

DEPARTMENT OF TEACHER EDUCATION

Dickinson Hall, Room 300A | (501) 569-3124 | (501) 569-3023 | fax (501) 569-8242 | ualr.edu/teacher

Interim Chairperson: Hune, Jennifer B., Associate Professor	The Department of Teacher Education offers two bachelor of science in education (B.S.E.) degrees, the B.S.E. in early childhood education and the B.S.E. in middle childhood education, which includes specialties in math/science and social studies/language arts. A minor in secondary education is offered through the teacher education department as well. For details about secondary education licensure content areas, see the licensure officer in the College of Education.
Professor Dorn, Linda J.	The department strives to provide balanced teacher education programs that embody institutional and college goals, the Arkansas Department of Education teacher licensure requirements, guidelines of learned societies and professional associations, and contemporary educational philosophies and practices.
Associate Professors Burgin, John S. Cellitti, Anarella. Hayn, Judith Hunt, Andrew Lindsay, Anne C. Nolen, Amanda L. Wood, Betty K.	General Information The department also offers master of education degrees (M.Ed.) in curriculum and instruction, early childhood education, middle childhood education, reading, secondary education, and special education. The department offers a graduate certificate and an educational specialist degree (Ed.S.) in Reading, and a Ph.D. in Reading. Secondary Education, Middle Childhood, and Early Childhood also offers an initial licensure programs at the graduate level for students already holding bachelors degrees who desire teacher licensure. More information about the graduate level programs may be obtained from the department or from the <i>UALR Graduate Catalog</i> .
Assistant Professors Bennett, Sheri Clemmons, Karina Fetterly, James Sedivy-Benton, Amy	

Exit Requirements (see program requirements for specific exit requirements)

In order to graduate with a degree from a program in teacher education and to be licensed, students must meet all general graduation requirements and earn a grade of C or greater in all professional education courses. Documentation of successful completion of all required Praxis II examinations must be provided as a condition for graduation from the undergraduate early childhood program, middle childhood program, and the secondary education minor. Students must submit complete Praxis II exam scores to the College of Education as documentation of their successful completion of these tests.

Arkansas' definition of program completers for Title II reporting purposes has been changed. It requires completion of a degree program and successful performance on all required sections of required tests.

Bachelor of Science in Education Early Childhood Education

General: 129 minimum total hours, including 45 hours of upper-level courses (3000-4000 level), and 30 hours in residence

First-Year Colloquium (1 hour)

Required of full-time freshmen entering college for the first time and transfer students with less than 12 hours of credit. (See page 36 for details) Recommended First Year Colloquium course is TCED 1100 Intro to Teaching and Learning.

Core (44 hours)

(Must be completed before admission into this program as well as passing the Praxis 1 examination.)

See page 25 for requirement details.

Second Language Proficiency (6 hours)

3 hours of a second language and 3 hours of English as a Second Language. See page 26 for details.

Major (85 hours)

Floating Block (12 hours) State and National Accreditation Requirements that can be taken any time before graduation

Second Language, ASL, or ESL Requirement
3 hours of Arkansas History
HHPS 3330 Teaching PK – 5 Physical Ed
PVYS 2301 Intro to Poverty Studies

Program Courses (73 hours)

Block I (16 hours)

ECED 2200 Field Experience I
ECED 2300 Introduction to Early Childhood Education
ECED 2301 Language and Literature and Literacy I
ECED 2302 Child Growth and Development
TCED 4204 Educational Technology
ECED 3304 Integrated Science: Preschool and Primary

Block II (16 hours)

ECED 3200 Field Experience II
ECED 3300 Guiding Young Children
ECED 3301 Language, Literature, and Literacy II
LANG 4324 Teaching People of other Cultures
MATH 3380 Mathematics I for Early Childhood
MUED 3232 Early Childhood Music

Block III (17 hours)

ECED 3201 Field Experience III
ECED 3302 Language, Literature, and Literacy III
ARED 3345 Public School Art
MATH 3382 Mathematics II for Early Childhood
ECED 4399 Early Childhood Assessment
SPED 4301 Education of Exceptional Learners

Block IV (12 hours)

ECED 4301 Internship Seminar I
 ECED 4600 Internship I
 ECED 4306 Early Childhood Social Studies

Block V (12 hours)

ECED 4307 Internship Seminar II
 ECED 4901 Internship II

Minor (none required)**Unrestricted General Electives**

Remaining hours, if any, to reach 120 minimum total hours, 45 hours of upper-level courses (3000-4000 level), or 30 hours in residence.

**Bachelor of Science in Education
 Middle Childhood Education
 Language Arts/Social Studies Track**

General: 136 minimum total hours, including a minimum 45 hours of upper-level courses (3000-4000 level), and 30 hours in residence

First-Year Colloquium (0-3 hours)

Required of full-time freshmen entering college for the first time and transfer students with less than 12 hours of credit (See page 25 for requirement details.) TCED 1100 is recommended.

Core (44 hours)

See page 25 for requirement details. (It is recommended that RHET 1311, RHET 1212, HIST 1311, and HIST 1312 be taken before or concurrently with ARHA 2310 and ARHA 2311.)

Second Language Proficiency (6 hours)

6 hours of a second language or English as a second Language in any combination or level. See page 26 for details.

Major (83 hours)**Language Arts/Social Studies Specialty (21 hours)****Language Arts (9 hours)**

RHET 3301 Editing for Usage, Style & Clarity
 RHET 3 hours of 3000 or higher
 3 hours of Literature

Social Studies (12 hours)

POLS 1310 American National Government
 HIST 4355 History of Arkansas
 GEOG 1311 Introduction of Physical Geography OR INST 2301 World Cultures
 ECON 3 hours of 3000 or higher

Self-contained Classroom Preparation (3 hours)

MATH 1302 College Algebra or 1315, College Mathematics
 (Whichever is not taken for core.)

Block I Intro to the Profession (13 hours)

MATH 3383 Mathematics for the Middle School
 MCED 3301 Middle Level Philosophy, Trends, Family & Community
 SCED 4321 Teaching Diverse Adolescents
 MCED 3303 Curriculum and Planning
 MCED 3105 Field Experience I

Block II Curriculum Applications (19 hours)

IGSC 4401 Integrated Science Methods
 MATH 3384 Concepts of Geometry

MCED 3310 Middle Level Literacy and Literature
 MCED 3430 Integrated Middle Level Curriculum
 SPED 4301 Education of Exceptional Learners
 MCED 3240 Field Experience II

Summer Course (3 hours)

EDFN 3304 Assessment in the Middle School Curriculum

Block III Professional Practicum I (15 hours)

MCED 4330 Classroom Management
 MATH 4380 Concepts in Probability and Statistics
 MCED 4120 Licensure Seminar
 MCED 4310 Middle Level Content Literacy
 MCED 4501 Internship I

Block III Professional Practicum I (12 hours)

TCED 4320 Interactive Technology for Middle School
 MCED 4303 Professional Seminar
 MCED 4602 Internship II

Minor (none required)**Unrestricted General Electives**

Remaining hours, if any, to reach 120 minimum total hours, 45 hours of upper-level courses (3000-4000 level), or 30 hours in residence.

**Bachelor of Science in Education
 Middle Childhood Education
 Math/Science Track**

General: 136 minimum total hours, including a minimum 45 hours of upper-level courses (3000-4000 level), and 30 hours in residence

First-Year Colloquium (0-3 hours)

Required of full-time freshmen entering college for the first time and transfer students with less than 12 hours of credit (See page 25 for requirement details.) TCED 1100 is recommended.

Core (44 hours)

See page 25 for requirement details. (It is recommended that RHET 1311, RHET 1212, HIST 1311, and HIST 1312 be taken before or concurrently with ARHA 2310 and ARHA 2311.)

Second Language Proficiency (6 hours)

6 hours of a second language or English as a second Language in any combination or level. See page 26 for details.

Major (62 hours)**Math/Science Specialty (21 hours)****Mathematics (9 hours)**

MATH 1303 Trigonometry
 MATH 2310 Discrete Math
 Math 1451 OR MATH 1342 OR MATH 1311
 MATH 1302 College Algebra

Laboratory Science (12 hours)

4 additional hours of Science
 8 hours of Science NOT taken in the core

State Department Requirement (3 hours)

HIST 4355 History of Arkansas

Block I Intro to the Profession (13 hours)

MATH 3383 Mathematics for the Middle School
MCED 3301 Middle Level Philosophy, Trends, Family & Community
SCED 4321 Teaching Diverse Adolescents
MCED 3303 Curriculum and Planning
MCED 3105 Field Experience I

Block II Curriculum Applications (19 hours)

IGSC 4401 Integrated Science Methods
MATH 3384 Concepts of Geometry
MCED 3310 Middle Level Literacy and Literature
MCED 3430 Integrated Middle Level Curriculum
SPED 4301 Education of Exceptional Learners
MCED 3240 Field Experience II

Summer Course (3 hours)

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MCED 4330 Classroom Management
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MCED 4120 Licensure Seminar
MCED 4310 Middle Level Content Literacy
MCED 4501 Internship I

Block III Professional Practicum I (12 hours)

TCED 4320 Interactive Technology for Middle School
MCED 4303 Professional Seminar
MCED 4602 Internship II

Minor (none required)

Unrestricted General Electives

Remaining hours, if any, to reach 120 minimum total hours, 45 hours of upper-level courses (3000-4000 level), or 30 hours in residence.

Courses in Reading (READ)

READ 0310 College Reading

A combined lecture/reading lab course designed to improve reading vocabulary and comprehension strategies needed for success in college. Students required to take this course must complete it satisfactorily before enrolling in RHET 1312 Composition II. A, B, C, NC. Three credit hours.

READ 1310 College Study Skills

Prerequisite: READ 0310 if required. Provides practical instruction in skills needed for success and retention in college. Three credit hours.

READ 1311 Reading for Academic Content

Prerequisite: READ 0310 if required. A combination laboratory and lecture course designed for students who want practical information on improving their reading rate and comprehension. Students will be introduced to scholastic reading strategies and methods for use in their other college courses. Three credit hours.

Courses in Early Childhood Education (ECED)

ECED 2200 Field Experience I

This field experience will acquaint candidates with a variety of preschool or kindergarten experiences. Candidates will be oriented to the structure of school district, the school, and the classroom setting. Students are placed with a cooperating teacher in a pre-K or Kindergarten classrooms for the full day each Friday for 13 weeks. Candidates are required to submit a "field reflection" each week to their University Supervisor, and organize a "field notebook" with the required items. Two credit hours.

ECED 2300 Introduction to Early Childhood Education

Prerequisites: admission to early childhood education program. Students are introduced to the early childhood education profession. The history and current issues in early childhood education are explored. Infant, toddler, preschool, kindergarten, and primary education are explored from a developmentally appropriate practice perspective. The concepts of inclusion, interaction of family, community, school, and multiculturalism are explored in the context of legal and ethical considerations. Three credit hours.

ECED 2301 Language and Literature and Literacy I

Prerequisites: admission to early childhood education program and concurrent enrollment in ECED 2200. Students will become acquainted with the value of literature shared in active learning environments, especially designed for young children. The course includes an extensive view of literature written for children from birth through age eight with an examination of developmentally appropriate ways to interact with children about books and stories. Students will develop activities and implement them in a field placement. Three credit hours.

ECED 3200 Field Experience II

Candidates spend one full day a week in a classroom with young children in grades 1 or 2 for 14 weeks. They are expected to complete assignments from ECED 3301 Literacy II, MATH 3380 Math I, ECED 3300 Guidance, and ECED 3304 Science Methods. Two credit hours.

ECED 2302 Child Growth

Prerequisites: admission to early childhood education program and concurrent enrollment in ECED 2200. Study of environmental and hereditary influences on cognitive, affective, and psychomotor development of typically and atypically developing children from birth to adolescence. Students consider both predictable developmental patterns and unique patterns due to sexual, socioeconomic, cultural, and normal variations in inherited characteristics. Students observe, record, and analyze behavior and development of children in an educational setting. Concurrent enrollment in ECED 2200 is required. Four credit hours.

ECED 3201 Field Experience III

Candidates spend one full day a week in a classroom with young children in grades 3 or 4 for 14 weeks. They are expected to complete assignments from ECED 3302 Literacy III, ECED 4399 Assessment, ARED Public School Art, MATH 3382 Math II, and SPED 4301 Education of Exceptional Learners. Candidates are required to submit a "field reflection" each week to their University Supervisor. Two credit hours.

ECED 3300 Guiding Young Children

Prerequisites: admission to early childhood education program and 2302 Child Growth. Students will learn theoretical bases and developmentally appropriate practices in guiding young children toward socialization and self-discipline. They will also learn how to design and maintain effective learning environments in a multicultural setting. Students will apply guidance strategies in field placement and design a developmentally appropriate guidance and classroom management plan. Three credit hours.

ECED 3301 Language, Literature, and Literacy II

Prerequisites: admission to early childhood education program and ECED 2301 Language and Literature and Literacy I. Literacy I focuses on the foundations of emergent and early literacy in a natural learning environment for preschool through early primary. Emphasis will be given to learning to teach through the components of a balanced literacy program with special attention placed on designing and managing literate environments, appropriate book selection, language development activities, and using observational assessment strategies to guide instruction. Three credit hours.

ECED 3302 Language, Literature, and Literacy III

Prerequisites: admission to early childhood education program and ECED 3301 Language and Literature and Literacy II. This course parallels Literacy II, but addresses the needs of children at a higher literacy level. Literacy III focuses on the foundations of early and fluent stages of literacy in a natural learning environment for second grade through fourth grade children. Emphasis will be given to learning to teach through the components of a comprehensive literacy program with special attention placed on designing and managing literate environments, appropriate book selection, word building activities to promote visual processing strategies, comprehension development, and using observational assessment strategies to guide instruction. Three credit hours.

ECED 3304 Integrated Science

Prerequisites: admission to early childhood education program and concurrent enrollment in ECED 2200. Students will be acquainted with the standards for science in early childhood developed by the State of Arkansas and by the American Association for the Advancement of Science. Developmentally appropriate content and teaching strategies for preschool and primary grade science and their underlying theoretical bases will be presented. Students will be expected to develop activities and units and to implement them in a field placement. Three credit hours.

ECED 4301 Internship Seminar I

This seminar is designed to teach advanced strategies in guidance, teaching, planning and professionalism. The course will review material previously covered in the program of study and explore it at a more complex level. Particular attention is focused on the teacher as decision-maker and the link between assessment and pedagogical decision-making. All aspects of the class will ask students to connect the course content to their daily experiences in their internship classroom. A major assignment in the course will be to write detailed lesson plans for the week in their internship when they will be responsible for all classroom planning and teaching. Three credit hours.

ECED 4306 Early Childhood Social Studies

This course provides the opportunity for students to analyze and develop integrated curricula in social studies from a variety of historical and current perspectives, within the context of professional, state and local standards. Students integrate knowledge from the six disciplines of social studies (history, anthropology, sociology, political science, geography, and economics) into the design of a constructivist, inquiry-based social studies curriculum. The course explores ways children come to learn about themselves and others. There is an emphasis on meeting the needs of all children, including attention to diverse linguistic and cultural backgrounds, and different learning abilities and styles. Three credit hours.

ECED 4399 Early Childhood Assessment

A study of fundamental observation, assessment, and evaluation concepts and tools. Emphasis placed on both qualitative and quantitative methods of reporting student progress. Principles of classroom test construction, alternative assessment techniques, and measurement strategies at various developmental levels will be addressed. Students will learn to accurately interpret standardized test results and be exposed to ethical and legal considerations surrounding use and reporting of assessment results. Three credit hours.

ECED 4307 Internship Seminar II

Prerequisites: completion of the Teaching the Curriculum semester and simultaneous enrollment in ECED 4901: Internship II. The Professional Seminar follows the student's completed field experience. Topics include analysis of field experiences; review of legal issues affecting educational practice; preparing for job interviews; preparation for the first teaching year; maintaining a professional portfolio to demonstrate growth; reflecting on personal development; and meeting the Arkansas Teacher Licensure Standards. Concurrent enrollment in ECED 4602 Internship II is required. Five credit hours.

ECED 4399 Early Childhood Assessment

A study of fundamental observation, assessment, and evaluation concepts and tools. Emphasis placed on both qualitative and quantitative methods of reporting student progress. Principles of classroom test construction, alternative assessment techniques, and measurement strategies at various developmental levels will be addressed. Students will learn to accurately interpret standardized test results and be exposed to ethical and legal considerations surrounding use and reporting of assessment results. Three credit hours.

ECED 4600 Internship I

Concurrent enrollment in ECED 4301 Internship Seminar I is required. The internship semester is designed for candidates to observe, participate and gradually assume complete responsibility for the classroom. They will plan, teach, and reflect on their classroom experience. Candidates will plan and implement modifications for children, including accommodation for ability level, exceptionalities, language and cultural differences. Inclusion of technology in their lessons is expected. Six credit hours.

ECED 4901 Internship II

Concurrent enrollment in ECED 4307 Internship Seminar II. The internship semester is designed for candidates to observe, participate and gradually assume complete responsibility for the classroom. They will plan, teach, and reflect on their classroom experience. Candidates will plan and implement modifications for children, including accommodation for ability level, exceptionalities, and language and cultural differences. Inclusion of technology in their lessons is expected. Development is required. Six credit hours.

Courses in Middle Childhood Education (MCED)

MCED 3105 Field Experience I

This field experience will acquaint students with a variety of middle school experiences, and provide a 40 hour experience in a middle school classroom. Students will be oriented to the structure of a school district, the school, and the classroom setting. All concurrent courses in the Introduction to the Profession block will include assignments or specific tasks to be completed by students during the 40 hour classroom placement in this field experience. One credit hour.

MCED 3240 Field Experience II

Prerequisite: admission to the middle childhood teacher licensure program and successful completion of MCED 3105. This field experience will focus on working with students in small groups. Students will spend time in a middle school classroom working with students. Students will be expected to complete assignments related to all concurrent courses during the classroom placement. During this field experience students will continue to develop their professional portfolio and community resource file. Three credit hours.

MCED 3301 Middle Childhood Education, Family, and the Community

Prerequisite: admission to the teacher education program. Corequisite: MCED 3105. Presents strategies for working with families, state agencies, and community organizations from a middle childhood perspective. Information is provided about the nature, history, and philosophy of middle childhood education; the organization and structure of middle schools; teacher advisory systems; morally responsive teaching; teaching teams; multiculturalism; and diversity. Three credit hours.

MCED 3303 Middle Childhood Curriculum and Planning

Students will be oriented to the scope of the middle grades curriculum, varying patterns of curriculum organization, activities, and transition based teaching and general problem solving for instructional planning assessment and management. Introduction of the materials and various technology media used in teaching at the middle level. Field based experience required. Three credit hours.

MCED 3310 Middle Level Literacy and Literature

Provides the student with a broad perspective of literature and literacy instruction for middle school students with language as a central focus of study. Emphasis on exploring ways of engaging adolescents in meaningful literacy learning. Specific focus on differentiating instruction and integrating adolescent literature and writing throughout the curriculum. Involves preparation and evaluation of assessment and teaching procedures and strategies and a review of background information related to the reading process. Three credit hours.

MCED 3320 Integrating Curriculum: Language Arts and Social Studies

Prerequisite: admission to the middle childhood education program and completion of RHET 1311, 1312; SPCH 1300; HIST 1311, 1312; HIST 2311 or 2312; POLS 1310; a three-hour literature course; a three hour geography course; and completion of the Introduction to the Profession block. This course facilitates the understanding of how to teach social studies and language arts through an integrated approach in the most effective way to children in the middle grades. Instructional techniques that teach students how to involve children in social, interactive learning will be presented. Students will plan for and provide developmentally appropriate hands-on experiences with appropriate materials and the supportive environment necessary for children's meaningful exploration and discovery and will implement those experiences in a field placement. Students will also be required to conduct assessments of learning. Three credit hours.

MCED 3330 Integrating Curriculum: Science and Mathematics

Prerequisites: admission to the middle childhood education program and completion of eight hours of science and nine hours of mathematics. Corequisite: MCED 3240. Emphasizes integrated mathematics and science content and how to teach this content to middle level children. The student should use the content to develop thematic concepts, which are implemented through the methodologies of inquiry based, hands-on learning with the use of manipulatives. Students utilize the internet and technology as an integrative tool to develop pedagogical techniques and materials in relation to whole course design with cross-disciplinary focus and active student involvement. Three credit hours.

MCED 3402 Middle Childhood and Early Adolescent Development and Learning

Corequisite: MCED 3105 Field Experience I. A study of the hereditary and environmental influences on the cognitive, emotional, physical, sexual, and social development of children from birth through adolescence with a special emphasis on their pre- and early adolescent development. The impact of the broader culture and atypical development will also be part of the course's focus. Students observe, record, and analyze behavior and development of children in an educational setting. Four credit hours.

MCED 4120 Licensure Seminar

A review of educational psychology, assessment, motivation, and student expectations. Classroom scenarios requiring application of teacher decision-making skills and classroom management strategies will be presented. In addition, students will analyze case studies. Prepares students for the Praxis II examination; in order to pass this seminar, students must attain the standard set by the Arkansas State Board of Education. One credit hour.

MCED 4501 Internship I

Prerequisites: admission to middle childhood education program and completion of the Introduction to the Profession and Curriculum Applications semesters. Corequisites: MCED 4310 and 4330. Classroom observation and participation in classroom routines with gradual assumption of complete classroom teaching responsibilities. Students plan, teach, and reflect on the total experience. Students make accommodations for children with special needs. All of the school resources are used, and competence in using technology is required. Three credit hours.

MCED 4303 Professional Seminar

Corequisite: MCED 4502. Part of final semester, Professional Practicum II. Presentations by College of Education faculty and practitioners in the field concerning such topics as legal issues affecting educational practice; family constellations; adolescent misbehavior; behavior analysis; discipline involving logical and natural consequences in place of rewards and punishments; and encouragement. Students create a professional portfolio, and submit a senior exit project utilizing interactive technology. Students learn how to prepare for job interviews; what to expect the first teaching year; how to maintain a professional portfolio to demonstrate growth; how to reflect on personal development; and what is involved in meeting the Arkansas Teacher Licensure Standards. Four credit hours.

MCED 4310 Middle Level Content Literacy

Emphasis on the development of reading in the content areas for middle school students. Focus on the concepts of developing meaningful literacy experiences for adolescents of all ability levels, with a continued focus on language and literature as an integral part of the curriculum. Involves a study of major theories and current teaching strategies in literacy for adolescents. Evaluation and assessment strategies explored. Three credit hours.

MCED 4430 Classroom Management

Emphasizes fundamental principles underlying middle childhood developmental programs in middle level grades, including creation of and fostering of classroom management techniques and strategies for the design of environments, which are conducive to a safe place for teaching, learning, and connecting the community to the school for effective discipline and parental support and involvement. Four credit hours.

MCED 4602 Internship II

Prerequisites: admission to the middle childhood education program and the successful completion of Internship I. Corequisite: concurrent enrollment in TCED 4320. The final field placement course. Students plan, teach, and reflect on the experience. Students responsible for all aspects of the classroom environment including making accommodations for children with special needs. All of the school resources will be used, and competence in using technology is required. Five credit hours.

Courses in Secondary Education (SCED)

SCED/IGSC 1101 FE: Step 1-Inquiry Approaches to Teaching

An introduction to the theory and practice necessary to design and deliver quality inquiry-based science and mathematics instruction that provides the scaffold for the early field experience. In this one hour credit course, the UALR Teach instructor or master teacher and the elementary school mentor teacher emphasize both inquiry and classroom management techniques. This course satisfies the first year colloquium requirement. Step 1 invites candidates to explore teaching as a career. With the guidance of the instructor, in Step 1, candidates teach science or math lessons in upper elementary classrooms to obtain firsthand experience with planning and implementing inquiry-based curriculum. Master teachers teach Step 1, so candidates have direct access to accomplished teachers holding certificates who love teaching and who believe that teaching is a rewarding career choice. Local public school elementary classrooms provide the future teachers with a first taste of teaching in a supportive, diverse environment. Candidates shall be required to submit to a criminal background check.

SCED/IGSC 1102 Inquiry-Based Lesson Design (Step 2)

Prerequisite: SCED/IGSC 1101. This course (Step 2) continues the exploration of teaching careers in a middle school environment that began in SCED/IGSC 1101 (Step 1). In this one hour credit course, students observe a lesson taught by a middle school mentor teacher, and then plan and teach three inquiry-based middle school lessons with a partner. Students build on and practice lesson design skills developed in the Step 1 course while also becoming familiar with science or mathematics curricula for the middle school setting. Students demonstrate their own content knowledge in developing the lesson plans. As a result of their classroom experiences, students reflect on the observation and their teaching. At the end of the Step 2 experience, students are generally ready to make a decision about whether they want to pursue a pathway to teacher certification.

SCED 3383 Knowing and Learning

Prerequisites or Co-requisites: SCED/IGSC 1102 and admission to the secondary education minor for science and mathematics. The goal of this course is to develop a powerful tool kit of approaches to knowing and learning in mathematics and science. This course focuses on issues of what it means to learn and know science and mathematics. Topics covered will include: standards of knowing, structures for knowing and learning, cross-disciplinary learning, concepts of assessment, and utilities of technology. Three-credit hours.

SCED 3384 Classroom Interactions

Prerequisites: SCED/IGSC 1102 grade of C or greater and admission to the secondary education minor for science and mathematics. An important focus of the course is on building awareness and understanding social equity issues and their effects on learning. Candidates are provided with frameworks for teaching students of diverse backgrounds equitably. Classroom Interactions is centered around a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. Three-credit hours.

SCED 4385 Perspectives

Prerequisites: SCED/IGSC 1102 and admission to the secondary education minor for science and mathematics. Perspectives on Science and Mathematics explores a selection of topics and episodes in the history of science and mathematics. The course illustrates how knowledge has often emerged through many struggles, against obstinate resistance, and within cultural, religious, and social structures. Candidates are brought to understand that science is not merely a body of facts, theories, and techniques; science involves diverse processes by which it is continually generated and reformulated.

SCED 4387 Project Based Instruction

Prerequisites: SCED/IGSC 1102 and admission to the secondary education minor for science and mathematics. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, candidates work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Candidates learn fundamental science and mathematical concepts and principles that they apply to their daily lives.

SCED 4689 Apprentice Teaching

Prerequisite SCED/IGSC 1102. The purpose of the Apprentice Teaching course is to offer UALR Teach candidates a culminating experience that provides them with the tools needed for their first teaching position. In Apprentice Teaching, candidates are immersed in the expectations, processes, and rewards of teaching. Apprentice Teaching is comprised of field experience, teaching in local public secondary schools, and a weekly seminar, which brings apprentice teachers together with university master teachers to share experiences and work on solutions to problems they encounter in the field.

Courses in Special Education (SPED)

SPED 4214 Early Childhood Special Education Assessment Field Experience

Prerequisites: Admission to the Early Childhood Education Program and eligible for admission to Block III with a 2.65 GPA or greater. This is the first experience in a series of two supervised field experiences. During the 120 clock hour experience, candidate field practice emphasizes assessment and early intervention assessment activities related to child find/screening, translating assessment into activities in the intervention environment and assessments surrounding health and safety issues, children with health and/or sensory impairments, social development, and challenging behavior. Dual-listed in the *UALR Graduate Catalog* as SPED 5214. Two credit hours.

SPED 4216 Early Childhood Special Education: Inclusion Field Experience

This is final experience in a series of supervised field experience designed for candidates in the Early Childhood Special Education emphasis. The experiences included in this 120 clock hour experience examine assessment to intervention activities related to all developmental domains, technology adaptations in intervention, the link between individualized intervention plans and instructional planning, and continuous documentation of child performance. Dual-listed in the *UALR Graduate Catalog* as SPED 5216. Two credit hours.

SPED 4301 Education of Exceptional Learners

Prerequisite: PSYC 2300 or consent of instructor. Introduction to the psychological, sociological, philosophical, legal, and educational implications of educating exceptional learners in the mainstream; the role of teachers, professionals, and parents as team members in providing appropriate education and necessary adaptations for exceptional learners. Dual-listed in the *UALR Graduate Catalog* as SPED 5301. Three credit hours.

SPED 4102, 4202, 4302 Workshop

Subjects vary. One, two, or three credit hours.

SPED 4306 Methods of Teaching Students with Mild Disabilities

Prerequisite: an introductory course in exceptional learners and/or characteristics of students with mild disabilities. Methods and materials for educating students with mild disabilities in regular and special education environments including behavior management, programming for secondary students with mild disabilities, career education, teacher-made materials, and commercially available materials appropriate for use with students with mild disabilities. Three credit hours.

SPED 4108, 4208, 4308 Independent Study

Prerequisite: consent of the department chairperson. An in-depth study of a selected problem or trend in special education for advanced students. One, two, or three credit hours.

SPED 4311 Behavior Management

Prerequisite: EDFN 2300. Positive approaches to behavior management. Students receive firsthand experience in using behavior analysis in field settings. Dual-listed in the *UALR Graduate Catalog* as SPED 5311. Three credit hours.

SPED 4312 Medical Problems in Child Development

Prerequisites: Admission to the Early Childhood Education Program and eligible for admission to Block III with a 2.65 GPA or greater. The primary concern of the course is to review medical conditions and events arising during prenatal, postnatal and early childhood, which contribute to the nature and cause of major educational disabilities. Special attention is given to syndromes associated with mental retardation, disorders of the central nervous system, infectious disease, and a wide range of conditions placing children at-risk for developmental delays. Emphasis is directed toward early medical identification, prevention of secondary disabilities, and strategies for responding to chronic health conditions in educational settings. Guest lectures by physicians and other health related professionals are an integral part of the course. Dual-listed in the *UALR Graduate Catalog* as SPED 5312. Three credit hours.

SPED 4313 Early Childhood Special Education Assessment

Prerequisites: Admission to the Early Childhood Education Program and eligible for admission to Block III with a 2.65 GPA or greater. The first course in a two-course sequence addressing assessment and early intervention screening and assessment strategies for young children with disabilities, from birth through age eight. A specific focus will be given to the fundamental principles of and strategies for assessment, the role of well-baby and early intervention providers in screening and assessment process for disabilities. Candidates will learn to identify the needs of children related to health and/or sensory impairments, the identification of abilities in the developmental domains. Dual-listed in the *UALR Graduate Catalog* as SPED 5313. Three credit hours.

SPED 4315 Early Childhood Special Education: Methods of Inclusion

Prerequisites: Admission to the Early Childhood Education Program and eligible for admission to Block III with a 2.65 GPA or greater. This is the second course in a two-course sequence addressing intervention strategies for young children with disabilities, from birth through age eight. Specific attention is given to application of assessment principles into programming, the role of child find in providing services, the needs of young children with health and/or sensory impairments, strategies for identifying behavioral support needs and techniques for fostering social-emotional development. Attention also will be given to methods of including children with disabilities in the general education setting. Dual-listed in the *UALR Graduate Catalog* as SPED 5315. Three credit hours.

SPED 4317 Introduction to Inclusion in Early Childhood Special Education

Prerequisites: PSYC 1300 or an introductory human development course, admission to the Early Childhood Education Program, and eligible for admission to Block III with a 2.65 GPA or greater; or consent of the instructor. Psychological, Sociological, philosophical, legal, educational implications of educating exceptional learners; necessary adaptations for exceptional learners in the mainstream setting; role of teachers, professionals, parents as team members providing education for exceptional learners. Dual-listed in the *UALR Graduate Catalog* as SPED 5317. Three credit hours.

Courses in Teacher Education (TCED)**TCED 1100 Introduction to Teaching and Learning**

This course satisfies the First-Year Course requirements for first-year students and is an introduction to teaching and learning in American elementary and secondary schools. The course is open for all first-time students, but is especially applicable for those who may be considering a major or minor in education and teaching as a career. The course includes introductions to the field of education, current issues in teaching and learning in schools, and a service-learning project involving the teaching and learning of school-age students in the Little Rock area. One credit hours.

TCED 1104 Introduction to K-12 Computing

An organized approach to computing practices for K-12 educators. One credit hour.

TCED 1200 Orientation to Teaching

Provide opportunities for students to observe in educational settings at the early childhood (preschool and primary levels) and middle childhood/early adolescence levels. Acquisition of understanding of the nature of the profession and its responsibilities to determine whether they are prepared to make a commitment to this profession. Students assisted in completing applications to licensure programs during this semester, should they decide to continue. Two credit hours.

TCED 3250 Computer Applications in Middle School

Prerequisite: TCED 1104. Applications of technology in the educational setting with specific emphasis on integrating instructional technology into the middle school curriculum. Two credit hours.

TCED 4100, 4200, 4300 Workshop

Prerequisite: consent of instructor (based on student's experience and course work in the educational area). Designed to provide an opportunity for pre-service and in-service teachers to explore areas of interest and prepare educational materials through a workshop format. One, two, or three credit hours.

TCED 4104 Electronic Portfolio Development

Prerequisites: LSTE 3105 and 3106. The technology skills needed to develop an electronic portfolio. Each student required to demonstrate design skills for incorporating audio, visuals, and motion. Each student produces an electronic portfolio utilizing a current computer multimedia software program and translate or convert that product into language compatible with the World Wide Web. LSTE 4104 is a part of the professional semester of the early childhood education program. Students enrolling in this course must be admitted to the professional semester. One credit hour.

TCED 4301 Introduction to Instructional Technology

Prerequisite: EDFN 2300. The selection, use, and creation of 10 different types of fundamental media software found in today's educational institutions. The student is required to teach a single unit using media created within the media center laboratory. Three credit hours.

TCED 4320 Interactive Technology for Middle School

The production and application of Interactive Instructional units where the microcomputer is the controlling medium for such peripherals as CD-ROM players and web browsers. Three credit hours.

TCED 4600 Clinical Experience/Student Teaching

Prerequisites: 12 credit hours of education courses at UALR, admission to the professional semester. Provides supervised experience in school settings during which the student participates in planning classroom activities. During the semester, students return to campus periodically for additional lectures and demonstrations to refine instructional skills necessary for effective teaching. Six credit hours.