literacy III ECED 3304 Integrated Science ECED 4301 Internship Seminar I ECED 4306 Early Childhood Social Studies ECED 4307 Internship Seminar II ECED 4399 Early Childhood Assessment ECED 4600 Internship I ECED 4901 Internship II HHPS 3330 Teaching PE Pre-5 MUED 3232 Early Childhood Music TCED 1200 Praxis Prep for Education TCED 4300 WS: Families and Poverty

Notes: UALR will need SPA assessment data for SPED 4301 from UACCM

## Bachelor of Science in Education: Elementary Education

University of Arkansas Community College at Batesville and the University of Arkansas at Little Rock (UALR) are committed to providing you with a smooth and easy transition between colleges. In three simple steps, this guide will show you how to earn an Associate of Arts degree at UACCB and transfer to UALR to complete a Bachelor of Science in Education: Elementary Education. Please use this guide in consultation with a UACCB advisor.



### Get your A.A. degree at UACCB

\* This is an Arkansas Course Transfer Number.

The Arkansas Course Transfer System guarantees the transfer of these courses within Arkansas public colleges and universities. For more information, check out [acts.adhe.edu](http://acts.adhe.edu).

\*\*Speak with a UACCB academic advisor at 870-612-2160 or check the [UACCB Catalog](#) to find degree options.

[P] Indicates that a prerequisite is required before the course can be taken. Refer to [the UACCB Academic Catalog](#) to find the prerequisite.

#### English/Communication

Complete all 3 courses (9 hours)

- English Comp 1 [P]**     **English Comp II [P]**     **Oral Communication**  
ENG 1103 (1013\*)    ENG 1203 (1023\*)    SPC 1003 (1003\*)

#### Math

Complete 1 course (3 hours)

- College Algebra (or higher) [P]**  
MTH 1023 (1103\*)

#### Life/Physical Sciences

Complete 2 courses with lab (8 hours)

- Biology for Gen Ed/Lab**     **Physical Science/Lab [P]**     **Other Options Available\*\***  
BIOL 1033/1031    PHS 1003/1001

#### Fine Arts/Humanities

Complete 3 courses (9 hours)

NOTE: 1 course from FA and 1 from Humanities and then choose add'l 3 hours from FA/HUMN areas

- Fine Arts – Music**     **World Literature I**     **Other Options Available\*\***  
FAM 2003 (1003\*)    ENG 2113 (2113\*)

#### History and Government

Complete 1 course (3 hours)

- U.S. History I**     **U.S. History II**     **United States Government**  
HIS 2003 (2113\*)    HIS 2013 (2123\*)    POS 2103 (PLSC 2003\*)

#### World History

Complete 1 course (3 hours)

- World Civilization I**     **World Civilization II**

#### Social Sciences

Complete 3 courses (9 hours)

- General Psychology**     **Principles of Sociology**     **Other Options Available\*\***  
PSY 1003 (1103\*)    SOC 2003 (1013\*)

#### Recommended Electives

16 hours minimum

- Introduction to Teaching**     **Introduction to K12 Educ. Technology**     **Elective name**  
EDU 2003    EDU 2103    **Elective course number**

- Elective name  
Elective course  
number
- Elective name  
Elective course  
number
- Remaining hours to reach 60 minimum  
hours\*\*



**Congratulations!**  
Apply for graduation at UACCB to receive an Associate of Arts degree.

### Take electives at UACCB

If you haven't taken the recommended electives listed, check with your advisor.

### Transitioning to UALR

Apply for [admission](#) and [scholarships](#) at ualr.edu. You can also apply for [transfer scholarships](#). The Shelby Breedlove Scholarship deadline is April. 1 for fall applicants and Nov. 1 for spring applicants.



### Finish your bachelor's degree at UALR.

Call the Office of Transfer Student Services if you have questions about transferring at (501) 682-1273 or visit [ualr.edu/transfer](http://ualr.edu/transfer).

#### Floating Block

10 hours

- Teaching P.E.  
HHPS 3330
- Elementary Classroom Music  
MUED 3232
- History of Arkansas  
HIST 4355
- Art for Elementary Teachers  
ARED 3245

#### Elementary Education

Block 1 (17 hours)

- Field Exp. I Grades K-2  
ELEM 2200
- Foundations of Elem. Ed.  
ELEM 2300
- Lit & Info Texts K-6  
ELEM 2301
- Child Growth and Dev.  
ELEM 2302
- Emergent Literacy  
ELEM 2303
- Integrated Science I  
ELEM 2304

Block 2 (17 hours)

- Field Exp. II Grades 3-4  
ELEM 3200
- Building Learning Environments  
ELEM 3300
- Integrated Lit & Lang I  
ELEM 3301
- Social Studies Methods  
ELEM 3302
- Math Methods I  
MATH 3380
- Teach People Other Cult.  
LANG 4324

Block 3 (17 hours)

- Field Exp. III Grades 5-6  
ELEM 4200
- Assessment Methods K-6  
ELEM 4300
- Integrated Lit & Lang II  
ELEM 4301
- Integ. Science II  
ELEM 4302
- Math Methods II  
MATH 3382
- Ed. Exceptional Learners  
SPED 4301

Block 4 (12 hours)

- Internship Seminar I  
ELEM 4304
- Internship I Grades K-3  
ELEM 4600
- Collaboration w/ Families  
ELEM 4305

Block 5 (12 hours)

- Internship Seminar II  
ELEM 4306
- Internship II Grades 4-6  
ELEM 4900

#### Unrestricted General Electives

- Remaining hours, if any to reach 120 minimum hours/45 upper level hours/ 3000-4000 level

Apply for graduation at UALR  
**CONGRATULATIONS, YOU RECEIVE A BACHELOR'S DEGREE!**

#### Credit Review

Total credits from UACCB

Total credits from UALR

B.S.E. Elementary Education



Approved by \_\_\_\_\_ and \_\_\_\_\_  
UALR Department Chair and Date UACCB Department Chair and Date

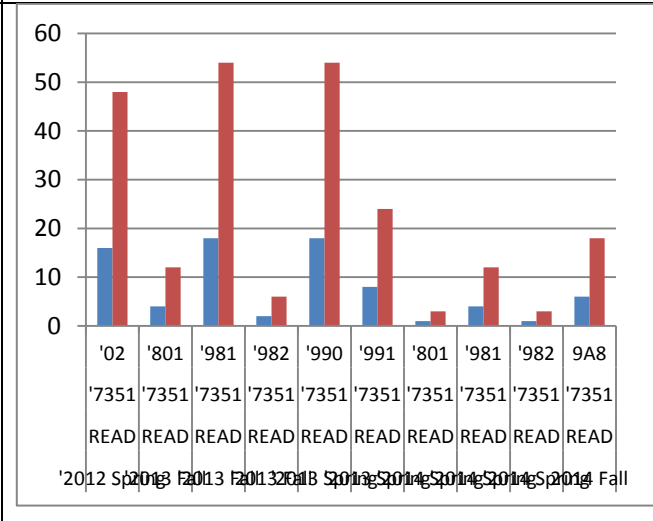
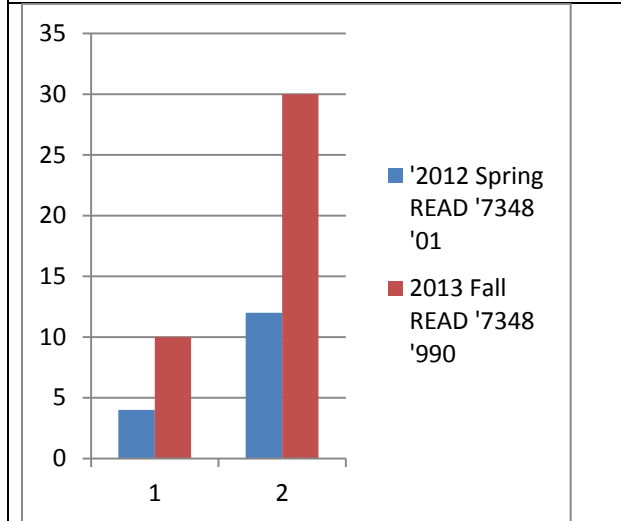
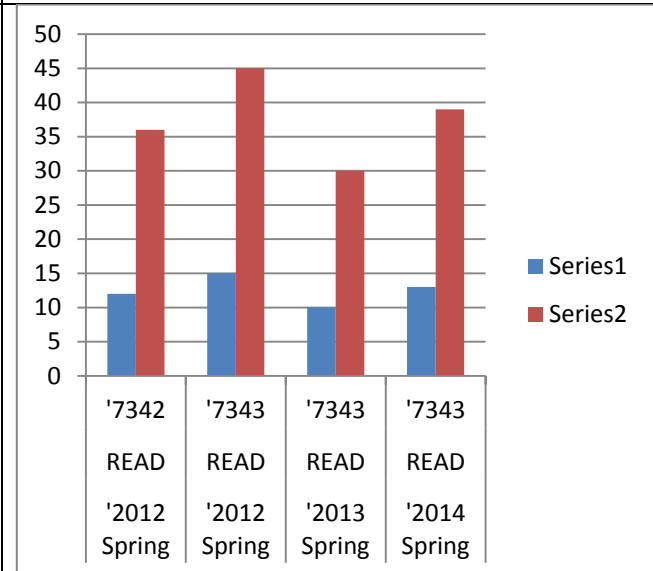
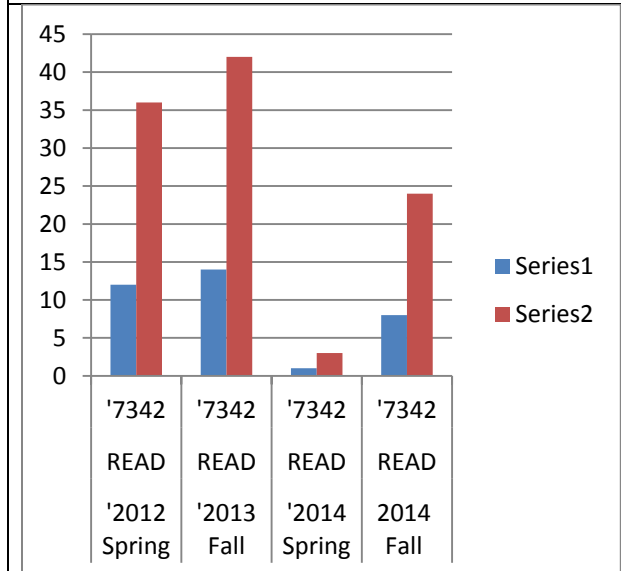
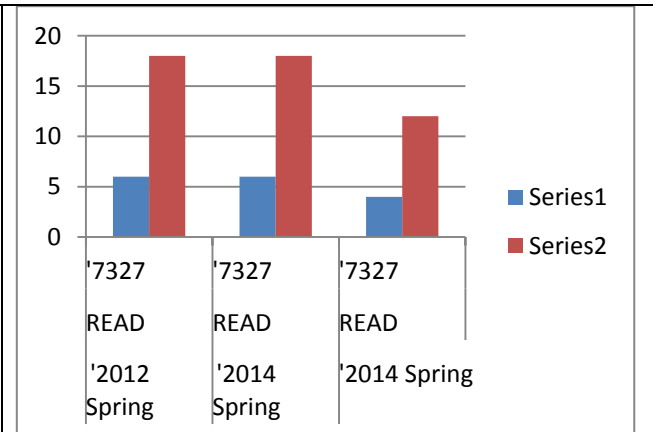
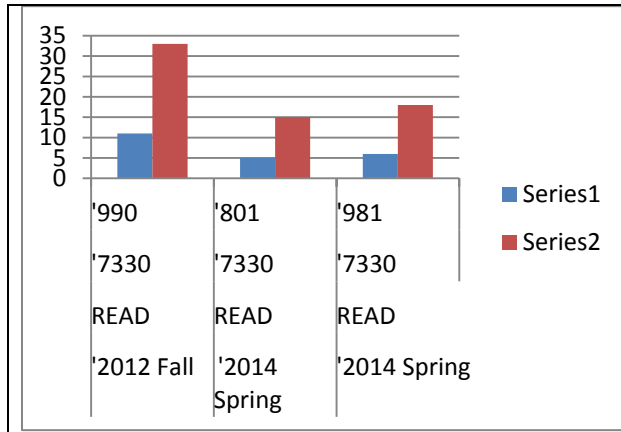


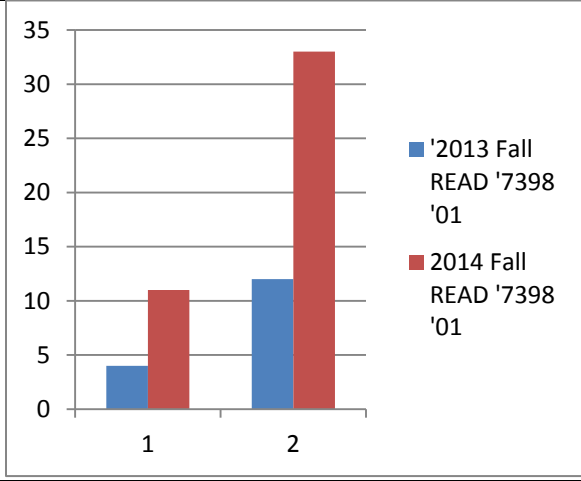
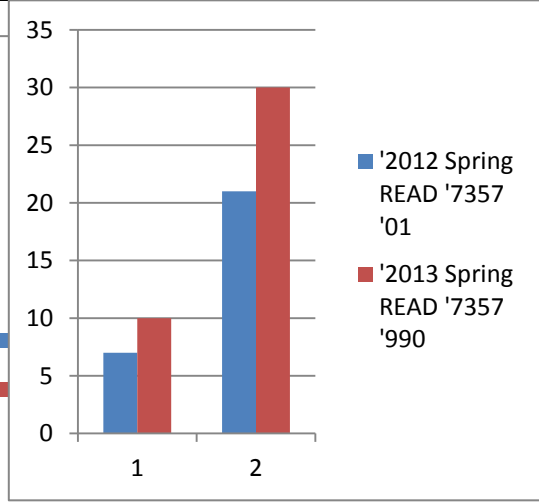
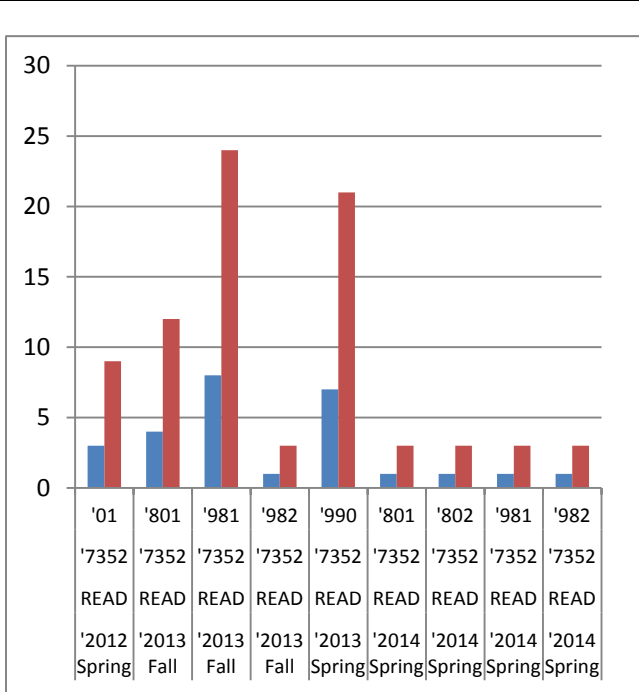
For questions about the Associate of Arts, call UACCB Academic Advising at 870-612-2160 or visit [UACCB Academic Advising Center](#).

For questions about the Bachelor of Science in Education: Elementary Education, call the UALR College of Education at 569-3113 or visit [ualr.edu/coe](http://ualr.edu/coe).

## APPENDIX C

Reading Program Additional Charts





## APPENDIX D

Proposed Plan  
Department of Teacher Education  
College of Education and Health Professions

**15-Hour Graduate Endorsement: Dyslexia Intervention\***

*Introductory Course:*

**READ 7193/SPED 7193 Special Topics in Reading Education: Intro to Teaching Children with Dyslexia**

[existing special topics course]

**1 credit hour**

Content: broad overview of the following: definition of dyslexia, myths of dyslexia, IDEA law and dyslexia, RTI process and procedures, and the research base for dyslexia.

*Foundations Course:*

**READ 7351 Foundations of Teaching Reading**

[existing course with minor modifications to include inclusion of DIBELs assessments]

**3 credit hours**

*Assessment Course:*

**READ 7353 Diagnosis of Reading Difficulties II**

[existing course with modifications to include additional diagnostic tests used to diagnose dyslexia and teaching meaning-based comprehension to struggling readers, severely disabled readers, and dyslexics]

**3 credit hours**

*Intervention Course:*

**READ 7107/SPED 7193 Special Topics in Literacy: Multisensory Interventions for Children with Dyslexia**

[existing special topics course to address a systematic multisensory approach to literacy instruction, including meaning-based comprehension for struggling readers, severely disabled readers, and dyslexics]

**2 credit hours**

*Practicum Courses:*

**READ 7356 Practicum in Reading** [existing course with modifications to ensure that teachers gain experiences implementing multisensory interventions with students experiencing reading difficulties]

**3 credit hours**

*Second Practicum Course:*

**READ 7345 Advanced Practicum in Intervention Models** [existing course with modifications to support IDA standards]

**18-Hour Graduate Endorsement: Dyslexia Intervention**

**READ 7393/SPED 7393 Special Topics: Multisensory Language Education** [new course to be developed that would address at a more in depth level: phonology, phonics, word recognition, fluency, vocabulary development, and comprehension]

**Standards Alignment: International Reading Association, International Dyslexia Association, & Council for Exceptional Children**

	IRA	IDA	CEC
READ 7193/SPED 7193 Special Topics in Reading Education: Intro to Teaching Children with Dyslexia			
	1.2, 4.1, 6.4	C1, C2, C3, C4, C5, C6, F	5.1, 5.2, 5.4, 5.5, 6.1
READ 7351 Foundations of Teaching Reading			
	1.1, 1.3, 2.1, 2.2, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2, 6.4	A1, A3, A4, A5, B1, B2, B3, B4, B5, D1, E1-1, E1-2, E1-3, E2-1, E2-2, E3.1, E3.4, E3.6, E4.1, E4.2, E4.3, E4.4, E4.5, E5.1, E5.2, E5.5, E5.6	2.1, 2.2, 2.3
READ 7353 Diagnosis of Reading Difficulties II			
	2.2, 3.1, 3.2, 3.3, 3.4, 4.2	A2, B2, B4, B5, B7, B, B10, D2, D4, D5, D6, E1-4, E1-5, E1-6, E2-3, E2-4, E2-5, E3.2, E3.3, E3.5, E4.1, E4.2, E5.6, E6	1.1, 1.2
READ 7107/SPED 7193 Special Topics in Literacy: Multisensory Interventions for Children with Dyslexia			
	1.3, 2.2, 3.3, 5.2	E1-3, E1-4, E1-5, E2-3, E2-4, E2-5, E3.7, E5.3, E5.4, E5.6, E6	2.1, 2.2, 2.3, 7.1
READ 7356 Practicum in Reading			
	1.1, 1.3, 2.1, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3,	D1, D3, D4, D5, D6, E2.2, E2.3, E2.4, E3.3,	1.1, 1.2, 7.2, 7.3

	6.2	E3.4, E3.5, E4, E5.1, E5.2, E5.3	
READ 7345 Advanced Practicum in Intervention Models			
	1.1, 1.3, 2.2, 3.3, 5.2, 5.3, 5.4	E2.5, E2.7, E4, E5.1, E5.2, E5.4, E5.5, E5.6, E6	1.1, 1.2, 7.2, 7.3

\*UALR faculty are prepared to offer these courses online, online with synchronous instruction, and/or hybrid to meet the needs of all teachers of the State of Arkansas, but especially rural school districts.



## APPENDIX E

## Income Generation Details

In fields 1, 2 and 3, students are in classrooms with a cooperating teacher for 8 hours 1 day per week, for 10 to 14 weeks for undergraduate only.

- Field experiences are 2 credits, Internships are 3 and 6 credits (at the undergraduate level that is \$340 per credit hour with \$25 of that being the practicum fee)
- As the student progresses in the program, the fees rise \$50, \$110, and \$210 for the final internship
- All candidates are observed by faculty or university supervisor a minimum of 4 times.
- Placements require more responsibility and increasing performance indicators from the candidate and evaluations become more intensive. Faculty in the earlier fields observe specific written assignments, later fields require teaching and assessment observations.
- Internship/Student teaching begins with the candidate assuming minor responsibilities and increase until the candidate assumes full responsibility for the classroom. Supervision then entails greater scrutiny of performance using state approved regulations for preservice teachers. Faculty may spend up to 3-4 hours per student during internships in class and a similar amount of time out of class.
- Faculty supervise 8 to 12 candidates depending on the level

Below is a sample of income generation for Field and Internship. All levels are not included  
 Projected Income with Fee Increase: (150 undergraduate Fall 2014 enrollment)

Field I-3	Suggested Fees	Income Fees only
\$680 per	\$30 (90)	\$2700
Internship II		
\$1,020	\$215 (60)	\$12,900

What the student receives

	Hours in field	Faculty/Supervisor Cost per student
Field I	112	\$200 for a one credit hour field
Internship II	720	\$200 for a three credit hour field

Projected Income with Fee with 2+2 Agreements (Estimates)

N	Tuition and Fees	Income
Batesville=10	\$340 (60)	\$204,000
Morrilton =25	\$340 (60)	\$510,000

## APPENDIX F

**Heather Newsam (ADE)** Oct 17

to **Amy, Joan**, me

Hello Jennifer,

Joan forwarded me your question regarding the MATH methods course for your Middle Childhood Licensure. To count as part of the 18 content hours, the class must have the MATH designation.

In reviewing your program to answer this question, I realized that the LON which was submitted has some missing math content. On page 8 of the PDF document which contains the Middle Childhood Education Advising Form, the Math concentration hours do not total to 18. Is there a course missing? If so, can you correct this document and send it with the revision that Amy Sedivy-Benton is working on for us? Thank you.

Kind Regards,

**Heather Newsam**

Arkansas Department of Education  
Office of Educator Licensure  
Educator Preparation Program Advisor  
Four Capitol Mall, Room 109-B  
Little Rock, AR 72201  
[501-683-1524](tel:501-683-1524) W  
[501-683-3312](tel:501-683-3312) F  
[Heather.Newsam@arkansas.gov](mailto:Heather.Newsam@arkansas.gov)

## APPENDIX G

## Technology Solutions

### Zoom

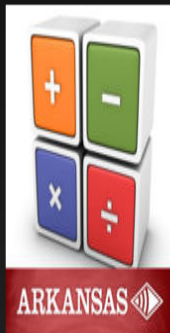
- This technology is currently used by the Reading EdS and PhD faculty. It allows for real time teaching and observation of teaching with the capability of recording while observing. Candidates can access the technology using desktops, laptops or tablets that are enabled with recording and audio. (<https://www.zoom.us/>)
  
- Polycom Virtual Clinical Observations Platform
  - The ability for people to collaborate—to work together—is mission-critical for any organization. Project meetings. Sales meetings. Product development meetings. And beyond the enterprise, teachers meeting with students, government agencies meeting on crisis response to deliver critical services to citizens.  
[http://www.polycom.com/products-services/hd-telepresence-video-conferencing.html?playVideo=Video\\_RealPresence\\_Video\\_Solutions](http://www.polycom.com/products-services/hd-telepresence-video-conferencing.html?playVideo=Video_RealPresence_Video_Solutions)
  
- Vimeo is a videosharing platform which will allow candidates to upload their performance videos and share with evaluators. The software has a free basic subscription which allows for limited storage. The next grade up is \$59 per year. This platform is password protected and provides clear HD videos. There are NO ads for using this service.
  - <https://vimeo.com/>
  
- iTunesU. The platform allows opportunities for faculty to deliver content accessible by tablet/smart technology. The company states that iTunesU courses let teachers give each class a customized learning experience. Teachers can create and manage their course and students can experience it all from the iTunesU app on iPad. It allows teachers to customize learning experiences, assignments and learning support. Current faculty notes that it supplies a great complement to the current Blackboard without requiring onerous, and time consuming video stream recording and editing. See below

# Alternative Algorithms

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5 100s Chart: Addition	This session explores a...	8/10/12	Free <a href="#">View In iTunes</a>
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7 Multiplication: Part 1	This session explores m...	8/14/12	Free <a href="#">View In iTunes</a>
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