Academic Program Proposals

October 26, 2007

The following is a list of academic program proposals being considered for approval for the October 26, 2007, Arkansas Higher Education Coordinating Board Meeting.

The Institution's Name, Program Title, and Program Summary are listed below. To download a PDF copy of the complete proposal, click on the following link:

www.adhe.edu/pdfs/AA/ProgramProposals-2007-10-Oct.pdf.

If you have concerns, objections, questions or comments concerning a specific proposal, please send them to the contact person listed on the full proposal, as well as to **Cynthia Moten** at ADHE, no later than **August 31, 2007**.

Also you may download a copy of the ADHE publication "Criteria and Procedures for Preparing Proposals for New Programs".

Download program proposals in Adobe Acrobat PDF (portable document format). If you do not have an Acrobat reader, you can obtain it free of charge from Adobe.

http://www.adobe.com

University of Arkansas at Pine Bluff

Master of Arts in Teaching

Program Summary

The University of Arkansas at Pine Bluff (UAPB) requests approval to offer a Master of Arts in Teaching (M.A.T.) degree for persons seeking initial teacher licensure as preschool through grade twelve school teachers and a master's degree. The 36 credit hour master's degree program is designed to allow approved candidates opportunity to complete a master's degree while obtaining teacher licensure. The M.A.T. degree will be used as a non-traditional form of teacher preparation, as well as an advanced program of study, for students who hold undergraduate degrees from an accredited college or university.

The new program for the M.A.T. is within the role and scope of the University and adheres to the institutional mission and vision. The M.A.T. emerged from the existing School of Education master degree programs and addresses the regional needs of those with non-teaching degrees who desire to become teachers through an advanced level licensure program in education. The M.A.T. at U.A.P.B. requires candidates to have successfully completed all required assessments including Praxis I and the appropriate level Praxis II examinations and acquiring employment as a teacher within an Arkansas public school district as part of the admission requirements. All coursework for this program is aligned with institutional, state and national standards for advanced level programs.

The Master of Arts in Teaching degree (M.A.T.) program will require a total of 36 graduate hours and will include courses for M.A.T. scholars only, a M.A.T. institute, traditional and on-line courses, and internships conducted during the novice teacher's school day. All M.A.T. courses will incorporate the state-adopted Pathwise domains within the structure of each course. Faculty who supervise the M.A.T. interns will be trained in the Pathwise model and only mentor teachers who have received, or

are in the process of receiving, Pathwise training will be asked to participate in the internship supervision and mentoring.

The M.A.T. degree is designed to be completed within one year: two summer sessions, one fall semester and one spring semester.   During that year, a minimum of one M.A.T. course will be dedicated to M.A.T. candidates only during each term. These M.A.T. sessions--the M.A.T. Institute (all candidates), the Middle School (middle level candidates), Techniques of Systematic Instructional Development (secondary candidates), Internship: Reading and Writing Across the Curriculum (middle level and secondary candidates), and Methods of Instruction in Early Childhood Education and Approaches to Teaching Reading in Early Childhood Education (early childhood candidates)--will include instruction in Pathwise, classroom and behavior management, teacher professional, school laws and other such topics as needed for successful teaching. The internships during the fall and spring semesters will have the novice teachers demonstrating their knowledge and skills in such areas as teaching and learning styles, lesson design, evaluation techniques and curriculum development in their school settings under the supervision of university faculty. Other traditional and on-line courses will be available for the M.A.T. candidates during the fall and spring terms.

Three areas of concentration are planned for the M.A.T. degree:

> Track 1—for those seeking licensure in secondary education content areas

> Track 2—for those seeking licensure in early childhood education

> Track 3—for those seeking licensure in middle level education

The Department of Curriculum and Instruction, where the new Master of Arts in Teaching degree programs will be housed, currently administers the Master of Education degree in Secondary Education—English, general science, mathematics, physical education, and social studies. Previously, a master degree program was available in elementary education.

The Master of Arts in Teaching degree has several distinctive features:

1) its relationship to the mission of the School of Education and that of the University of Arkansas at Pine Bluff which both have special emphases on the underserved and the preparation of teachers to meet the educational challenges of the 21st century as well as those of their historic constituents. Additionally, the University is unique among teacher education programs in Arkansas in that it produces a large percentage of minority teachers in the state;

2) its alignment with the School of Education's conceptual framework and its theme, "The Teacher as a Promoter of Academic Excellence" which means that this degree will prepare teachers who are committed to the profession, community and global awareness, and continued professional development; knowledgeable of content; equipped to use assessment and technology in teaching and learning; and promoters of social, cultural, and human diversities;

3) the ability for advanced candidates to be employed in an Arkansas public school district and obtain a master's degree and teacher licensure at the same time;

4) its in-depth curricula with emphasis on reading and literacy, development and learning, and methods and materials for teaching in specialty areas;

5) the ability for unconditionally admitted candidates to complete the program as a cohort group within one year, graduating once courses and Praxis II-Principles of Learning and Teaching

are completed successfully. (Exception to that time designation will apply to those needing extra semesters for remediation and/or completion of course prerequisites.);

6) all institutional, state and national standards are met in the curricula of this M.A.T. degree program. Course content includes instruction in the Arkansas Department of Education's four modules of instruction for a provisional license: 1) curriculum frameworks, standards, and accreditation, 2) assessment, 3) accountability – legal aspects, classroom management, and climate and culture, and 4) performance – student achievement, pedagogy, and professional development.

7) the number of required courses that candidates take during their fall and spring internships that are offered as on-line courses: secondary areas—3 out of 4; early childhood—4 out of 4; and middle level—4 out of 4.

Education, Department of English and the Department of Social and Behavioral Sciences moved into their new building, Dawson-Hicks Hall, during the fall of 2002.   This three-story facility covering approximately 46,000 square foot is equipped with state of the art technology that includes the Rosemarie Word Learning Resources Center, the Educational Technology Center, one distance learning interactive classroom, one specialized classroom dedicated to the Department of Curriculum and Instruction, and five additional computer laboratories.

University of Arkansas at Pine Bluff

Master of Education in Early Childhood Education (P-4)

Program Summary

The proposed program in early childhood education emerged from the existing Master of Education Degree Program in Elementary Education. The Department of Curriculum and Instruction, where the new program in early childhood education will be housed, seeks to replace the Master of Education Degree in Elementary Education that was phased out December 2006 due to the change in Arkansas licensure areas (Act 1108), with the new Master of Education Degree in Early Childhood Education.

The department proposes changes that will adhere to this new licensure requirements in compliance with Arkansas Legislative Act 1108. Act 1108 of the Department of Higher Education provides that licensure for teachers become structured as P-4 Early Childhood Education and 5-8 Middle Level Education.

The following standards, major components of this program, help meet the need for qualified early childhood educators who can demonstrate professional knowledge, abilities, dispositions, values, and attitudes:

1. the School of Education's Conceptual Framework—Teachers as Promoters of Academic Excellence (TPAE),
2. Arkansas Licensure Standards (ALS),
3. Pathwise Domains (PWD),
4. Interstate New Teachers Assessment and Support Consortium (INTASC),
5. National Association for the Education of Young Children (NAEYC), and
 Council for Exceptional Children (CEC)

The purpose of this 36 credit hour master degree program is to provide pre-service and in-service teachers advanced preparation for the improvement of classroom teaching at the early childhood levels. The preschool component includes preparation for infant and toddler instruction as well as for three- and four-year old instruction. The grade level component includes preparation for kindergarten

through grade four programs. This master degree program is within the role and scope of the university and adheres to the mission and vision of the University.

University of Central Arkansas

Master of Science in Instructional Technology

Program Summary

The proposed Master of Science in Instructional Technology (ITEC) is designed to provide candidates with the knowledge and skills needed to become technology leaders and practitioners within their professional arenas (e.g., education, business, government, non-profit organizations). By its design, the program offers a broad view of the field of instructional technology – history, theory, technology, management – yet is flexible enough to allow candidates to select an area of concentration reflective of their vocational interest. These areas of concentration provide specialized training in technologically distinctive fields: (a) distance education, (b) media design and development, and (c) technical support of instructional technologies. Developing skills for leadership in and administration of these technological fields is the overarching goal of the ITEC program. The proposed ITEC program is designed to prepare technology leaders and practitioners for employment in a variety of settings.

The ITEC program is built upon the knowledge that successful organizations demand highly trained individuals to serve as technology experts. In order to meet the high standards required in the field of instructional technology, the program incorporates standards and practices from the following national professional organizations: Association for Education Communications and Technology (AECT), International Society for Technology in Education (ISTE), United States Distance Learning Association (USDLA), and Association for Advancement of Computing in Education (AACE).
The ITEC program is designed around an overarching goal of assisting individuals in acquiring the skills for leadership in and administration of instructional technology. More specifically, graduates will possess skills and knowledge needed to effectively

- provide professional expertise in the area of instructional technology,
- administer vocationally-related technology programs,
- integrate principles of various technologies for achieving organizational goals,
- incorporate technology design principles to meet diverse organizational / population needs,
- collaborate in problem-solving endeavors.

The Instructional Technology degree comprises 36 semester hours of graduate credit. The program consists of an 18-hour core (six 3-hour courses), 12 hours (four 3-hour courses) of advanced study in a selected area of concentration (i.e., distance education, media design and development, or technical support of instructional technologies), and 6 hours (two 3-hour courses) of electives allowing for further individualization of the candidate's program. ITEC candidates will complete either the Apprenticeship in Instructional Technologies course or the Seminar: Trends / Issues in Instructional Technologies course as the capstone practicum experience. In order to exit the program, the candidate will be required to successfully complete all coursework and create a professional product (e.g., a research study, a professional portfolio, an organizationally specific technology plan) illustrating his or her technology skills in leadership and administration and reflecting the candidate's philosophy. The professional product will be agreed upon by the candidate and advisor and approved by the ITEC program coordinator.

Resources within the Department of Teaching, Learning, and Technology (TLT) will support the proposed ITEC program. Faculty who teach in the existing program areas of Library Media and Training Systems will teach several cross-listed courses. Full delivery of the ITEC program will require the addition of a full-time faculty member (budgeted for year 2; see Section 11 – Financial Information). Thus, personnel costs will constitute the bulk of the program costs. Additional costs include the professional development, supervisory travel, and technology equipment for faculty. Based upon projected enrollment figures, revenue should be sufficient to cover program costs.

Institutional Certification Advisory Committee

The Institutional Certification Advisory Committee (ICAC) will review the following applications for certification at the October 2007 quarterly meeting.

Capella University, Minneapolis, Minnesota

  Decertification
    Web Application Design specialization in Bachelor of Science in Information Technology

  New specialization for existing programs:
    Bachelor of Science in Business – new specializations in Project Management and Retail Management

    Bachelor of Science in Information Technology – new specializations in Health Informatics and Software Architecture

    Master of Business Administration – new specialization in Health Resource Management

    Master of Science in Information Technology – new specialization in Health Information Management

    PhD in Organization and Management – new specializations in Management Education and Project Management

Chamberlain College of Nursing, Chicago, Illinois

  Initial Certification—Online
    Associate of Science in Nursing
    Bachelor of Science in Nursing

Crowley's Ridge College, Paragould, Arkansas

  Requesting Program Level Change to offer Bachelor's Degrees

Franklin University, Columbus, Ohio

  Decertification—Online
    Bachelor of Science in Digital Communications

  Initial Certification—Online
    Bachelor of Science in e-Marketing
    Bachelor of Science in Web Development

Graceland University, Independence, Missouri

  Initial Certification
    Master of Education in Mild/Moderate Special Education

Grand Canyon University, Phoenix, Arizona

  Initial Certification—Online
    Master of Arts in Teaching
    Master of Education in Curriculum and Instruction with an option in Reading

Master of Special Education
Master of Education Teaching English to Speakers of Other Languages

ITT Technical Institute, Little Rock, Arkansas

Decertification
Associate of Applied Science Information Technology-Web Development program
Bachelor of Science in Data Communication Systems Technology

Initial Certification
Bachelor of Science in Construction Management

Nebraska Wesleyan University, Lincoln, Nebraska

Decertification—Distance Delivery
RN to BSN degree program at Jefferson Regional Medical Center in Pine Bluff, AR

Regis University, Denver, Colorado

Initial Certification—Online
Bachelor of Arts in Communication
Bachelor of Science in Criminology

University of Phoenix—Online

Initial Certification
Master of Arts in Education/Special Education, Cross Categorical
Master of Arts in Education/Administration & Supervision
Master of Arts in Education/Adult Education & Training
Master of Arts in Education/Curriculum & Instruction
Master of Arts in Education/Curriculum & Instruction/Computer Education
Master of Arts in Education/Curriculum & Instruction/English & Language Arts Education
Master of Arts in Education/Early Childhood Education
Master of Arts in Education/Elementary Teacher Education
Master of Arts in Education/Secondary Teacher Education
Master of Health Administration/Education
Master of Health Administration/Gerontology
Master of Science in Nursing/Nurse Practitioner
Health Care Informatics Graduate Certificate
Information Systems Security Graduate Certificate

Vincennes University – Camp Robinson, Arkansas

Recertification—On-site
Associate of Science—On-site

Initial Certification—On-site
Associate of Applied Science in General Studies
Associate of Applied Science in Business Studies
Associate of Applied Science in Law Enforcement Studies

Recertification—Online
  Associate of Applied Science in Business Studies

Initial Certification—Online
  Associate of Applied Science in General Studies
  Associate of Science

<u>William Woods University, Fulton, Missouri</u>

Initial Certification
  Master of Education in Administration
  Master of Education in Elementary Education
  Master of Education in Secondary Education
  Master of Education in Special Education Director
  Specialist of Education in Administration
  Specialist of Education in Curriculum Leadership