

Exhibit 2.3.h Significant Changes

The unit made significant changes to courses, programs and/or the unit in response to community inquiries, legislative mandates, higher education requirements, and data gathered from the assessment system.

1. Community inquiries about . . .

- the National Board Teacher Certification Program led to the development of the National Board for Professional Certification Candidate Support Site (2010). One follow-up activity that was developed during this period was the addition of two elective courses on the graduate early childhood education degree plan, National Board Teaching Strategies I and II.
- the prevalence of Jefferson County youth without a high school diploma led the unit to expand its P-16 partnership to include an adult education program which is housed in Dawson-Hicks Hall. Additional adult education sites are planned for the Arkansas Delta.
- literacy led to a partnership expansion with the Arkansas River Valley Cooperative.

2. Legislative mandates . . .

- 8-semester hour limitation led to the reduction in total degree program hours to an average of 124.
- Arkansas Act 747 of 2011 led to a further reduction to 120 hours for all undergraduate degree programs

3. Higher Education Requirements

- Arkansas Licensure Taskforce--Praxis III is ending May 2012. Current teachers and those graduating in May 2012 will request 5-year standard teacher's licenses.
- Arkansas Department of Education's Viability Study—Undergraduate secondary education programs were consolidated with content areas

4. Unit's focus on teacher licensure

- The need for an alternative licensure program in this area of the state led to the development of the Master of Arts in Teaching Program (2008)
- Data from Praxis Series testing indicated that students needed more information about the unit and Praxis test criteria.

- Diversity concerns led to a proposal concerning a graduate special education certificate program (2012), under review with Arkansas Department of Higher Education.

Graduate Science Enrichment Program

The University of Arkansas at Pine Bluff's (UAPB) Graduate Science Enrichment Program (GSEP) began September 1, 2009 as a program shared by both the School of Education and the School of Arts and Science. The purpose of this program was to increase the number of minority and low income master's degree science, mathematics and computer science and technology (STEM) graduates and to strengthen and expand graduate degree offerings, graduate degree productivity, and scholarship productivity in the STEM areas with a focus on Black and low income students. Additionally, the GSEP seeks to increase the number of Black and low-income teachers of STEM courses by aligning course offerings with National Council for the Accreditation of Teacher Education (NCATE) standards and Arkansas licensure requirements, and by positioning minority and low income students for success on meeting Praxis II (content) as well as state licensure requirements. This goal is accomplished by aligning the curricula and STEM courses to Praxis content area standards, by offering a series of Praxis workshops, by requiring a field experience in 7-12 public schools, by placing greater emphasis on scientific writing, and by infusing more technology in the curricula. In addition to the M. ED. degrees in secondary education science and mathematics, a M.S. degree in Computer Science and Technology will be offered as an interdisciplinary program designed to prepare graduates for leadership roles in business information technology and management in the global economy. Graduate assistantships are also a part of the GSEP. The graduate assistantships are included as a strategy to increase enrollment in the master's degree programs by alleviating the need for financially challenged graduate students to take part-time jobs outside of academia and thereby increasing their time for graduate study. Graduate assistants are currently serving as Praxis I tutors and laboratory assistants in the School of Education's Learning Plus Laboratory and the School of Arts and Science's chemistry and biology laboratories.

Master of Arts in Teaching (MAT) Program

An alternative licensure program, the Master of Arts in Teaching (MAT), was started in 2008 (Figure 1). This program offers two degrees, one for middle level education and the other for the secondary level (Figure 2).

**FIGURE 1: Master of Arts in Teaching—Middle and Secondary Levels
FACTS SHEET**

I. Admission/Entry Level Requirements

A. Regular (Unconditional) Admission Requirements for MAT Program:

- Resume
- Baccalaureate Degree from an Accredited 4-year Institution of Higher Education (For secondary level, degree or 30 hours in the content area in which they will receive the license.)
- Two Reference Letters (*Disposition Assessment I*)
- Minimum 3.00 Grade Point Average

- Successful criminal background check
- Passing scores on Praxis I or the Graduate Record Examination
- Passing scores on Praxis II—Content Specialty Examinations (for licensure area)
- Courses in Reading Methods (6 hours) and Arkansas History (middle level specialty only; courses may be taken once candidate is in the program.)
- Letter of hire from an Arkansas public school district (preschool through grade twelve school)
- Provisional teaching license
- Formal application
- Signed degree plan
- Letter of Interest (*Disposition Assessment II*)
- Admission Interview (*Disposition Assessment III*)

B. Conditional Admission

Candidates for the M.A.T. who fail to meet one or more of the admission requirements may seek conditional admission to one of the other School of Education graduate programs and/or seek a delayed admission to the M.A.T. program once all of the admission requirements have been met. Candidates granted conditional admission will not be given letters to school districts indicating that they are enrolled in a MAT program, will not be able to be enrolled in the internships, or be admitted to the M.A.T. Institute. Conditional admission only allows for candidates to begin taking courses on other degree plans.

II. Mid Level Requirements

- Admission to Degree Candidacy Requirements: 12 graduate degree program hours, minimum 3.0 GPA, initial or standard teacher's OR passing Praxis I scores; completion of Master of Arts in Teaching Institute
- Successful Completion of 9 additional graduate degree program hours

III. Exit Requirements

- * SOE Graduate Comprehensive Exam—during or after completion of 27 hours
- * School of Education Portfolio— philosophy of education essay; resume; Praxis Series Scores; artifacts and reflections demonstrating mastery of course work, conceptual framework, state and national standards; and any licensures obtained
- * Praxis II-Principles of Learning and Teaching Test
- * Successful Completion of 36 hours—includes core, specialty and internships

FIGURE 2: Master of Arts in Teaching Curriculum Outline

Track 1- Secondary Content Area Specialization (36 Hours)

GSPE 5363	Behavior Management
GEDU 5324	Curriculum Development
GEDL 5302	Public School Law
GEDU 5336	Assessing Classroom Learning OR GPED 5317 Measurement and Evaluation of Physical Education (<i>PE teachers only</i>)
GRDG 5340	Reading in the Content Area
GEDU 5315	Instructional Technology (online)
GEDU 5322	Psychological Foundations of Teaching and Learning (online)
GEDU 5320	Application of Statistics/Research in Education
GEDU 5364	Teaching Diverse Learners

GEDU 5380	Master of Arts in Teaching Institute
GEDU 5329	Techniques of Systematic Instructional Develop. - Internship I
GRDG 5360	Reading and Writing Across the Curriculum- Internship II

Track 2- Middle Level Education (36 hours)

GSPE 5363	Behavior Management
GEDL 5302	Public School Law
GEDU 5336	Assessing Classroom Learning
GRDG 5340	Reading in the Content Area
GMLE 5304/5356	Middle Level Methods of Teaching Math & Science OR Middle Methods/Material in Teaching Language Arts & Social Studies
GEDU 5315	Instructional Technology (online)
GEDU5364	Teaching Diverse Learners
GEDU 5372	School/Parent/Community Resources and Relations
GEDU5312	Developmental and Corrective Reading
GEDU 5380	Master of Arts in Teaching Institute
GEDU 5325	The Middle School- Internship I
GRDG 5360	Reading/Writing Across the Curriculum Internship II

(Middle level specialization also requires HIST 3300 Arkansas History and RDNG 4310 Methods of Teaching Reading.)

Praxis I Assistance

Admission activities developed from 2008-2011 to address low performances on the Praxis test include establishing a series of Praxis I workshops and tutoring sessions. Also, faculty increased their emphasis on Praxis I by encouraging students to work in the Learning Plus Lab. Also, a greater emphasis was placed in the foundation courses, and other freshman and sophomore level courses, on students increasing their Praxis test preparation by using the physical Learning Plus Lab or online version, their advisors and graduate assistants as tutors, and the fall, spring and summer Praxis workshops. The newly formed Teacher Education Club addressed both Praxis testing and retention and exit procedures. Also, a program change in developmental mathematics from a three-hour course to a four-hour course (MATH 1415 Introduction to Algebra) improved the performances of students in College Algebra and Praxis I-mathematics.

Entry level and mid-level activities include an emphasis in selected courses on problem-based learning (using case studies), alignment of the curriculum to Praxis II test criteria, an annual Teacher Quality and Retention Summer Institute that focused on Praxis I and II Praxis

preparation and teaching skills such as classroom management, assessment, and instructional strategies.

Course changes were made in several degree programs: early childhood education, middle level education and graduate education. Changes were made to better align with specialized professional associations (SPA) standards and comply with state licensure mandates. Program changes were also made in the undergraduate and graduate level science education programs to comply with state licensure requirements. Biology education was changed to life/earth science and chemistry education became physical/earth science. This change also led to the addition of Earth Science II to the undergraduate degree plan and Earth Science I and II, as prerequisites, and Advanced Earth Science to the graduate degree plan.

One goal of the unit was to increase the number of undergraduate degrees conferred by 10% annually (*School of Education Strategic Plan, 2011-2015*). From 2005-2008, 59 students graduated from the School of Education's undergraduate programs and 34 from the graduate programs. During the next three year period, 2008-2011, 84 students graduated from the undergraduate programs, while 41 graduated from the graduate programs. This was an increase of 25 undergraduate program completers during the three-year period and an increase of 7 graduate program completers during the same period. The number of degrees conferred for the 2008-2011 school terms increased by 42% over the 2005-2008 school terms for the undergraduate students and by 20% for the graduate students. The entry and mid-level activities that were added during the 2008-2011 supported these increases.