



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION

Professional Education Program Proposal COVERSHEET

Institution submitting request: University of Arkansas Fayetteville

Date submitted: October 5, 2021

Program Contact person/title: Dr. Ketevan Mameseishvili, Interim Vice Provost for Academic Affairs

Phone number/e-mail address: (479) 575-2151/kmamesei@uark.edu

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): Bachelor of Science in Human Environmental Science

Indicate the title and grade range of the license for which candidates will be prepared:

Title: Birth through Kindergarten/SPED Integrated Grade Range: Birth - Kindergarten

Proposal is for:

- New First-Time Licensure Program (Complete Section A)
- New Educator Licensure Endorsement Program (Complete Section B)
- Revision(s) to Approved Licensure Program (Complete Section C)
- Deletion of Approved Licensure Program (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): 15%

Proposed program starting date: Fall 2022

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

Professional Education Program Proposal
Revisions to an Existing Program

Birth through Kindergarten Major

Human Development & Family Sciences

School of Human Environmental Sciences

Bumpers College of Agricultural, Food, and Life Sciences

University of Arkansas

Fayetteville, AR

October 1, 2021

Table of Contents

Professional Education Program Proposal Cover Sheet	i
Rationale	1
a. Reason for and description of proposed revisions	1
Institutional Approval	2
a. Educator preparation program approval process	2
b. Official documentation of approval	2
Documentation of Revisions.....	3
a. Changes to Curriculum	
i. <i>Current plan of study and proposed revisions (Appendix A)</i>	3
ii. <i>Revised curriculum and Arkansas Teaching Standards matrices (Appendix B)</i>	3
iii. <i>TESS standards within program</i>	3
iv. <i>New course descriptions and syllabi (Appendix C)</i>	3
v. <i>Changes to program assessments</i>	4
<i>Assessment 3 Curriculum Model Analysis Paper (HDFS 4223/4223L)</i>	4
<i>Assessment 4 Professional Philosophy Statement (HDFS 4213/4212L)</i>	4
<i>Assessment 5 Action Research Project and Presentation (HDFS 4213/4212L)</i>	4
<i>Changes to field experiences</i>	4
c. Changes to Policies Overseeing Candidate Quality	
i. <i>Changes to admission requirements</i>	5
ii. <i>Changes in retention procedures</i>	6
iii. <i>Changes in exit requirements</i>	6
Transition Plan	6
a. Accommodating current students	6
Appendices	
a. Appendix A Revised degree plan	
b. Appendix B Revised ADE curriculum matrix	
c. Appendix C Revised ATS curriculum matrix	
d. Appendix D New course syllabi	
<i>HDFS 2493 Introduction to Cultural Competence</i>	
<i>HDFS 4233 Developmental Assessment</i>	
<i>HDFS 4213/4212L Math and Science for the Young Child</i>	
<i>HDFS 4223/4222L Creative and Social Experiences for the Young Child</i>	

Professional Education Program Proposal

Revisions to Approved Licensure Program

Birth through Kindergarten Major
School of Human Environmental Sciences
Bumpers College of Agricultural, Food, and Life Sciences University of
Arkansas
Fayetteville, AR

Rationale

a. Reason for and description of proposed revisions

The overarching rationale behind the proposed Birth through Kindergarten (BRKD) program changes is to respond to student feedback, findings from program assessment review, and faculty own identification of program issues. These include

- Need for more time devoted to the vital core content in the current 2 credit courses HDFS 4332/lab Curriculum and Assessment 0-3 and HDFS 4342/lab Curriculum and Assessment 3-K
- Need for clarity of instruction in math and science and creative experience in distinct courses, to match the existing course focused on language and literacy (HDFS 3333 Language and Literacy Pedagogy for B-K Educators).
- Need for additional course focused on developmental assessment to increase instructional time on this topic
- Need for additional content in intercultural competence to prepare students to work with all children and families
- Student feedback that several courses currently in our program are less central to preparing students to teach in early childhood classrooms

Faculty gathered student exit interview data, as well as program data including student TESS scores, student work on key assessments, final portfolios, etc. Faculty also conducted an informal review of the course requirements in six benchmark Birth-Kindergarten licensure programs. This analysis supported the following program changes:

- The two-credit courses and associated labs HDFS 4332/lab Curriculum and Assessment 0-3 and HDFS 4342/lab Curriculum and Assessment 3-K removed.
 - While these courses were successful in teaching core content, 2 credits were not enough devoted time to curriculum and assessment. In addition, the division of core concepts by age rather than domain left some students less confident in their ability to teach core concepts.
- Two new 3-credit courses with associated labs added that focus on math/science and creative/social emotional learning added: HDFS 4213/4212L Math and Science for the Young Child and HDFS 4223/4222L Creative and Social Experience for the Young Child.
 - These courses will focus on domain-specific content from birth – kindergarten and will provide students with 3 lecture credits and 2 hours of practicum experience respectively.
- A new course HDFS 4233 Developmental Assessment in Early Childhood added to increase focused instruction on assessment of our youngest learners.
- The existing course HDFS 2493 Introduction to Cultural Competence added to program requirements to increase student ability to work with all children and families.

- HDFS 4763 Research in HDFS: Methodological Approaches, HDFS 4773 Research in HDFS: Statistical Approaches (or STAT 2003) requirements removed.
 - Faculty analysis of benchmark B-K licensure programs revealed none that required methods and statistics.
 - A core math course, the requirement to demonstrate basic competency in math before program admission, and the content taught in HDFS 4213/4212L Math and Science for the Young Child will fully prepare students to teach developmentally appropriate math concepts in early childhood classrooms.
 - Faculty instruction in reading and interpreting early childhood research embedded within our 3000 and 4000 level core courses will prepare students to use research to inform their practice.
- CIED 3103 Children and Adolescent Literature removed.
 - This course focuses on literature for grades K-12, while the B-K program licenses teachers to teach through kindergarten. Students appreciate the content, but find that most of it is of little relevance to the age group they are licensed to teach.
 - In addition, HDFS 3333 Language and Literacy Pedagogy for Birth – Kindergarten Educators covers the selection of and presentation of literature for children ages 0-kindergarten. The content includes effective read-aloud techniques, genre selection, and review of book choices for young children.

In addition, several minor changes are proposed that increase clarity of course content, bring our admission requirements up to date, and meet the requirement for 120 credit hours, given the above changes:

- Title of HDFS 4373 Field Experience I and HDFS 4383 Field Experience II changed to Internship: Infant, Toddler, and Preschool Programs and Internship: Kindergarten Programs. This will align with terms used by other licensure programs on campus and increase clarity for students on the placements for both courses.
- Edits made to the fine print about licensure requirements to bring that information up to date to reflect current program requirements for basic skills competency for program admission and state changes to the Praxis II requirements for the B-K licensure.
- One credit added to electives to meet 120-hour requirement after program changes.

Institutional Approval

a. Briefly describe the institution's educator preparation program approval process.

The proposal for revising a degree plan include the following steps:

- Proposal is approved at the school level by the HESC Curriculum Committee
- Proposal is approved by teacher education faculty by the UTEB committee
- Proposal is approved at the college level by the AFLS Curriculum Committee
- Proposal is approved at the university level by the UCPC committee
- Proposal is approved by the Faculty Senate
- Proposal is approved by the Provost

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined above. If approval has not been granted, indicate when approval is expected.

Letter Pending

Documentation of Revisions

a. Changes to Curriculum

- i. Provide a copy of the current program of study indicating the proposed revisions.*

Please see attached current degree plan and 8-semester plan with the proposed revisions noted. (Appendix A)

- ii. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the **current** corresponding state competencies for the content area or category of licensure.*

Please see attached revised ADE curriculum matrix (Appendix B).

- iii. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the Arkansas Teaching Standards*

Please see attached revised ATS curriculum matrix (Appendix C).

- iv. Provide documentation outlining how the appropriate TESS standards are used in the program of study, if applicable.*

Please see attached syllabi for new courses, which are aligned with the TESS standards. (Appendix D).

- v. Provide syllabi that include course descriptions for all new professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.*

Please see attached syllabi (Appendix D), as well as the course matrix. Both contain learning objectives linked to state standards/competencies for licensure in Birth through Kindergarten. Descriptions of new courses are as follows:

HDFS 2493. Introduction to Cultural Competence (Sp, Fa). 3 Hours.

Basic introduction to definitions of intercultural competence, diversity, cultural values and beliefs, attitudes and verbal and non-verbal behavior, are examined to identify basic differences among individuals from diverse cultural backgrounds and across populations.

HDFS 4213. Math and Science for Young Children (Fa). 3 Hours.

Students will plan curriculum for young children ages 0-5 in the areas of math and science. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum. Prerequisites: HDFS 2473 Child Guidance and HDFS 2471L Child Guidance Lab. Corequisite: HDFS 4212L Math and Science for Young Children Lab

HDFS 4213L. Math and Science for Young Children Lab (Fa). 2 Hours.

Laboratory.

HDFS 4223. Creative and Social Experiences for Young Children (Sp). 3 Hours.

Students will plan curriculum for young children ages 0-5 in the areas of the arts and social emotional learning. Emphasis will be placed on theories of learning, developmentally appropriate practice (DAP), professionalism, philosophy, and ethical conduct. Students will design lesson plans for young children and will learn about effective implementation of curriculum. Prerequisites: HDFS 2473 Child Guidance and HDFS 2471L Child Guidance Lab. Corequisite: HDFS 4222L Creative and Social Experiences Lab

HDFS 4222L. Creative and Social Experiences Lab (Sp). 2 Hours.

Laboratory.

HDFS 4233. Developmental Assessment in Early Childhood 3 Hours.

This course provides the student with interactive and observational experiences with young children in community-based early childhood programs. Students will learn about developmentally appropriate observation, assessment, and documentation techniques and how to use these in high quality early childhood classrooms. Advantages and limitations of various assessment techniques, considerations used when interpreting findings, and the making of referrals will be discussed. Additional emphasis will be on an-biased and culturally competent assessment, giving students methods to recognize and support learning and development in all young children.

Alignment to the Foundations of Reading Competencies-Awareness Level

The BRKD program prepares early childhood teachers to demonstrate awareness in the knowledge and practices of scientific reading instruction. This content is presented in two existing courses, HDFS 3333 Language and Literacy Pedagogy for Birth through Kindergarten Educators and CIED 3113 Emergent Literacy. These courses ensure that students meet the following standards for awareness of the knowledges and practices in scientific reading instruction:

1.1 Exhibit awareness of foundational reading skills including

- Phonological and phonemic awareness
- Concepts of print and the alphabetic principle
- The role of phonics in promoting reading development
- Word analysis skills and strategies

1.2 Exhibit awareness of the development of reading comprehension including

- Vocabulary development
- Reading comprehension skills and strategies for imaginative/literary texts
- Reading comprehension skills and strategies for informational/expository texts

1.3 Exhibit awareness of reading assessment and instruction including

- Formal and informal methods for assessing reading development
- Multiple approaches to reading instruction

vi Indicate any changes to common assessments throughout the program, including any changes to when state mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.

Our program assessments remain unchanged. However, Assessments 3, previously embedded in HDFS 4332/4332L Curriculum and Assessment 0-3 and Assessments 4 and 5, previously embedded in HDFS

4342/4342L Curriculum and Assessment 3-K, are now incorporated into HDFS 4213 Math and Science for Young Children and HDFS 4223 Creative and Social Experiences for Young Children:

Assessment 3 Curriculum Model Analysis Paper (Now in HDFS 4223/4223L) – Third/junior year
Assessment 4 Professional Philosophy Statement (Now in HDFS 4213/4212L) – Fourth/senior year
Assessment 5 Action Research Project and Presentation (Now in HDFS 4213/4212L) – Fourth/senior year

vii Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program.

There are no proposed changes to the field experiences or supervised clinical practices, other than that the hours previously completed in HDFS 4332L Curriculum and Assessment 0-3 lab will be completed in HDFS 4222L Creative and Social Experiences for Young Children lab and those previously completed in HDFS 4342L Curriculum and Assessment 3-K will be completed in HDFS 4212L Math and Science for Young Children lab.

b. Transition to DLT format

NA

c. Changes to Policies Overseeing Candidate Quality

i. Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate in the educator preparation program.

Due to both changes in CAEP national accreditation and state changes regarding the requirement of PRAXIS I scores, the Birth – Kindergarten teacher licensure program at the University of Arkansas is now providing multiple ways for hopeful candidates to demonstrate basic skills in reading, writing, and math. Thus, step 2 of our admission criteria has changed. The process for admission is now as follows, with the added text underlined for clarity:

The major in Birth through Kindergarten consists of sequenced courses that build mastery throughout the 4-year degree plan. Students will be eligible to apply for candidacy for the Arkansas Birth through Kindergarten Integrated Licensure Program during the spring semester of their sophomore year. They must meet the following criteria, which are approved by the University of Arkansas:

- Submit an official transcript showing a cumulative grade point average of at least 3.0, with grades of C or better in all BRKD concentration courses.
- Show sufficient evidence of basic skills in reading, writing, and math. Students may complete the Praxis Core exams (5712 Reading, 5722 Writing, 5732 Mathematics) or ACT, meeting or exceeding the Arkansas Department of Education cut-off scores. These exams should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1203. It is recommended that students complete the Praxis Core exams (5712 Reading, 5722 Writing, 5732 Mathematics) in their sophomore year. Alternatively, candidates may show evidence of basic skills in reading, writing, and math using the guiding document provided by the Birth through Kindergarten program and available in the program handbook.
- Interview for admission to the BRKD program.
- Register with the Office of Teacher Education and submit the fee. Teacher candidates will be asked to agree to the Code of Ethics for Arkansas Educators and acknowledge that they have read through the Candidate Support System policy. In addition, a \$100 fee will be

assessed along with the registration form. Upon submission, a confirmation email will be sent to the email provided that details next steps to take after the registration and fee are processed.

- Complete Arkansas Department of Education background checks.
- When the Office of Teacher Education has verified your background check has been approved and that you have registered through the OTE and paid the fee, you will receive the OTE Clearance Email to provide to the Birth-Kindergarten program.

ii. Describe any changes in retention procedures, such as mid-program benchmarks or transitions points.

NA

iii. Describe any changes to exit requirements, including the definitions of the following:

- *When a licensure officer will recommend a candidate for Arkansas licensure*
- *When a candidate is considered a program completer*
- *When a candidate is eligible for graduation*

NA

d. Transition Plan

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

Once approved, these revisions will take effect in fall 2022, replacing previous iterations of the Birth through Kindergarten major. All faculty and coursework needed for program change implementations are in place. Students in the previous versions of BRKD will require few accommodations, as they will not be required to complete the additional courses and requirements of the BRKD initial licensure program. If students using previous versions of the BRKD major requirements would like to move to the BRKD teacher licensure program, they will be advised to choose the appropriate degree plan and apply for candidacy using the same procedures and requirements. Transfer students will be advised similarly to choose the appropriate degree plan and apply for candidacy using the same procedures and requirements.

Should situations arise in which a student on an older Birth – Kindergarten plan is unable to take a course required on their degree plan, students will be advised on a case-by-case basis which course substitutions could be made that will allow them to graduate in a timely manner while fully preparing them for Birth-Kindergarten licensure.