

## Academic Program Proposals

April 25, 2008

The following is a list of academic program proposals being considered for approval for the April 25, 2008, 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-2008-04-April.pdf](http://www.adhe.edu/pdfs/AA/ProgramProposals-2008-04-April.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 **February 29, 2008**.

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>

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## Arkansas Northeastern College

Associate of Applied Science in Power Plant Technology

### Program Summary

Arkansas Northeastern College proposes to add an Associate of Applied Science Degree in Power Plant Technology. Mississippi County is the home of a new coal-fired electric power generating plant, currently under construction near Osceola, Arkansas. Additionally, a natural gas-based power plant has recently begun operations near Dell, Arkansas, also in Mississippi County. The emergence of Mississippi County as a center for electric power generation creates a need for skilled employees to operate and maintain the power plant facilities. The proposed program addresses these needs.

The Associate in Applied Science Degree in Power Plant Technology is designed for students who wish to pursue careers in power plant operation, facilitating entry into or enhancing promotional opportunities within the electric industry. This degree will provide students with the electrical, mechanical, and chemical engineering fundamentals required to obtain positions of responsibility related to power plant operation, air/water ecological management, and boiler operation/maintenance. Curriculum will include fifteen hours of General Education Requirements, nine hours of Division Requirements that correspond to course work in other technical AAS degrees at ANC, and thirty-nine hours of Major Requirements customized to the needs of the power plant industry. The total number of hours necessary to obtain the Associate of Applied Science degree in Power Plant Technology will be sixty-three hours. Creation of this new program will result in 10 new courses.

A new instructor, recently hired using Arkansas Delta Training & Education Consortium (ADTEC) funding, will deliver several of the Major Requirement courses. Existing industrial instructors will deliver the balance of the Major Requirements. Although most training equipment needed to deliver the curriculum already exists, ADTEC funds will support additional equipment needs. The ANC Adams-Vines Library has a collection of resources for industrial disciplines.

## **Arkansas State University—Jonesboro**

### Master of Engineering Management

#### Program Summary

Arkansas State University is proposing an interdisciplinary master's degree program in Engineering Management to begin in the fall of 2008. The new program will be administered by the ASU College of Engineering and will build on the existing Bachelor of Science in Engineering as well as existing graduate programs in the College of Business. The new program will be an interdisciplinary program focusing on the knowledge and technical skills of advanced engineering and business management.

This new Engineering Management program, a one-year master's degree plan consisting of 30 semester credit hours, is designed for all engineers on management career paths as well as for those charged with managing technology in engineering, manufacturing, and other high-tech organizations. The new master's degree program will also benefit engineers pursuing licensure in 2015 when all candidates for professional licensure will be required to have an additional 30 semester credit hours of coursework beyond the bachelor's degree or a master's degree in engineering.

The curriculum will consist of existing courses offered by the ASU College of Business and new courses offered by the ASU College of Engineering. Courses will be offered during the day with

most offerings on weekday evenings each semester. Each course will be taught at least once per year to allow full-time students to graduate within one year. Courses will be taught by current faculty in the College of Business and the College of Engineering (both the Technology Program and the Engineering Program). However, one adjunct faculty member will be required initially to staff the program with two new permanent faculty members (one in Business and one in Engineering) added as enrollment increases in the third year (2010-11).

No new facilities or laboratories will be needed, but new monies will be required to support faculty offices and equipment, faculty salaries, graduate assistantships, secretarial support, faculty development, and supplies and services. The current library resources supporting graduate programs in the College of Business will be sufficient along with additional materials that can be purchased through the annual library allocation for the College of Engineering. The total cost to support the program will be \$86,600 in the first year, \$97,090 in the second year, and \$262,360 per year thereafter.

The program's curriculum has been developed in collaboration with the Graduate School of Business. An industry focus group was formed in December 2006 to determine the program objectives and to outline the skills needed by regional employers of engineering managers. The curriculum has been carefully designed to incorporate the management of relevant issues facing today's engineering managers. Courses in engineering management, statistics, quality control and improvement, economics and finance, marketing and law, information systems, and human relations are just some of the courses in the curriculum.

This proposal addresses a well-established need for broadly based and interdisciplinary technical training of graduate students to meet state, regional and national requirements to support economic development, and also, for providing a means in coming years for bachelor's degree graduates in engineering to obtain additional college-level credits that will be required for professional licensure.

## **Arkansas State University—Jonesboro**

### Bachelor of Science in Civil Engineering

#### Program Summary

Arkansas State University at Jonesboro (ASU-J) is proposing a Bachelor of Science in Civil Engineering (BSCE) to begin in the fall of 2008. The proposed program will be administered by the ASU College of Engineering which currently offers a Bachelor of Science in Engineering (BSEngr) with professional concentration areas in civil, electrical, and mechanical engineering. The proposed degree option will be based on these established and successful academic foundations with program specific civil engineering skills in water resources, geotechnical, structures, and environmental engineering.

The proposed Bachelor of Science of Civil Engineering, a four-year bachelor's degree program consisting of 132 semester credit hours, is designed for all students on career paths in civil engineering. The proposed BSCE curriculum will utilize the existing course offerings with no new courses required.

A survey of 52 industrial/utility employers and 28 private consultants and government agencies in Arkansas revealed there is a tremendous need for civil engineering graduates. At the time of the survey, there were 75 openings for civil engineering graduates, 76 additional openings estimated for 2008, and 84 additional openings projected by 2010. The majority of the employers surveyed responded that a new civil engineering employee was more likely to stay with the firm or agency if he or she graduated from an Arkansas university with regional preference. Also, the BSCE was the preferred degree, and a graduate with this degree was given a higher starting salary.

The projected costs for the BSCE program include an increase in administrative duties and salary, additional clerical support, increases of part-time labor funds, additional funds for supplies, and increases in faculty development expenses. Pending enrollment growth, two new faculty and two new technicians may be required in the near future following formal implementation of the proposed program.

Facilities, equipment, and library resources are adequate to support the proposed program and other than ongoing maintenance and improvements of these entities, no new costs are expected.

## **Arkansas State University—Jonesboro**

### Bachelor of Science in Electrical Engineering

#### Program Summary

Arkansas State University at Jonesboro (ASU-J) proposes establishment of a Bachelor of Science in Electrical Engineering (BSEE) degree program, to build upon the electrical engineering professional concentration area that has been an option under its current Bachelor of Science in Engineering (BSEngr) degree program in effect since 1982. Both recent surveys of regional employers of engineers regarding demand for additional near-future engineering hires, and national engineering employment demand data, strongly justify the need for the proposed program. Because the ASU-J electrical engineering curriculum and program have been carefully planned and developed for approximately 25 years, the expansion to the BSEE degree will initially require essentially no curricular modification. This proposed BSEE program, a broad-based four-year bachelor degree plan consisting of 132 semester credit hours, is designed for all students on career paths in electrical engineering. The curriculum will consist of existing courses offered by the ASU College of Engineering. Immediate additional resources required will be minimal, and will include additional faculty, technician, and secretarial support phased-in over the first three years of the proposed program. Existing facilities and other support infrastructure (equipment, library holdings, etc.) are otherwise adequate to initiate the program.

## **Arkansas State University—Jonesboro**

Bachelor of Science in Mechanical Engineering

### Program Summary

Arkansas State University at Jonesboro (ASU-J) proposes to formally establish the Bachelor of Science in Mechanical Engineering (BSME) as a degree option within the College of Engineering. ASU-J currently offers a Bachelor of Science in Engineering (BSEngr) with professional concentration areas in civil, electrical, and mechanical engineering. The proposed degree option will be based on these established and successful academic foundations. The proposed BSME program will retain the current curriculum of 132 semester credit hours, with no new courses required.

A survey of 52 regional industries (see Appendix A) conducted during June and July of 2007 indicated a need for 122 mechanical engineering graduates over the next two calendar years. The employers also indicated a preference for the BSME degree and showed a preference for ASU graduates in part due to difficulties in attracting and retaining engineers from other states/regions.

The costs for the proposed BSME program include increases in administrative duties and salary, additional clerical support, and an increase in part-time labor funds, supplies and services, and faculty development expenses. Many of these increases are tied to increased enrollment targets that are projected over the three-year period following formal implementation of the proposed program. Two new faculty and technician support are anticipated for the future.

Facilities, equipment, and library resources are adequate to support the proposed program and other than on-going maintenance and improvements of these entities, no new costs are expected.

## **Arkansas Tech University**

Associate of Applied of Science in Physical Therapist Assistant

### Program Summary

Physical Therapy is the planning, organization and implementation of programs for individuals whose ability to function is impaired or threatened by disease or injury.

The primary goal of physical therapy is to rehabilitate patients suffering from an illness or disease that affects mobility or strength and includes selection, application, and evaluation of appropriate procedures to maintain, improve, and restore these basic functions.

The Physical Therapist Assistant Program is designed to prepare successful graduates for entry-level employment in this field. The Physical Therapy Assistant is an educated health care provider who works under the supervision of a licensed Physical Therapist and assists in administration of physical therapy. The Physical Therapist Assistant provides specially prescribed treatments and exercises through a plan of care, developed by the physical therapist, aimed at improving mobility, relieving pain, or preventing and/or limiting physical disability.

Some tasks performed by the Physical Therapy Assistant include effective communication with a variety of patients, gathering patient information, performing data collection of muscle strength and patient function and range of motion, taking vital signs, assessing patient progress toward goals and reporting progress, assisting with prescribed exercise, application of various modalities such as electrical stimulation, ultrasound, paraffin baths, massage, traction, and hot or cold packs. Other duties may include fitting and adjusting patients' orthopedic braces, prostheses, and supportive devices such as canes, crutches, walkers, and wheelchairs, instructing patients to learn and improve ability in functional activities such as patient transfer and gait training, walking and bending, encouraging and motivating patients toward treatment goals, and participating in treatment planning meetings.

## **Southern Arkansas University—Magnolia**

Master of Business Administration

### Program Summary

The program offers a course of study leading to the Master of Business Administration degree designed to prepare individuals for middle- and upper-level management positions in business organizations. Because of the diverse business environment in the South Arkansas region, a general business emphasis will be offered. The curriculum will emphasize the higher level of knowledge and skills needed to successfully manage organizations, with the curriculum including graduate level courses in accounting, economics, finance, marketing, organizational theory, quantitative analysis, strategic management, and management information systems. Additionally, critical perspectives such as ethical, global, political, social, legal and regulatory, and environmental issues; technology; demographic diversity; and written and oral communication skills will be emphasized within the program.

The existing undergraduate degree program at SAU that supports the proposed program is the Bachelor of Business Administration degree (BBA) with majors in accounting and business administration. Within the business administration major, emphases are available in finance, marketing, organizational management, and management information systems.

## **Southern Arkansas University—Magnolia**

Academic Reorganization of the College of Education

### Program Summary

It is proposed that the Department of Curriculum and Instruction be divided into three new departments: The Department of Teacher Education, The Department of Advanced Educational Studies, and the Department of Professional Studies. Creating a more focused departmental structure will accomplish each of the following:

- Bolster the growth of learning communities of faculty, candidates, and K-12 constituencies
- Promote and reward leadership, vision and accountability
- Strengthen program evaluation and accreditation cycles
- Jump-start recruitment efforts
- Focus new program development opportunities
- Facilitate growth of existing satellite programs
- Further explorations of new satellite programs
- Enhance student advising practices
- Align our structure with similar/competitor institutions
- Equitably distribute the work load of administration

## **University of Arkansas at Little Rock**

Doctor of Philosophy in Reading

### Program Summary

The Center for Literacy under the Department of Teacher Education within the College of Education at the University of Arkansas at Little Rock proposes a Doctor of Philosophy (PhD) in Reading designed to meet the increasing and changing demands of reading education in our state and nation. The International Reading Association (IRA) professional standards clearly outline different levels of preparation to meet the diverse roles and responsibilities of reading educators. The five unique roles include: Paraprofessional (Category I), Classroom Teacher of Reading (Category II), Reading

Specialist/Literacy Coach (Category III), Teacher Educator (Category IV), and Literacy Administrator/Reading Curriculum Specialist (Category V). The current reading programs at UALR address Categories II and III with the Master's in Reading degree and the Literacy Coach Specialist certificate degree, respectively, and Category V with the Educational Specialist in Reading degree. However, in order to prepare candidates for the Teacher Educator role, a PhD in Reading degree is required. With the increasing demand for reading specialists in schools, the role of the Teacher Educator for providing instruction to candidates at the graduate and undergraduate levels is more important than ever (see data cited in Section 6). Yet, there are no universities in Arkansas and only a few in the surrounding states where professionals can earn this higher degree. If the proposal for a PhD in Reading is approved, UALR stands positioned to assume a regional and national influence in training Teacher Educators for the field of reading education. (See Appendix for letters of support from Arkansas, Maine, Michigan, Pennsylvania, Missouri, and California).

According to the IRA professional standards, the responsibilities of Teacher Educators include: 1) providing instruction to reading candidates at the graduate and undergraduate levels; 2) participating in scholarly activities, including creative works and research studies; and 3) forging university-school partnerships with other educational agencies to promote the advancement of literacy. The ultimate goal of the Teacher Educator is to prepare reading teachers for the specialized role of teaching reading to K-12 students, assuming roles as district literacy administrators or reading curriculum specialists, as well as simultaneously contributing to the reading profession through personal research and theory development.

If approved, the PhD in Reading degree would be a research-oriented program with rigorous coursework in literacy theories combined with cognitive apprenticeships in the field and opportunities to collaborate with faculty on scholarly work and research projects. To achieve this goal, candidates must be participants in a professional community where research and scholarly activity are intentionally embedded into the teacher preparation programs. The Center for Literacy in the Department of Teacher Education provides candidates with an infrastructure for: 1) interacting with influential researchers, well-known authors, and accomplished practitioners through UALR sponsored events, including the annual literacy conference, spring literacy academy, and summer institutes; 2) collaborating with faculty on literacy-related research projects; 3) using technology for research, assessment, and the dissemination of information; and 4) establishing educational partnerships with local, state, and national agencies in order to influence literacy advancements. In the process, candidates are mentored into a service philosophy that views literacy accomplishments as a global responsibility, including the necessary knowledge and dispositions for influencing reading achievement for all learners.

## **ALIGNMENT WITH UALR MISSION AND PROFESSIONAL STANDARDS**

The University of Arkansas at Little Rock's mission states that, "... the university has a responsibility to provide excellence in instruction to ensure high-quality education for our students. This responsibility includes developing faculty teaching skills, awareness of the ways students learn, assessing student learning outcomes, and enhancement of resources to support effective instruction." (Adopted by UALR Faculty Senate, 1988). The university mission is represented in the College of Education, the Department of Teacher Education, and the Reading programs. At all levels, a key feature of the mission statement is the need to use assessment for program improvement, including an analysis of how university programs are influencing the achievement goals of schools. The Reading program has conducted over 50 assessment projects for schools over the years, including annual reports on the Reading Recovery and K-6 Comprehensive Literacy programs; longitudinal studies of third and fourth grade students who received reading interventions in first grade; and K-8 school audits for assessing literacy factors and instructional programs in school improvement. The philosophy of the UALR reading program is that the ultimate test of our efficacy as reading educators is our ability to prepare reading teachers with the knowledge, skills, and disposition to influence the literacy achievement of their students. Thus, UALR research projects serve three purposes: 1) provide data to reading faculty on efficacy of instruction for preparing teachers; 2) provide data to schools for examining program efficacy and plans for improvement; and 3) demonstrate university and school partnerships for increasing the literacy achievement of Arkansas students.

In 2006, the International Reading Association completed a major study of program factors related to the preparation of reading teachers and identified six essential features for creating and sustaining university programs that produce teachers of reading education. The study concluded that “outstanding reading education programs are grounded by content, powered by teaching, energized by apprenticeships, enriched by diversity, evaluated by assessment, and sustained by vision and good governance.” (p.3). The International Reading Association challenged university programs to strive for excellence in order to produce teachers who can meet the demands of today’s classroom environment. Furthermore, the study concluded that “research is the bedrock of excellent preparation programs”, and “that research informs theories and theories guide decision-making.” (p. 4) Toward this goal, a PhD in Reading would include a strong theory and research focus that prepares candidates to use appropriate research methods for developing and testing literacy theories. This goal is aligned with the mission of the College of Education, which includes a need to develop professionals who use state-of-the-art methods and technologies.

The Center for Literacy is an organizational unit under the Department of Teacher Education within the College of Education. An important goal of the Center is the organization and coordination of teaching, scholarship, research, technology, and literacy partnerships. Within the Center for Literacy are three nationally recognized models:

- 1) *Partnerships in Comprehensive Literacy (PCL)*. In 1998, UALR created and implemented the PCL model, which has been reported in four professional books, four staff development video publications, numerous research reports, and the [www.arliteracymodel.com](http://www.arliteracymodel.com) website. The PCL model is designed to prepare Literacy Coaches with specialized knowledge and experience to implement comprehensive literacy changes at the school level. Toward this goal, the model utilizes three partnership levels: university, district, and school. At the university level, UALR is the National PCL Center and provides training and ongoing support for partner universities. Currently, these partner universities include University of Maine, Shippensburg University in Pennsylvania, and Saint Mary’s College in California. At the second level, UALR and its partner university sites provide specialized training to district literacy coaches, who, in turn, provide training to school-based literacy coaches. At the third level, school-based literacy coaches provide training to classroom teachers. The three-tier training model has resulted in more than 150 accredited PCL sites across the country, including Arkansas, Missouri, North Carolina, California, Utah, Washington, New Mexico, Michigan, Wisconsin, Maine, Pennsylvania, and others.
- 2) *Comprehensive Intervention Model (CIM)*. UALR is a nationally recognized training center for the K-6 small group intervention model. The CIM was developed at UALR in 1992 and has since provided specialized training to intervention teachers across the United States and abroad. Currently, the UALR small group model is implemented in over 300 schools and three universities across the country.
- 3) *Reading Recovery*. UALR is one of only 21 accredited University Training Centers (UTC) in the United States. Since 1991, the UALR UTC has provided specialized training to over 100 Reading Recovery teacher leaders from Arkansas, Missouri, Alaska, Tennessee, Oklahoma, and Louisiana. These teacher leaders have provided specialized training to over 1000 Reading Recovery teachers in their respective states.

The three models require specialized coursework associated with graduate reading programs. To participate in this training, candidates commute long distances. The students are highly motivated to continue their education, and the UALR reading programs provide a mentoring and constructivist framework for extending knowledge to higher levels. The addition of a PhD in Reading would build on these successful programs, while offering doctoral candidates a wealth of experiences in research and scholarly areas within the Center for Literacy.

If approved, the PhD in Reading program would support UALR’s mission in providing high-quality advanced training directed toward preparing leaders in reading education. Since many of the current students in the UALR Reading programs are from other states, the PhD in Reading program will offer flexible designs for recruitment and retention, including cohort groups, web-based courses, Saturday sessions, cluster visits, distance learning, video conferencing, and traditional courses. Additionally,

students will use electronic portfolios and discussion boards as effective tools for communication and assessment purposes.

### **EXISTING DEGREE PROGRAMS**

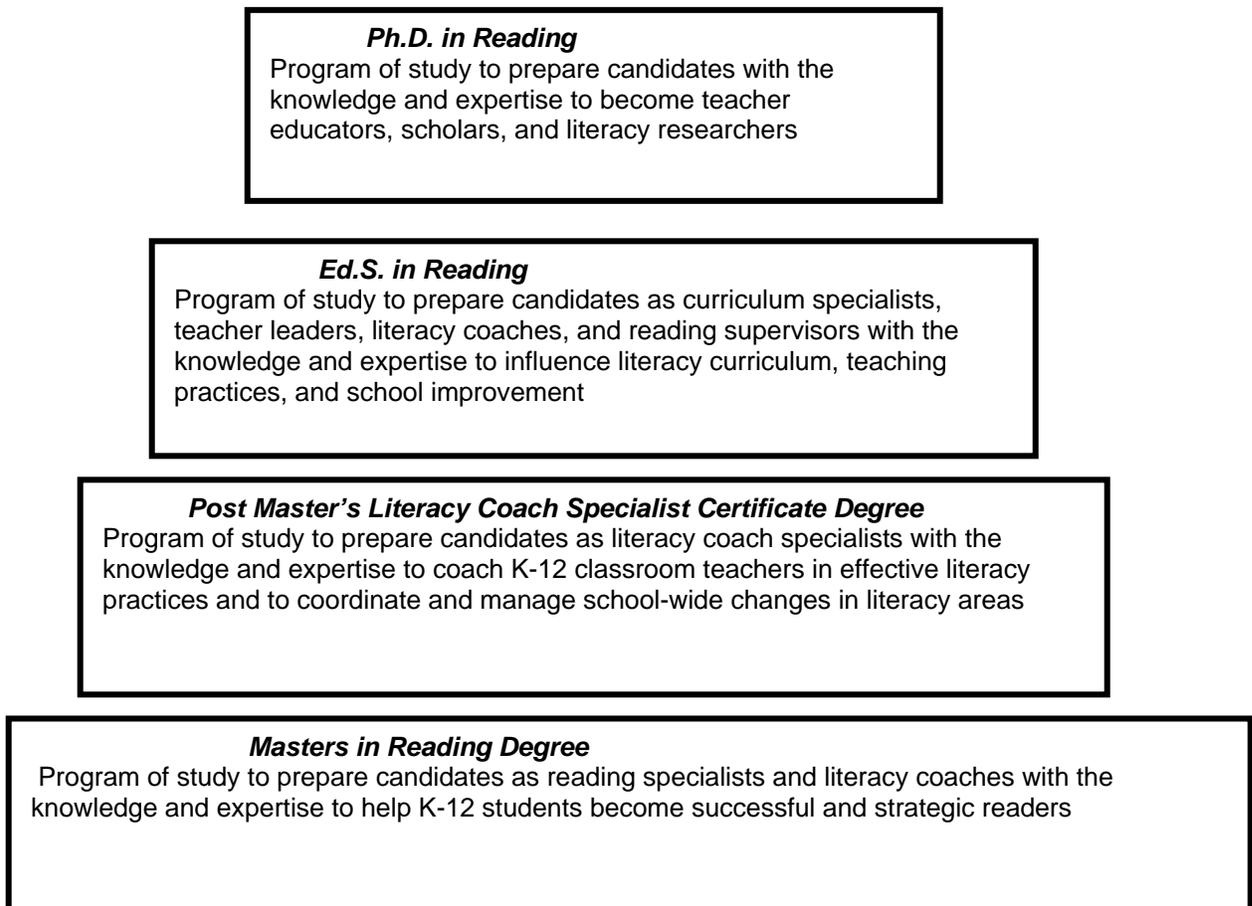
Currently, the University of Arkansas at Little Rock has three graduate programs in Reading Education. These programs, which are accredited by the International Reading Association, are designed to prepare reading educators for their diverse roles. A description of the three programs, including their historical context, is described below.

- The *Master's in Reading* degree has been offered at UALR for approximately 30 years, and has prepared reading specialists across Arkansas and other states, including recent graduates from Wisconsin, North Carolina, Illinois, and Missouri. The degree consists of a 36-hour program of study with 21 hours of concentrated reading coursework that includes preparation in reading foundations, reading theory, reading research, diagnosis of reading difficulties, vocabulary and comprehension strategies, children's literature, language strategies, reading in the content areas, teaching culturally different children, early intervention programs, best practices in reading, and others. The reading program also includes clinical experiences in early intervention, summer reading practicum, and an advanced reading practicum.
- The *Literacy Coach Specialist* certificate degree is a post-master's program that has been offered at UALR for 3 years. It was created in response to the International Reading Association position statement of the need for universities to provide credentialed programs to prepare reading specialists for the new role of literacy coach. In 2006, a total of 50 students graduated with a Literacy Coach Specialist certificate degree, including 20 students from Missouri, Michigan, North Carolina, Wisconsin, and Illinois. In May 2007, a total of 22 coaches graduated with a Literacy Coach Specialist certificate degree, including 15 from Maine, Wisconsin, Missouri, and Pennsylvania. Currently, UALR is one of only a few universities in the United States where a student can earn post-master's credentials as a literacy coach specialist. The Literacy Coach Specialist degree includes a 21-hour program of study designed to prepare coaches in the areas of research-based literacy practices, professional experiences in reading, research in language and literacy, supervising and coordinating a school's literacy program, coaching and mentoring techniques, school reform for continuous improvement, and curriculum design and evaluation of literacy programs. To be accepted to the program, students must be employed as a literacy coach in a school. Prior to graduation, the students are required to submit an electronic portfolio of their work, including an original research project in a literacy area, a curriculum project, and supporting evidence of their success as a literacy coach specialist.
- The *Educational Specialist in Reading* degree has been offered at UALR for ten years. During this time, 40 students have graduated with their EdS in Reading degree, including recipients from Arkansas, Illinois, Missouri, North Carolina, Alaska, and Michigan. Currently, 15 students are writing their EdS proposal or thesis and will be graduating within the next year. The EdS degree is a 36-hour program of study designed to prepare candidates for a leadership role in literacy-related areas, including literacy curriculum specialists, literacy coaches, teacher leaders, and other leadership roles in reading instruction. Prior to graduation, students are required to pass comprehensive exams and to submit and defend a portfolio of their work from courses, including case studies, research papers, and research proposals. During the final 6 hours of their program, students are required to complete and defend a thesis in a literacy area.

The three graduate programs in reading require students to conduct research and write papers that will prepare them for a higher degree. If a PhD in Reading is approved, the most talented students from the three graduate programs will be recruited for doctoral work. Furthermore, the UALR faculty will contact university colleagues in Arkansas and other states without a doctoral reading program for recommendations of potential students. These recruitment efforts will allow UALR to prepare the brightest candidates for the scholarly role of the Reading Educator.

The figure below illustrates how the Reading graduate programs are built on a constructivist theory with each level designed to draw from the knowledge and experiences gained during previous levels, while preparing the candidate for more specialized and scholarly roles in reading education. (See Appendix B for degree plans for EdS, LC, and PhD programs).

Figure 1  
A Constructivist Framework for UALR Reading Programs



## PROGRAM ALIGNMENT WITH INTERNATIONAL READING ASSOCIATION STANDARDS

The goal of the PhD in Reading is to prepare highly qualified teacher educators and researchers in the field of reading education and literacy. According to The International Reading Association (2004), Teacher Educators in the field of reading must fulfill the following:

- Provide instruction to teacher candidates at the graduate and undergraduate levels.
- Participate in scholarly activities, including creative works and research studies.
- Forge university-school partnerships with other educational agencies to promote the advancement of literacy.
- Have a minimum of three years' teaching experience including the teaching of reading.
- Have a terminal degree that focuses on reading and reading instruction. (p. 7)

The PhD in Reading program of study must adhere to the standards and elements set forth by the International Reading Association at the Teacher Educator Candidate level.

In addition, requirements of the PhD in Reading must adhere to the guidelines specified within the Conceptual Framework of the UALR College of Education. In accordance, candidates will develop *Specialized Expertise* in the field of reading education. This includes:

- Knowledge of development and learning
- Pedagogy
- Research bases for effective practice
- Professional knowledge of schools and contextual factors of families and communities
- Assessment as it relates to instructional planning and monitoring of learning, and application of technology
- Understanding of cultural diversity
- Extensive knowledge of disciplinary content

Candidates will participate in *Professional Development* in order to acquire additional knowledge that will further develop their skills and improve practice. Additionally, effective oral, written, and technological *Communication* will be demonstrated.

Table 1 outlines the expectations of the PhD in Reading in relation to IRA standards and the Conceptual Framework of the College of Education at UALR.

*Critical Elements of the PhD in Reading as Specified by the International Reading Association and the UALR College of Education Framework*

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p><b>1: Foundational Knowledge:</b> Candidates have knowledge of the foundations of reading and writing processes and instruction.</p>	<p><b>Teacher Educator Candidates will:</b>  <b>1.1:</b> Know a wide range of theories and how they relate to a range of classroom practices and materials. They can summarize empirical evidence related to these foundational theories. They conduct and publish research and contribute to the development of the knowledge base.  <b>1.2:</b> Articulate specific knowledge bases in their particular area of research and study.  <b>1.3:</b> Synthesize information across the knowledge of learning theories and teaching. They can explain the connection between theories and practices.  <b>1.4:</b> Articulate and synthesize information about the major components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and explicate how the components are related to instructional practices and materials.</p>	<ul style="list-style-type: none"> <li>• Candidate displays a natural curiosity to understand the intellectual history of reading and its related disciplines.</li> <li>• Candidate displays enthusiasm for developing and testing theories in literacy acquisition and instruction.</li> <li>• Candidate displays motivation for engaging in professional activities with other literacy educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized Expertise</li> <li>• Communication</li> </ul>

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p><b>2: Instructional Strategies and Curriculum Materials:</b> Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</p>	<p><b>Teacher Educator Candidates will:</b>  <b>2.1:</b> Prepare and coach preservice candidates and in-service teachers to use instructional grouping options. They provide the candidates with opportunities to select, use, and practice the options.  <b>2.2:</b> Prepare and coach preservice candidates and in-service teachers to use a wide range of instructional practices, approaches, and methods, including technology-based practices. They provide strong evidence-based rationales for selecting appropriate options. They provide candidates with opportunities to select, to provide evidence-based rationales for their selections, and to use a wide range of instructional practices, methods, and approaches.  <b>2.3:</b> Prepare and coach preservice candidates and inservice teachers to use a wide range of instructional materials. They provide strong evidence-based rationales for selecting appropriate options. They provide candidates with opportunities to provide evidence-based rationales for their selections, and to use a wide range of instructional practices.</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates the desire necessary to instill in preservice and inservice teachers the knowledge and passion necessary to be an effective literacy educator.</li> <li>• Candidate demonstrates commitment to improving literacy instruction through theory-building and research.</li> <li>• Candidate displays enthusiasm for creating new instructional approaches to support reading and writing instruction.</li> <li>• Candidate displays desire to collaborate with other professional leaders on research and scholarly activities related to literacy theories and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized Expertise</li> <li>• Communication</li> </ul>

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p><b>3: Assessment, Diagnosis, and Evaluation:</b> Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p>	<p><b>Teacher Educator Candidates will:</b>  <b>3.1:</b> Prepare and coach preservice candidates and inservice teachers to administer and interpret assessments appropriate for selected purposes. They interpret and critique technical aspects of assessments. They can articulate what makes up an effective assessment plan.  <b>3.2:</b> Prepare and coach preservice candidates and inservice teachers to place students along a developmental continuum. They ground this preparation in research.  <b>3.3:</b> Prepare and coach preservice candidates and inservice teachers to use assessments to plan and revise effective instruction for all students within an assessment instruction cycle. They acknowledge and understand the research supporting different perspectives regarding assessment and instruction.  <b>3.4:</b> Prepare and coach preservice candidates and inservice teachers to be able to communicate for various audiences (policymakers, public officials, community members, classroom teachers, and parents).</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates a high level of respect for the use of assessment to guide instruction.</li> <li>• Candidate demonstrates motivation for developing relevant assessment instruments.</li> <li>• Candidate displays a scholarly attitude toward assessment practices and collaborates with other professionals on developing new assessment instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized Expertise</li> <li>• Communication</li> </ul>

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p><b>4: Creating a Literate Environment:</b> Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p><b>Teacher Educator Candidates will:</b>  <b>4.1:</b> Prepare and coach preservice candidates and inservice teachers in gathering information relevant to creating a literate environment. They demonstrate how to level materials, assess the cultural and linguistic appropriateness and match materials to student interest. They demonstrate the development of instructional plans based on students' interests and cultural and linguistic backgrounds. They use technology to enhance these processes.  <b>4.2:</b> Prepare and coach preservice candidates and inservice teachers in the selection of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.  <b>4.3:</b> Prepare and coach preservice candidates and inservice teachers to model and share the use of reading and writing for real purposes in daily life. They demonstrate the process of think-alouds. They model how to read aloud enthusiastically and fluently.  <b>4.4:</b> Prepare and coach preservice candidates and inservice teachers in the use of effective motivational techniques.</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the importance of creating and maintaining an environment that respects and encourages the intellectual development of all learners.</li> <li>• Candidate demonstrates a commitment to developing and testing new ideas and instructional approaches for fostering and maintaining a literate environment.</li> <li>• Candidate displays an interest in collaborating with other professionals on research agendas related to literacy improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized Expertise</li> <li>• Communication</li> </ul>

IRA Standard	IRA Element	UALR PhD Candidate Dispositions	UALR College of Education Conceptual Framework
<p><b>5: Professional Development:</b> Candidates view professional development as a career-long effort and responsibility.</p>	<p><b>Teacher Educator Candidates will:</b>  <b>5.1:</b> Articulate the research base related to the connections between teacher dispositions and student achievement.  <b>5.2:</b> Read, compare, and contrast articles in professional publications. They regularly participate in professional conferences. They conduct research and write for appropriate purposes. They prepare and coach preservice teachers and inservice teachers to conduct teacher action research.  <b>5.3:</b> Read related research studies and use reflection as they actively engage in dialogue with other professionals in observation, evaluation, and feedback activities.  <b>5.4:</b> Prepare and coach the reading specialist to plan, implement, and evaluate professional development efforts at the grade, school, district, and state level. They also participate in professional development through the national level.</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates the innate desire to continually pursue new knowledge through research and synthesizes and articulates findings in order to advance the field.</li> <li>• Candidate demonstrates desire and knowledge for engaging in scholarly work with other reading professionals.</li> <li>• Candidate shows commitment to IRA and other professional organizations and exhibits desire to contribute to the reading profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized Expertise</li> <li>• Professional Development</li> <li>• Communication</li> </ul>

## IMPLEMENTATION CONSIDERATIONS FOR DOCTORAL DEGREE

### *Faculty Resources and Qualifications*

The faculty for the proposed PhD in Reading degree will include fourteen current members of the College of Education with doctoral degrees in the following disciplines: Reading; Language, Literacy, and Culture; Psychology and Educational Research; Early Childhood; and Educational Leadership (see #8 in this document). During the next two years, the faculty with PhD degrees will be expanded to include two new reading faculty and one new educational foundations faculty to support additional research goals.

An Internet search of documents from other universities demonstrates a distinction between the PhD versus the EdD degrees according to: 1) the credentials of the faculty; 2) the theoretical and research nature of the coursework; and 3) the rigor and scholarly quality of the dissertation. In short, a PhD is a philosopher's degree, whereas the EdD is a practitioner's degree. The proposed PhD in Reading is a research degree for academics who are interested in developing and testing theories that lead to effective

instructional practices with implications for the professional field. For example, a dissertation topic for a PhD in Reading candidate might focus on testing complex theories of self-regulation with a group of middle school students. In this scenario, the candidate would need to have a strong background in social and cognitive learning theories and the appropriate research methodology for developing and testing these theories, including experimental research. For this student, the dissertation faculty might include those with a PhD in Reading, a PhD in Educational Psychology, and a PhD in Educational Research. The defining details and characteristics of a Doctor of Philosophy versus a Doctor of Education are outlined in an Internet document from North Texas University.

*Details and Characteristics of a Doctor of Philosophy and a Doctor of Education*

<b>Degree Objectives</b>	<b>Degree Objectives</b>
<b>Ph.D.</b>	<b>Ed.D.</b>
Preparation of professional researchers, or scholars. Develops competence in scholarship and research. Focuses on producing new knowledge.	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.

<b>Career Objectives</b>	<b>Career Objectives</b>
<b>Ph.D.</b>	<b>Ed.D.</b>
Scholarly practice, research, or teaching at university or college levels.	Administrative leadership in educational institutions or related organizations.

In addition to the objectives described above, several distinctions in research and dissertation hours are evident. An example from an existing EdD at UALR will be used to illustrate the differences in these degree requirements.

*Details of Degree Requirements for Proposed Doctor of Philosophy and Current Doctor of Education*

<b>Degree Requirements</b>	<b>Degree Requirements</b>
<b>PhD in Reading</b>	<b>EdD in Higher Education</b>
Minimum of 108 hours (72 or more hours beyond the master's degree)	Minimum of 99 hours (63-69 hours beyond the master's degree)
Research core of 15 hours	Research core of 12 hours
Minimum of 18 hours of dissertation	Minimum of 15 hours of dissertation

*Library Resources*

According to a search of library holdings in the Ottenheimer Library, the Library owns 50%, 40%, and 53% of the bibliography titles for READ 8320, READ 8330, and READ 8345. In addition, the Library owns over 358 very relevant titles in literacy and literacy learning. Over 20% of these titles were published since 2000. However, the Library search revealed that holdings for three courses would need to be improved. The two courses, READ 7321 Processes and Strategies in Reading Comprehension and READ 8342 Reading Comprehension from Research to Practice, lack sufficient library holdings to support the students. To ensure the PhD students have available resources, the Center for Literacy has acquired a collection of all books listed in the bibliographies of the core literacy courses. These books, which include one or more copies, are available for student checkout. The Ottenheimer Library also indicated a

weakness in holdings for the course, READ 8305 Literacy Coaches as Agents of Change. Therefore, the Center for Literacy has acquired a collection of all books in the course bibliography, as well as related books in this area. The reading faculty will also place many of these books on reserve in the Ottenheimer Library for the PhD in Reading students. (See Appendix F for Library Memo).

#### *Program Costs and Facilities*

The program costs will be primarily new faculty: one new assistant professor with a PhD in Reading during Year 1 and a second assistant professor with a PhD in Reading after Year 2, if the need warrants. Also, in Year 2, an assistant professor in Foundations for Teacher Education will be needed to assist with research classes in the PhD program. Currently, the Teacher Education department has the appropriate space to house these additional faculty.

#### **SUMMARY**

Reviews of doctoral programs have shown that a new doctoral program should be advanced, focused, and offered only in areas where there are significant scholarly and research strengths, and in areas of greatest need to the community and nation. UALR's focus on reading is documented in five unique ways:

- 1) UALR is the only university in Arkansas to offer three accredited graduate degrees in Reading Education
- 2) UALR has three internationally recognized literacy models within the Center for Literacy that attract graduate students from across the United States
- 3) UALR attracts over 3000 educators annually from across the United States and abroad to the fall literacy conference, spring literacy academy, and summer literacy institutes
- 4) UALR has a longstanding history of literacy partnerships with schools, state departments, and other universities
- 5) UALR PhD faculty are nationally recognized for their scholarly publications, research, and service to professional organizations (see #8 for a record of these accomplishments)

#### **Institutional Certification Advisory Committee**

The Institutional Certification Advisory Committee (ICAC) will review the following applications for certification at the April 2008 quarterly meeting.

#### **American Public University/American Military University, West Virginia**

##### **Initial Certification**

- Associate's in General Studies
- Bachelor's in Business Administration
- Bachelor's in Criminal Justice
- Bachelor's in Emergency and Disaster Management
- Bachelor's in Homeland Security
- Bachelor's in Intelligence Studies
- Bachelor's in Management
- Bachelor's in Psychology
- Bachelor's in Sports and Health Sciences
- Master's in Homeland Security

#### **ITT Technical Institute, Little Rock, Arkansas**

##### **Initial Certification**

- Associate of Applied Science in Criminal Justice
- Associate of Applied Science in Visual Communications

#### **Remington College, Little Rock**

##### **Recertification**

- Associate of Applied Science in Computer and Network Administration
- Associate of Applied Science in Criminal Justice

**Saint Joseph's College of Maine**

**Recertification**

Bachelor of Arts in Liberal Studies (Proposed new degree title - Bachelor of Arts in Theological Studies)  
Bachelor of Science in Criminal Justice  
Bachelor of Science in Business Administration  
Bachelor of Science in Health Care Administration (Proposed new degree title -Bachelor of Science in Health Administration)  
Bachelor of Science in Radiologic Science  
Master in Health Services Administration (Proposed new degree title - Master in Health Administration)  
Bachelor of Science in Nursing  
Master of Science in Nursing

**Program Decertification**

Associate of Science in Management  
Bachelor of Science in Professional Arts

**University of Phoenix, Texarkana**

Initial Certification – New location  
Bachelor of Science in Business  
Master of Business Administration