

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF EDUCATION

2005-2006
ANNUAL REPORT

SUBMITTED BY
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UAM School of Education Mission Statement

The University of Arkansas at Monticello School of Education is committed to the development of high quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The UAM School of Education faculty and teacher education students serve their communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and diversity. The UAM School of Education, in close partnership and collaboration with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence in southeast Arkansas.

UAM School of Education Strategic Plan

The strategic plan for the School of Education begins with the School of Education mission statement which dovetails with the university mission statement. The plan includes short-term and long-term goals designed to create direction and focus for the unit. The School of Education mission statement and conceptual frameworks serve as an overall guiding compass for the Education faculty and staff in the development of this plan.

STRATEGIC PLAN FOR SCHOOL OF EDUCATION

UNIVERSITY OF ARKANSAS AT MONTICELLO

Mission, Role, and Scope

The University of Arkansas at Monticello School of Education is committed to the development of high quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The UAM School of Education faculty and teacher education students serve their communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and diversity. The UAM School of Education, in close partnership and collaboration with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence of schools in southeast Arkansas.

Support goals from Enhancement of Resources focus:

- Recruit, develop, and retain a quality faculty and staff.
- Build partnerships through networking and collaboration.
- Enhance the University's image, visibility, and influence.
- Improve internal and external communications.
- Improve employment opportunities.
- Develop internal and external resources.
- Recruit, retain, and graduate students

Short-Range Objectives

- To provide quality staff development opportunities for faculty and staff.
- To collaborate with other universities to recruit faculty from doctoral education programs.
- To host meetings with public school officials, SEARK Cooperative staff, and the Arkansas Department of Education to identify specific strategies to address issues and concerns in education
- To increase attendance of UAM SOE faculty and staff at SEARK Cooperative meetings and professional development workshops
- To increase the visibility of the SOE faculty and staff in the area public schools
- To provide graduate assistantships to attract potential graduate assistant faculty members.
- To expand the Educational Renewal Zone (ERZ) Project for continuing collaboration with educational cooperatives, public schools, and other universities
- To recruit new teacher education students by visiting area high schools and increasing visibility of the School of Education
- To attend community college career days to increase enrollment in the 2+2 program
- To develop news releases, billboards, and other media tools to share accomplishments and to promote teaching as a profession.
- To increase the recruitment efforts for the Master of Arts in Teaching graduate program
- To assign mentors for new UAM School of Education faculty and staff

Intermediate-Range Objectives

- To recognize faculty and staff for exemplary service and teaching through awards/publicity
- To acquire grants to fund programs and to provide additional faculty compensation.
- To expand ERZ activities to include more communities agencies and groups.
- To continue to advertise and promote the 2+2 program and the partnership with community colleges
- To enhance advising of teacher candidates to improve academic focus and student retention
- To develop seminars to prepare students for the Praxis I, Praxis II, and the PLT
- To develop school superintendents' advisory committee.

Long-Range Objectives

- To advocate salary increases based upon committee service; scholarship; and teaching
- To reward faculty and staff for exemplary teaching and service through recognition and monetary rewards
- To develop professional learning communities inclusive of school of education faculty, public school faculty/administration, community agencies, legislators, educational cooperatives, etc.

Support goals from Enhancement of Academic focus:

- Improve academic quality standards.
- Share academic opportunities across units.
- Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.
- Improve internal and external communications.
- Provide the latest technology for our students and faculty.
- Accommodate the diverse needs of students.
- Enhance UAM's image.

Short-Range Objectives

- To acquire approval for School of Education programs of study from Arkansas Department of Education and specialty program accreditation organizations
- To develop a School of Education data base for collection of assessment data
- To assess program quality using specific evaluation tools and assessments
- To use aggregated and disaggregated data for program analysis and improvements
- To acquire a CIV laboratory for the School of Education
- To upgrade computers in the School of Education computer laboratories
- To implement Smart Room Technology into everyday instruction
- To imbed the use of the latest instructional software in SOE courses.
- To improve content knowledge of secondary education teacher candidates

Intermediate-Range Objectives

- To implement TaskStream instructional software for portfolio management into the School of Education curriculum
- To acquire grants to fund faculty and student professional development
- To host workshops to increase awareness of latest technology and educational trends
- To integrate special education instructional strategies into in arts and sciences content courses that prepare teachers
- To develop and receive ADE approval for a graduate level special education add-on licensure curriculum
- To develop and offer ESL education courses
- To revise the Master of Education program of study for quality assurance
- To create partnerships with Arkansas Rehabilitation Services, local physicians, and other entities to expand opportunities for the exercise science interns
- To identify public school faculty with exemplary teaching and instructional skills to serve as intern I mentor teachers

Long-Range Objectives

- To align the Associate of Art in Teaching curriculum with the UAM School of Education curriculum through discussions with the community colleges
- To develop a Masters of Education in Reading degree
- To develop a Masters of Education in Gifted/Talented Education
- To expand the 2+2 program by collaborating with additional community colleges
- To create an Exercise Science and Wellness Laboratory Center
- To develop and provide professional development opportunities for the university faculty at-large to enhance student learning

Support goals from Enhancement of Quality of Life focus:

- Accommodate the diverse needs of students.
- Develop and implement a comprehensive student retention plan.
- Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives

- To create a School of Education tutoring center to meet the specific learning needs of Teacher Education students
- To acquire additional grants to pay the Praxis I, Praxis II, and PLT test fees for teacher education students who have financial need
- To reinstate the Minority Opportunities Resource Education Center

Intermediate-Range Objectives

- To survey the School of Education students to determine diversity of needs
- To establish a peer mentoring program for students

Long-Range Objectives

- To develop a campus healthy lifestyles program through the UAM School of Education Exercise Science/Wellness program
- To increase participation in the UAM Health and Wellness Fair
- To create an Exercise Science and Wellness Laboratory Center
- To create a School of Education student retention plan

UAM School of Education Conceptual Framework

The School of Education utilizes a Conceptual Framework which provides goals for the teaching-learning process for the teacher preparation program. The School of Education graduate programs have a set of goals which also flow from the School of Education mission statement. The Conceptual Framework of the School of Education is organized around four strands which promote the following in teacher candidates: acquisition of a knowledge base; development of pedagogical skills; demonstration of diversity and social justice; and attainment of professionalism. Because programs within the School of Education target P-12 student achievement and learning as its critical mission, the academic needs of the learner are placed at the core of the four strands of the Conceptual Framework. Each strand represents an essential component of the teacher education program that is further refined through the identification of indicators of competence within each strand. Realizing that the acquisition of skills to become an exemplary teacher are developmental and cumulative, the School of Education faculty have identified three stages through which candidates progress: Stage One, which is the pre-admission stage of teacher candidacy; Stage Two, during which teacher candidates are admitted to the teacher preparation program; and Stage Three, the internship phase of teacher preparation.

Finally, numerous assessments are employed to gather data which is used to evaluate the utility of the conceptual framework and effective functioning of the unit. The aggregated data is used for continuous program improvement and to validate that programs goals are aligned with state and national standards as well as the SOE conceptual framework.

As a living document, the School of Education Conceptual Framework is continuously reviewed and revised by the Teacher Education Committee and the faculty. During the 2005-2006 academic year, the committee has reviewed current educational research and studies as well as unit assessment data which has prompted recommendations for changes in the Curriculum Framework in order to better meet the needs of teacher candidates and to prepare them as highly qualified educational professionals.

Strengths, Weaknesses, Opportunities for Growth, and Threats to Effectiveness

The University of Arkansas at Monticello School of Education is committed to the development of high quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The undergraduate and graduate programs in the School of Education are developed around and aligned with discipline specific learned society standards.

Strengths

- School of Education faculty and teacher education students serve their communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and equity.
- The School of Education is dedicated to providing the highest level of teacher training and excellence in programs.

- The School of Education has successful partnerships, i.e., a partnership with thirteen area school districts and articulation agreements with two community colleges. The Educational Renewal Zone project funding by Act 106 HB 1056 has further advanced the School of Education's interaction with the area schools and the Southeast Arkansas Educational Cooperative in professional development opportunities and sharing of professional knowledge.
- The School of Education faculty continues to aggressively pursue and be awarded various public and private grants which further support the teaching learning process in the school.
- The School of Education continues to attract and serve a diverse student population at both the undergraduate and graduate levels.
- The School of Education has been successful in attracting and maintaining a diverse faculty.
- Willard Hall which houses the UAM School of Education has been completely renovated and now has a CIV laboratory and a Smart Room.
- The UAM School of Education enjoys a positive and productive working partnership with the Arkansas Department of Education which has been a significant factor in program development and improvement.
- The 2+2 Community Partnership agreement continues to be a vehicle to prepare teachers for the underserved areas of southwest Arkansas and the Mississippi Delta Region.
- The SOE uses assessment data to monitor/modify/revise programs of study to meet the needs of candidates.
- The revised Master of Arts in Teaching degree provides exemplary instructional and management strategies for the teacher candidate with a degree in a content area. The alternative licensure program meets the needs of the partner schools by providing an additional route of teacher preparation and, therefore, addresses the teacher shortage problem that exists.
- The Middle Childhood Level major was revised to reduce the number of hours required and to provide a better blend of coursework. As a result, the program is expected to not only better prepare teacher candidates with appropriate knowledge and skills but to also be a more attractive program for student recruitment.

Weaknesses

- During the 2005-2006 academic year, the School of Education was not fully staffed which required faculty and staff to serve on multiple program development committees and to be responsible for duties outside the normal range of expectation. As a result, the faculty was not able to attend to scholarly activities and other creative endeavors as would be normally expected.
- The temporary relocation of the School of Education offices to the "Red Barn" created cramped working space and a lack of privacy in which faculty could work uninterrupted.

Opportunities for Improvement

- The School of Education faculty and staff must develop a formal plan to improve student recruitment and retention.
- The School of Education faculty and staff must develop a formal plan to improve the recruitment and retention of diverse faculty.
- The School of Education faculty and staff should focus on the expansion of the PE and Health major with the Exercise Science option to include new and up-to-date equipment, an expanded client base, expansion of Exercise Science internships with the inclusion of outside agencies as partners.
- Attention should be given to assisting academically at-risk students in preparation for the Praxis I examination and providing intervention services when students do not acquire the state passing score. Possible prevention and intervention strategies might include a technology based Praxis tutoring laboratory in Willard Hall.
- Even though the faculty is very conscientious advisors, continuing staff development to address responsible advising will promote retention of students.
- The relocation of the School of Education offices to the newly renovated and technologically improved Willard Hall will create new teaching and learning opportunities and will provide a more professional atmosphere in which faculty can immerse themselves in scholarly activities.
- The secondary education program should be reviewed and revisions made to enhance the students' knowledge of content and to recruit more teacher candidates to the program.
- The Master of Education program should be revised to better meet the advanced educational needs of the practicing educator.

Threats to Effectiveness

- The inability to attract and retain faculty and staff, especially those in high need specialty fields has been problematic and must be addressed as a unit and by the institution as a whole.
- Limited sources of funding will hamper the ability of the School of Education to provide programs and recruit critical faculty that enable the school to meet state, specialty program association (SPA), and NCATE standards.
- The School of Education must document and analyze a minimum of two semesters of data for SPA program approval and four semesters of data for NCATE accreditation review. The NCATE review visit is currently scheduled for the fall of 2008 and the SPA program proposals must be submitted one year in advance of the NCATE review. Because the School of Education is still awaiting temporary state approval of three programs, the time frame for gathering sufficient data may not be adequate. As a result, a request for a one semester delay of the NCATE visit has been submitted to ADE and to NCATE. This would provide the needed extra semester of data collection and analysis. A denial of the delay of visit could result in an area of improvement in the NCATE report.

Undergraduate Program

Program Offerings

Undergraduate major programs of study that lead to teacher licensure are the P-4 Early Childhood; the Middle Level Childhood; and Physical Education and Health and secondary education. Programs that do not lead to licensure are the Exercise Science option and the non-licensure program in Physical Education and Health.

Undergraduate Programs Leading to Teacher Licensure

The School of Education offers quality programs leading to teacher licensure in P-4 Early Childhood, Middle Level Education, and P-12 Physical Education and Health. Students interested in teaching, social studies, mathematics, art, and music combine their majors with the School's professional education program to prepare for careers as secondary teachers.

Preparation for licensure to teach English, science, business, foreign language, speech, and agriculture is provided through the Master of Arts in Teaching (MAT) graduate degree. Teacher candidates who hold a bachelor degree in a content area that can lead to teacher licensure may be admitted to the MAT alternative licensure graduate program and teach for one year on a provisional license while completing the 12 month program of study. Upon successful completion of the program, teacher candidates receive initial licensure as well as a Master's degree.

Teacher Education Admission Requirements

Stage I: Preadmission to teacher education program

Students who plan to become teachers should complete the following courses and experiences:

1. C or better in EDUC 1143 Education for Schools and Society
2. C or better in the following:
 - ENGL 1013 Composition I
 - ENGL 1023 Composition II
 - SPCH 1023 Public Speaking or SPCH 2283 Business and Professional Speaking,
 - MATH 1003 Survey of Mathematics or MATH 1043 College Algebra;
3. B or better in the following:
 - EDUC 2223 Developing Critical Literacy Skills (Prerequisite EDUC1143)
 - EDUC 2253 Needs of Diverse Learners in Inclusive Settings (Prerequisite EDUC 1143);
4. Passing scores on Praxis I
 - PPST: reading, writing, and math
5. Cumulative GPA of 2.75 or better
6. Completion of Portfolio Competencies for Stage I.

Admission to Teacher Education Program and Stage II

To be admitted to the teacher education program, students must have:

1. Satisfactory completion of all preadmission criteria of Stage I;
2. Completed Application for Admission to Teacher Education;
3. Letters of recommendation from two sources;
4. Passing scores on Praxis I reading, mathematics, and writing;
5. Completed a successful interview with the Teacher Education Committee

Stage II: Teacher Education Program

1. Students must complete the following courses with a grade of “B” or better:

Prerequisite: Admission to Teacher Education

EDUC 3203 Educational Psychology: Developing Learners

EDUC 3563 Effective Instructional and Management Strategies

2. Completion of program major courses as designated in the UAM Catalog.
3. Cumulative GPA of 2.75
4. Passing scores on Praxis II specialty test(s) for each licensure area
5. Submit and clear an Arkansas and FBI background check
6. Completion of portfolio competencies for Stage II
7. Completion of application for admission to internship/stage III

Stage III: Clinical Internship

Internship I:

Students must:

1. Maintain a cumulative GPA of 2.75 or better
2. Complete portfolio competencies for internship I
3. Achieve a passing score on the Praxis II – Principles of Learning and Teaching (PLT)
4. Successfully complete requirements of 9 hours of methods courses
5. Successfully complete field experiences

Internship II:

Students must:

1. Maintain a cumulative GPA of 2.75 or better
2. Complete portfolio competencies for Stage III

3. Successfully complete field experiences

Note: The admission requirements are subject to change as required by the Arkansas Department of Education or as approved by the UAM Teacher Education Committee.

Graduation Requirements

Teacher candidates are considered program completers of the teacher education program only after ALL criteria listed above are met. Candidates may not graduate unless they have completed all components of the program, including successfully passing all parts of the Praxis I, Praxis II Specialty area examination(s), and Praxis II Principles of Learning and Teaching. Education requirements that provide a solid foundation for study in teacher education are usually completed in the first two years.

All teacher education candidates also complete the professional education core. These courses are completed throughout the program, beginning in the first year of enrollment, and prepare the student for the basics of teaching and learning.

Candidates preparing to become teachers will complete specific course work in their major area that will prepare them for teacher licensure. The teacher preparation program at UAM must meet Arkansas standards, the Specialty Program Association standards, NCATE unit standards and other criteria as required by the Arkansas Department of Education and the Arkansas Department of Higher Education.

Teacher Education Field Experiences and Internships

The teacher education program at the University of Arkansas-Monticello supports the early involvement of its candidates in field experiences with P-12 students. Field experiences are sequential, developmental, and focused on the practical application of content covered in education classes. Most students complete approximately 180 hours of field work prior to their Intern I and Intern II semesters. Students complete 600 hours of student teaching during the internship experience and across the total program students complete more than 1,000 hours of field-based work.

Matriculating through the Teacher Preparation Program

The teacher preparation program is comprised of three important components. The first component is general education. All students at UAM complete the general education requirements. Secondly, all teacher education students complete the professional education core, regardless of their major. These courses are completed throughout the program, beginning in the first year of enrollment, and prepare the student for the basics of teaching and learning. Thirdly, students preparing to become teachers will complete specific course work in their major area that will prepare them for teacher licensure. The teacher preparation program at UAM is subject to Arkansas Department of Education, NCATE, and SPA standards and mandates. Revisions to programs of study are periodically made as a result of new or revised standards or as a result of analysis of aggregated data gathered during the unit or program assessment process.

Undergraduate Teacher Education Programs

Undergraduate Curriculum

Bachelor of Arts in P-4 Early Childhood Education

Freshman Year, Fall Semester (15 hours)				Freshman Year, Spring Semester (16 hours)					
___	ENGL	1013	<i>Composition I</i>	3 hour course	___	ENGL	1023	<i>Composition II</i>	3 hour course
___	MATH	1003	<i>Survey of Mathematics</i> or	3 hour course	___	Humanities		<i>Art, Music, Engl., Phil. or</i>	3 hour course
___	MATH	1043	<i>College Algebra</i> or		___	Elective		<i>Foreign Lang.</i>	
			<i>Higher Level mathematics course</i>		___	PSCI	2213	<i>Am. National Government</i>	3 hour course
___	SPCH	1023	<i>Public Speaking</i>		___	EDUC	2253	<i>Needs of Diverse Learners</i>	3 hour course
				3 hour course	___			<i>BIOL course with associated laboratory</i>	4 hour course
	SPCH	2283	<i>Business & Prof. Speech</i>						
___	PSY	1013	<i>Intro. To Psychology</i>	3 hour course					
or ___	EDUC	0143	<i>Education for School & Society</i>	3 hour course					

Sophomore Year, Fall Semester (18 hours)				Sophomore Year, Spring Semester (16 hours)					
___	EDUC	2223	<i>Developing Critical Literacy Skills</i>	3 hour course	___	ECED	2103	<i>Characteristics of Exceptionality</i>	3 hour course
___	PE	2203	<i>Health & Wellness Promotion</i>	3 hour course	___			<i>Science with associated laboratory</i>	4 hour course
___	ART	1053	<i>Art Appreciation</i>					<i>(must be from chemistry, earth science, or astronomy)</i>	
___	MUS	1113	<i>Music Appreciation</i>	3 hour course	___	ECED	2203	<i>Child Development</i>	3 hour course
___	GEOG	2213	<i>General Geography I</i>	3 hour course	___	Elective			3 hour course
___	ENGL	2283	<i>Survey of World Lit. I &</i>		___	HIST	2213	<i>American History I</i>	3 hour course
___	HIST	1013	<i>Survey of Civilization I</i>						3 hour course
			<i>OR</i>	6 hours	___	HIST	2223	<i>American History II</i>	
___	ENGL	2293	<i>Survey of World Lit. II &</i>						
___	HIST	1023	<i>Survey of Civilization II</i>						

Junior Year, Fall Semester (15 hours)				Junior Year, Spring Semester (15 hours)			
___	EDUC 3203	Educational Psychology: Developing Learners	3 hour course	___	EDUC 3563	Effective Instru/Mngt Strategies	3 hour
___	ECED 3323	Assessing Young Children	3 hour course	___	SOC 3453	<i>Race and Ethnic Relations</i>	3 hour
___	ECED 3353	Early Childhood Education.	3 hour course	___	ECED 3403	Family & Community Relations	3 hour
___	ECED 3383	Language Development	3 hour course	___	ECED 3303	Strategies for Teaching Special St.	3 hour
___		<i>Math, Science, or Technology elective</i>	3 hour course	___	HIST 3593	<i>Arkansas History</i>	3 hour

Senior Year, Fall Semester (15 hours)				Senior Year, Spring Semester (15 hours)			
___	EDUC 460V	Clinical Internship I	6 hour course	___	EDUC 463V	Clinical Internship II	15 hour course
___	ECED 4609	Early Childhood Education Methods	9 hour course				

Middle Level Education: English/Social Studies concentration

Freshman Fall (15 hours) – Semester 1				Freshman Spring (16 hours) – Semester 2				
___	ENGL	1013	<i>Composition I</i>	3 hour course	___	ENGL	1023 <i>Composition II</i>	3 hour course
___	MATH	1003	<i>Survey of Mathematics</i>		___	HIST	2213 <i>American History I</i>	3 hour course
	OR			3 hour course	___	HIST	1013 <i>Survey of Civ. I</i>	3 hour course
___	MATH	1043	<i>College Algebra</i>		___	EDUC	2253 Needs of Diverse Learners	3 hour course
___	EDUC	1143	Education for Schools & Society	3 hour course	___		<i>Biology course with associated laboratory</i>	4 hour course
___	SPCH	1023	<i>Public Speaking</i>					
	OR			3 hour course				
___	SPCH	2283	<i>Business and Professional Speech</i>					
___	PSY	1013	<i>Intro. to Psychology</i>	3 hour course				
Sophomore Fall (18 hours) – Semester 3				Sophomore Spring (18 hours) – Semester 4				
___	EDUC	2223	Developing Critical Literacy Skills	3 hour course	___	GEOG	2223 General Geography II	3 hour course
___	HIST	1023	<i>Survey of Civ. II</i>	3 hour course	___	HIST	2223 <i>American History II</i>	3 hour course
___	ENGL	2283	<i>World Lit. I</i>	3 hour course	___	ENGL	2293 <i>World Lit. II</i>	3 hour course
___	GEO	2213	<i>General Geography I</i>	3 hour course	___	ECON	2203 Principles of Macroeconomics	3 hour course
___	ENGL	2273	Advanced Composition	3 hour course	___	MLED	2103 Programs and Practices for Middle Schools	3 hour course
___	PSCI	2213	American National Gov't	3 hour course	___	ART	1053 Art Appreciation	
					___	OR		
					___	MUS	1113 Music Appreciation	3 hour course
Junior Fall (16 hours) – Semester 5				Junior Spring (15 hours) – Semester 6				
___	MLED	2113	Physical Development of Early Adolescents	3 hour course	___	MLED	3493 Middle Level Content-Based Methods	3 hour course
___	EDUC	3203	Educational Psychology	3 hour course	___	ENGL	3413 American Lit. II	3 hour course
___	PSCI	2223	State Gov't. of Arkansas	3 hour course	___	ENGL	4753 Advanced Grammar	3 hour course
___			<i>Science with associated lab (must be from chemistry, earth science, or astronomy)</i>	4 hour course	___	SOC	3453 <i>Race and Ethnic Relations</i>	3 hour course
			<i>Choose one of the following</i>		___	ENGL	3573 Literature for Adolescents	3 hour course
___	ENGL	3543	Creative Writing or					
___	ENGL	3403	American Lit. I or	3 hour course				
___	SPCH	3513	Intro to Oral Interpretation					

Senior Spring (15 hours) – Semester 7				Senior Fall (15 hours) – Semester 8	
_____	EDUC 460V	Clinical Internship I	6 hour course	_____	EDUC 463V Clinical Internship II
	15 hour course				
_____	MLED 4513	Teaching & Learning in the Middle Grades	3 hour course		
_____	<i>Math/Science/Tech Elective</i>		3 hour course		
_____	HIST 3593	Arkansas History	3 hour course		

Middle Level Education: Math/Science Concentration

Freshman Fall (16 hours) – Semester 1				Freshman Spring (16 hours) – Semester 2				
___	ENGL	1013	<i>Composition I</i>	3 hour course	___	ENGL	1023 <i>Composition II</i>	3 hour course
___	MATH	1003	<i>Survey of Mathematics</i>	3 hour course	___	EDUC	2253 Needs of Diverse Learners	3 hour course
___	EDUC	1143	Education for Schools and Society	3 hour course	___	ART	1053 <i>Art Appreciation</i>	
___	BIOL	1053	<i>Principles of Biology I</i>	3 hour course	___	MUS	1113 <i>Music Appreciation</i>	3 hour course
___	BIOL	1041	<i>Principles of Biology I Lab</i>	1 hour course	___	BIOL	1083 Principles of Biology II	3 hour course
___	PSY	1013	<i>Intro. to Psychology</i>	3 hour course	___	BIOL	1091 Principles of Biology II Lab	1 hour course
					Choose one of the following			
___	MATH	1033	Trigonometry or	3 hour course	___	MATH	1175 Pre-Calculus or	
___	MATH	1043	College Algebra		___	MATH	1043 College Algebra	

Sophomore Fall (18 hours) – Semester 3				Sophomore Spring (17 hours) – Semester 4				
___	HIST	1013	<i>Survey of Civ. I</i>		___	ESCI	1073 Earth and Atmosphere	3 hour course
___	ENGL	2283	<i>Survey of World Lit. I</i>		___	ESCI	1081 Earth and Atmosphere Lab	1 hour course
___	OR			6 hour course	___	HIST	2213 <i>American History I</i>	
___	HIST	1023	<i>Survey of Civ. II</i>		___	OR		3 hour course
___	ENGL	2293	<i>Survey of World Lit. II</i>		___	HIST	2223 <i>American History II</i>	
___	Humanities Elective		(<i>Art, Music, Foreign Language, English, or Philosophy</i>)	3 hour course	___	ESCI	1063 Elements of Geology	3 hour course
___	EDUC	2223	Developing Critical Literacy Skills	3 hour course	___	ESCI	1051 Elements of Geology Lab	1 hour course
___	SPCH	1023	<i>Public Speaking</i>		___	MLED	2103 Programs and Practices for Middle Schools	3 hour course
___	OR			3 hour course	___	MATH	1073 Compact Calculus	3 hour course
___	SPCH	2283	<i>Business/Professional Speech</i>					
___	PSCI	2213	<i>American National Gov't</i>	3 hour course				

Junior Fall (16 hours) – Semester 5	Junior Spring (16 hours) – Semester 6
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<p>____ MLED 2113 Phys. Dev. of Early Adoles. 3 hour course</p> <p>____ MATH 2243 Fundamentals of Geometric Concepts 3 hour course</p> <p>____ EDUC 3203 Educational Psychology 3 hour course</p> <p>____ PHYS 1003 Elements of Physics 3 hour course</p> <p>____ PHYS 1021 Elements of Physics Lab 1 hour course</p> <p>____ SOC 3453 <i>Race and Ethnic Relations</i> 3 hour course</p>	<p>____ CHEM 1023 Intro. to Chemistry 3 hour course</p> <p>____ CHEM 1031 Intro. to Chemistry Lab 1 hour course</p> <p>____ MATH 3553 Number Systems 3 hour course</p> <p>____ HIST 3593 <i>Arkansas History</i> 3 hour course</p> <p>____ MLED 3493 Middle Level Content-Based Methods 3 hour course</p> <p>____ GEOG 2213 <i>General Geography I</i> 3 hour course</p>
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Senior Spring (15 hours) – Semester 7	Senior Fall (15 hours) – Semester 8
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<p>____ EDUC 460V Clinical Internship I 6 hour course</p> <p>____ MLED 4513 Teaching and Learning in the Middle Grades 3 hour course</p> <p>____ MAED 4663 Methods of Teaching Math 3 hour course</p> <p>____ PHSC 3433 Science for Middle Level 3 hour course</p>	<p>____ EDUC 463V Clinical Internship II 15 hour course</p>
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Teachers

Bachelor of Science in Health and Physical Education (Licensure)

Freshman Fall (15 hours) - Semester 1					Freshman Spring (15 hours) - Semester 2				
___	ENGL	1013	<i>English Composition I</i>	3 hour course	___	ENGL	1023	<i>English Composition II</i>	3 hour course
___	MATH	1003	<i>Survey of Mathematics</i>		___	PE	1443	Team Sports	3 hour course
			or	3 hour course	___	EDUC	2223	<i>Developing Critical Literacy</i>	3 hour course
___	MATH	1043	<i>College Algebra</i>		___	PSY	1013	<i>Intro to Psychology</i>	3 hour course
___	EDUC	1143	Education for Schools and Society	3 hour course	___	HIST	2213	<i>American History I</i>	
			or						3 hour course
___	PE	1103	History and Principles of PE	3 hour course	___	HIST	2223	<i>American History II</i>	
___	ART	1053	<i>Art Appreciation</i>						
			or	3 hour course					
___	MUS	1113	<i>Music Appreciation</i>						
Sophomore Fall (16 hours) - Semester 3					Sophomore Spring (17 hours) - Semester 4				
___	BIOL	2233	<i>Anatomy and Physiology I</i>	3 hour course	___	EDUC	3203	Education Psychology	3 hour course
___	BIOL	2291	<i>Anatomy any Physiology Lab I</i>	1 hour course				<i>Choose one of the following :</i>	
___	EDUC	2253	Needs of Diverse Learners	3 hour course	___	HIST	1013	Survey of Civ. I	
___	PE	2203	Health and Wellness Promotion	3 hour course				or	3 hour course
			or		___	HIST	1023	Survey of Civ. II	
___	SPCH	1023	<i>Public Speaking</i>						
			or	3 hour course	___	PE	1051	Swimming	1 hour course
___	SPCH	2283	<i>Business/Professional</i>		___	PE	2213	Gymnastics and Rhythmic Activities	3 hour course
___	PE	1453	Individual Sports	3 hour course					
					___	BIOL	2243	<i>Anatomy and Physiology II</i>	3 hour course
					___	BIOL	2301	<i>Anatomy and Physiology Lab II</i>	1 hour course
					___	PE	2143	Principles and Theory of Coaching	3 hour course

Junior Fall (16 hours) - Semester 5	Junior Spring (18 hours) - Semester 6
--	--

Choose one of the following

	CHEM 1023	Intro to Chemistry and			PE 3503	Adaptive PE	3 hour course
	CHEM 1031	Intro to Chemistry Lab or	4 hours		PE 3523	Exercise Physiology	3 hour course
					PE 4683	Health Psychology and P-12 Methods	3 hour course
___	CHEM 1103	General Chemistry and			PE 2273	First Aid and CPR	3 hour course
___	CHEM 1121	General Chemistry Lab					
___	PE 3553	Growth and Motor	3 hour course	___	PE 2313	Care & Prevention of Athletics Injuries	3 hour course
___	SOC 3453	Race and Ethnicity	3 hour course				
___	EDUC 3563	Instructional Strategies	3 hour course	___	Coaching Courses		3 hour course
___	PE 3433	Organization and Administration of Health	3 hour course				

Senior Fall (18 hours) - Semester 7
--

___	PSCI 2213	American National Gov't.	3 hour course
___	PE 2113	Nutrition	3 hour course
___	PE 4643	Anatomical Kinesiology	3 hour course
___	ENGL 2283	World Lit. I or	3 hour course
___	ENGL 2293	World Lit. II	
___	PE 4603	Tests and Measurement	3 hour course
___	PE 4663	Methods/Materials of PE	3 hour course

Senior Spring (18 hours) - Semester 8	Senior Fall (15 hours) - Semester 9
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___	Humanities Elective	Art, Music, Foreign Language, English, or Philosophy	3 hour course	___	EDUC 463V	Internship II	15 hours
___	HIST 3593	Arkansas History	3 hour course	___	EDUC 460V	Internship I	6 hours

Bachelor of Science in Health and Physical Education Exercise Science Option

Freshman Year, Fall Semester (15hours)			Freshman Year, Spring Semester (17 hours) *Note: 18 hours without passing score on the fitness test		
___ ENGL 1013	<i>English Composition I</i>	3 hour course	___ ENGL 1023	<i>English Composition II</i>	3 hour course
___ MATH 1003	<i>Survey of Mathematics</i>	3 hour course	___ EXSC 1012	Concepts of Fitness	2 hour course
or	or		___ Humanities Elective	<i>Art, Music, Foreign Language, English, or Philosophy</i>	3 hour course
___ MATH 1043	<i>College Algebra</i>				
___ PE 1051	Swimming	1 hour course	HIST 2213	<i>American History I</i>	
___ SPCH 1023	<i>Public Speaking</i>		or	or	3 hour course
or	or	3 hour course	___ HIST 2223	<i>American History II</i>	
___ SPCH 2283	<i>Business/Professional</i>				
___ ART 1053	<i>Art Appreciation</i>	3 hour course	___ PSY 1013	<i>Intro to Psychology</i>	3 hour course
or	or		___ PE Elective	(1000- 3000 level)	3 hour course
___ MUS 1113	<i>Music Appreciation</i>		___ Pass Fitness Standard		
___ PE 1081	CVR Fitness	1 hour Course	Test or CVR 1 Hour		
___ Take Fitness			Course		
Standard Test					

Sophomore Year, Fall Semester (15 hours) *Note: 16 hours without passing score on the fitness test			Sophomore Year, Spring Semester (16 hours) *Note: 17 hours without passing score on the fitness test		
___ BIOL 1063	<i>Biological Science</i>	3 hour course	___ PE 2313	Care & Prevention of Athletic Injuries	3 hour course
___ EXSC 2163	Sport Entrepreneurship	3 hour course	___ PE 2113	Nutrition	3 hour course
___ PE 2203	Health and Wellness Promotion	3 hour course	HIST 1013	<i>World Civ I</i>	3 hour course
			or	or	
ENGL 2283	<i>World Lit I</i>	3 hour course	___ HIST 1023	<i>World Civ II</i>	
or	or		Choose one of the following		
___ ENGL 2293	<i>World Lit II</i>		CHEM 1023	<i>Intro to Chemistry</i>	
___ PSCI 2213	<i>American National Government</i>	3 hour course	and	and	4 hour course
___ Pass Fitness			___ CHEM 1031	<i>Intro to Chemistry Lab</i>	
Standard Test or CVR 1			Or		
Hour Course			CHEM 1103	<i>General Chemistry</i>	
			and	and	
			___ CHEM 1121	<i>General Chemistry Lab</i>	
			___ PE 1011	Weight Training for Men and Women	1 hour course
			___ Pass Fitness Standard		
			Test or CVR 1 Hour		
			Course		

Junior Year, Fall Semester (16 hours) *Note: 17 hours without passing score on the fitness test			Junior Year, Spring Semester (18 hours) *Note: 19 hours without passing score on the fitness test		
___ BIOL 2233	<i>Anatomy and Physiology I</i>	3 hour course	___ BIOL 2243	<i>Anatomy and Physiology II</i>	3 hour course
___ BIOL 2291	<i>Anatomy and Physiology Lab I</i>	1 hour course	___ BIOL 2301	<i>Anatomy and Physiology Lab II</i>	1 hour course
___ EXEC 3323	Strength and Conditioning	3 hour course	___ PE 1131	Fitness Through Aerobic Dance	1 hour course
___ SOC 2213	<i>Intro to Sociology</i>	3 hour course	___ PE 3523	Exercise Physiology	3 hour course
___ PE 4643	Kinesiology	3 hour course	___ PE 3461	Exercise Physiology Lab	1 hour course
___ PE 4401	Kinesiology Lab	1 hour course	___ PE 2273	First Aid and CPR	3 hour course
___ EXSC 2151	Methods of teaching Water Exercise and Aerobic Dance	1 hour course	___ PE 4683	Health Psychology and Methods	3 hour course
___ EXSC 3311	PACE Certification	1 hour course	___ EXSC 4523	Geriatric/Therapeutic Internship	3 hour course
___ Pass Fitness Standard Test or CVR 1 Hour Course			___ Pass Fitness Standard Test or CVR 1 Hour Course		
Senior Year, Fall Semester (15 hours) *Note: 16 hours without passing score on the fitness test			Senior Year, Spring Semester (15 hours) *Note: 16 hours without passing score on the fitness test		
___ PE Elective	(3000-4000 level)	3 hour course	___ CIS 2223	Micro Computer Applications	3 hour course
___ PE 4603	Physical Education Tests and Measurements	3 hour course	___ BIOL 4673	Pharmacology	3 hour course
___ EXSC 4503	Exercise Prescription	3 hour course	___ EXSC 4683	Methods and Technology for Exercise Science	3 hour course
___ EXSC 4513	Exercise Certification Preparation	3 hour course	___ EXSC 4806	Internship- Wellness Facility	6 hour course
___ EXSC 4623	Community Recreation Internship	3 hour course	___ Pass Fitness Standard Test or CVR 1 Hour Course		
___ Pass Fitness Standard Test or CVR 1 Hour Course					

Bachelor of Arts/Bachelor of Science in Health and Physical Education, P-12 (Non-Licensure)

Minor to be chosen by the student

Freshman Year, Fall Semester (12 hours)				Freshman Year, Spring Semester (15 hours)			
_____	ENGL 1013	<i>English Composition I</i>	3 hour course	_____	ENGL 1023	<i>English Composition II</i>	3 hour course
_____	MATH 1003	<i>Survey of Mathematics</i>		_____	PE 1443	Team Sports	3 hour course
	or	<i>or</i>	3 hour course	_____	PE 2143	Principles and Theory of Coaching	3 hour course
_____	MATH 1043	<i>College Algebra</i>		_____	PSY 1013	<i>Intro to Psychology</i>	3 hour course
_____	PE 1103	History and Principles of PE	3 hour course	_____	HIST 2213	<i>American History I</i>	3 hour course
_____	ART 1053	<i>Art Appreciation</i>	3 hour course	_____	or	<i>or</i>	
_____	MUS 1113	<i>Music Appreciation</i>		_____	HIST 2223	<i>American History II</i>	
				_____	or	<i>or</i>	
				_____	PSCI 2213	<i>American National Government</i>	
Sophomore Year, Fall Semester (16 hours)				Sophomore Year, Spring Semester (17 hours)			
_____	BIOL 2233	Anatomy and Physiology I	3 hour course	_____	Minor Class		3 hour course
_____	BIOL 2291	Anatomy and Physiology Lab I	1 hour course	_____	PE 1051	Swimming	1 hour course
_____	Minor Class		3 hour course	_____	HIST 1013	<i>Survey of Civ I and</i>	
_____	PE 1453	Individual Sports	3 hour course	_____	and	<i>World Lit I</i>	
_____	PE 2203	Health and Wellness Promotion	3 hour course	_____	ENGL 2283		6 hour course
				_____	or		
_____	SPCH 1023	<i>Public Speaking</i>	3 hour course	_____	HIST 1023	<i>Survey of Civ II and</i>	
_____	or	<i>or</i>		_____	and	<i>World Lit II</i>	
_____	SPCH 2283	<i>Business/Professional</i>		_____	ENGL 2293		
				_____	PE 2213	Gymnastics and Rhythmic Activities	3 hour course
				_____	BIOL 2243	<i>Anatomy and Physiology II</i>	3 hour course
				_____	BIOL 2301	<i>Anatomy and Physiology Lab II</i>	1 hour course

Junior Year, Fall Semester (16 hours)				Junior Year, Spring Semester (18 hours)			
<i>Choose one of the following</i>							
_____	CHEM 1023	<i>Intro to Chemistry</i>		_____	PE 2113	Nutrition	3 hour course
	and	<i>and</i>		_____	Minor Class		3 hour course
_____	CHEM 1031	<i>Intro to Chemistry Lab</i>		_____	Minor Class		3 hour course
		Or	4 hour course	_____	PE 3503	Adaptive PE	3 hour course
	CHEM 1103	<i>General Chemistry</i>		_____	PE 2313	Care & Prevention of Athletic Injuries	3 hour course
	and	<i>and</i>		_____	Coaching Courses		3 hour course
_____	CHEM 1121	<i>General Chemistry Lab</i>					
_____	PE 3553	Growth and Motor	3 hour course				
_____	PE 3433	Organization and Administration of Health	3 hour course				
_____	Minor Class		3 hour course				
_____	Minor Class		3 hour course				

Senior Year, Fall Semester (15 hours)				Senior Year, Spring Semester (18 hours)			
_____	Humanities Elective	<i>Art, Music, Foreign Language, English, or Philosophy</i>	3 hour course				
_____	PE 4603	Tests and Measurements	3 hour course				
_____	PE 4663	Methods/Materials of PE	3 hour course				
_____	PE 4643	Anatomical Kinesiology	3 hour course				
_____	HIST 3593	Arkansas History	3 hour course				
_____	PE 3523	Exercise Physiology	3 hour course				
_____	Social Science Elective	<i>To be chosen from the disciplines of Anthropology, Criminal Justice, Economics, Geography, Political Science, Psychology, Social Work, or Sociology</i>	3 hour course				
_____	PE 4683	Health Psychology Methods	3 hour course				
_____	Minor Class		3 hour course				
_____	Minor Class		3 hour course				
_____	PE 2273	First Aid and CPR	3 hour course				

UAM School of Education Graduate Programs

The School of Education offers three advanced degrees:

- Master of Education degree with prescribed concentration areas
- Master of Education in Educational Leadership
- Master of Arts in Teaching alternative licensure degree

Graduate Program Goals

The graduate programs in the School of Education are developed around standards that govern accomplished teaching, including the National Board for Professional Teaching Standards. Additionally, standards from discipline-specific learned societies are referenced in course materials and activities.

Students in the advanced programs in the School of Education are expected to:

- Develop an in-depth understanding of advanced principles and theories of teaching and learning;
- Acquire an attitude of inquiry and curiosity for learning that permeates instruction;
- Conduct action-based research to demonstrate that students are learning and achieving;
- Collaborate with other professional educators and leaders to address issues and concerns in education;
- Demonstrate the ability to become educational leaders who have the potential to make a difference in their individual educational settings.

Graduate Curriculum

The School of Education offers three advanced degrees: Master of Education (M.Ed.) degree with prescribed concentration areas; Master of Education (M.Ed.) in Educational Leadership; and a Master of Arts in Teaching (M.A.T.) degree.

Master of Education (M.Ed.) with Concentration Areas

Advanced Professional Core Courses 12 hours

Psychological Foundations of Teaching and Learning

Instructional Technology

Educational Research Methodology

and

History and Philosophy of Education

or

Issues and Trends in Education

Concentration Areas (Select Two Areas) ... 24 hours

Educational Technology

Educational Technology and Cognitive Learning

Social and Legal Issues in Educational Technology

Instructional Courseware Development

Information Management and the Teaching Process

Teacher Leadership

Public Education Law

Public School Organization and Administration

Supervision of Instruction

Strategic and Instructional Leadership

or

Teacher Leaders: Preparing for National Board Certification

Early Childhood Education

Creative Arts

Trends, Problems, and Issues of Early Childhood Education

Child Development

Historical and Theoretical Approaches to Early Childhood Education

Reading

Survey of Reading Programs and Practices

Literacy Across the Curriculum: An Interdisciplinary Approach

Developmental and Corrective Reading

Practicum in Reading Instruction

Special Education (P-4)

Child Development
Language Development of Exceptional Learners
Application of Assessment of Exceptional Children
Characteristics of Exceptionality of Young Children

Special Education (4-12)

Behavior Management
Problems and Issues in Individualized Educational Planning
Applications of Assessment Data for Exceptional Children
Methods and material for the Secondary Level

Content Areas (select 12 hours in one of the following areas)

English
Mathematics
General Science
Physical Education
Social Studies

Master of Education in Educational Leadership

Advanced Professional Core Courses 12 hours

Psychological Foundations of Teaching and Learning
Instructional Technology
Educational Research Methodology
and
History and Philosophy of Education
or
Issues and Trends in Education

Educational Leadership 24 hours

Public Education Law
Public School Organization and Administration
Supervision of Instruction
Strategic and Instructional Leadership
Elementary/Secondary School Administration
Curriculum Development
Practicum in Educational Administration I
Practicum in Educational Administration II

Articulation Agreement
For the
Master of Arts in Teaching Program
University of Arkansas-Monticello

REVISED 08.12.05

The University of Arkansas-Monticello (UAM) is offering a Master of Arts in Teaching (M.A.T.) degree for candidates who have an undergraduate degree from an accredited college or university in a licensable area at the 7-12 grade level. As a result, UAM’s candidates in the M.A.T. program will be exempted from the non-traditional licensure two-year program of workshops offered by the Arkansas Department of Education (ADE). To ensure quality control and coordination with the ADE, UAM will do the following:

- The state-adopted Pathwise domains are embedded within all M.A.T. level coursework;
- Faculty who supervise the M.A.T. interns will be trained in the Pathwise model and only mentor teachers who have received or are in the process of receiving Pathwise training will be asked to participate in internship supervision and mentoring.
- UAM will make application for a provisional license for the M.A.T. candidates through the Arkansas Department of Education (ADE). The provisional license will allow M.A.T. candidates to be employed by an Arkansas public school;
- The training modules for the Non-traditional Licensure candidates will be waived in lieu of the coursework taken in conjunction with the approved M.A.T. program requirements;
- At the completion of the M.A.T. program, candidates will have successfully completed all state requirements for licensure, including passing the PRAXIS I and the appropriate PRAXIS II examinations. At this time, UAM will recommend the candidate for an initial Arkansas teaching license.

The M.A.T. program at UAM includes the following components that will insure appropriate preparation for Arkansas state licensure.

Required Program of Study

Pedagogy Courses

<i>Summer I</i>	<i>Hours</i>
Introduction to Education	3
<i>Summer II</i>	
<i>Hours</i>	
MAT Methods.....	3
EDFD 5063 Psychological Foundations.....	3
<i>Fall</i>	
<i>Hours</i>	
EDUC 5033 Teaching Diverse Learners	3
EDFD 5043 Instructional Technology.....	3
EDUC 5803 Internship I.....	3
<i>Spring</i>	
<i>Hours</i>	
EDUC 5043 Assessment Techniques	3

EDUC 5053 Public School Law for Teachers	3
EDUC 5813 Internship II	3
Advanced Education Courses	
<i>Summer I</i>	
	<i>Hours</i>
EDUC 5023 Critical Literacy	3
EDFD 5543 Issues and Trends in Education	3
Content Courses (as required).....	0-6
M.A.T. teacher candidates may be required to take content coursework in the area of licensure as determined by the advisor, the Coordinator for Graduate Programs in the School of Education, the content area faculty representative, and the Dean of the School of Education.	
TOTAL.....	30-36

Admission Requirements for the Master of Arts in Teaching (M.A.T.) Program

An M.A.T. Admissions Committee comprised of the Dean of the School of Education, the Coordinator for Graduate programs in the School of Education, and the content area faculty representative will review applications. Admission requirements for the M.A.T. program include:

- Bachelor of Arts or a Bachelor of Science degree from a regionally accredited college or university and verified with official transcripts from each college/university attended;
- A cumulative grade point average of 3.00* in the last 60 hours;
- Successful criminal background check;
- Praxis I or GRE with minimum scores of Verbal 370; Quantitative 370; and
- Writing 4.5;
- Passing scores on the appropriate PRAXIS II Specialty area examination for which licensure is sought.
-

*A candidate who does not meet the regular GPA requirement may qualify for conditional admission. The minimum GPA is 2.80 may be supplemented with the following:

2.99-2.90 GPA Combined Verbal and Quantitative score of 900 and writing of 4.5;
 NOTE: Both the Verbal and Quantitative score must meet the minimum score of 370;
 2.89-2.80 GPA Combined Verbal and Quantitative score of 1000 and writing of 4.5;
 NOTE: Both the Verbal and Quantitative score must meet the minimum score of 370;

Arkansas State Licensure Examinations

All teacher candidates must pass the PRAXIS II-Specialty Area tests prior to acceptance into the M.A.T. program. To complete the M.A.T. program and become eligible for graduation with an M.A.T. degree, all teacher candidates must successfully pass the Principles of Learning and Teaching (PLT) examination if the Specialty Area test does not contain a pedagogy component.

Course Descriptions

Introduction to Teaching

3 credit hours: MAT

Prerequisites: Admission to MAT program

Includes two weeks of intense training in the Summer I term, an introduction to portfolio construction, proactive/reactive discipline procedures, an introduction to classroom management,

instructional strategies, lesson planning, objective writing, and an introduction to Pathwise. Additional requirements include 8 hours of field based experience in the public school setting.

EDUC 5073 MAT Methods

3 credit hours: MAT

The methods course provides students with an understanding of advanced teaching methods, classroom management, instructional strategies, and Arkansas state standards.

EDUC 5023 Critical Literacy Across the Curriculum

3 credits: 3 hours lecture

Prerequisites: Admission to MAT program

Designed to improve students' understanding of language and communication through developing skills in: 1) traditional literacy; 2) scientific literacy; 3) mathematical literacy; and 4) technological literacy. Emphasis will be placed on writing skills. Students will tutor in field-based settings and will use technology during the tutoring experiences, including desktop publishing, graphics, and database management.

EDUC 5033 Teaching Diverse Learners

3 credits: 3 hours lecture

Prerequisites: Admission to MAT program

Designed to provide students with a basic introduction to special education and the cultural, socioeconomic, and emotional needs of 7-12 learners. Students will observe learners in field settings and will utilize technology through Internet research and software analysis.

EDUC 5043 Assessment Techniques for Teachers

3 credits: 3 hours lecture

Prerequisites: Admission to MAT program

An introductory course in the assessment and research procedures commonly used in the field of education including alternative, performance based, teacher-developed, and standardized assessments.

EDUC 5053 Public School Law for Teachers

3 Credit hours; MAT

The course provides professional educators with a basic understanding of the law as it relates to their day-to-day activities in a P-12 setting.

EDUC 5803 MAT Internship I

3 credits

Prerequisites: Admission to MAT program

The first semester of the year-long internship experience, this course focuses on directed teaching strategies, classroom management, working with parents and colleagues, state and local standards, and best-practices for the content being taught. Students will be working in the schools during Internship I.

EDUC 5813 MAT Internship II

3 credits

Prerequisites: Admission to MAT program

The second semester of the year-long internship experience, this course focuses on directed teaching strategies, classroom management, working with parents and colleagues, state and local standards, and best-practices for the content being taught. Students will be working in the schools during Internship II.

Additional components of the M.A.T. program:

- All M.A.T. students will participate in summer seminars prior to the fall internship;
- Portfolios will be developed that span the entire M.A.T. experience that include artifacts related to the Pathwise domains and that reinforce the candidate’s competency to teach;
- Candidates will be assigned to an advisor who will monitor their progress throughout the program;
- University supervisors will be assigned to each M.A.T. candidate during the internship;
- All candidates will complete a comprehensive examination at the conclusion of their program;
- All candidates will demonstrate competency in using technology effectively in the classroom;
- Candidates will complete a required assessment course developed specifically for M.A.T. students and that covers important aspects of formative and summative evaluation in the classroom.

 Dr. Jack Lassiter
 Chancellor
 UAM

 Date

 Dr. Peggy Doss
 Dean, School of Education
 UAM

 Date

 Donna Zornes
 Arkansas Department of Education

 Date

Data on Teacher Education Candidates (Fall 2002-Spring 2006)

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
Admitted to Teacher Education	12	12	13	24	7	21	21	3
Average GPA	3.32	3.30	3.31	3.30	3.20	3.40	3.43	3.04
Internship	61	56	86	93	132	117	27	24
Intern I	19	7	25	12	32	5	21	3
Intern II	6	19	7	27	12	32	6	21
Number of Juniors	73	61	56	68	70	NA	NA	NA
Number of Seniors	71	74	70	72	97	NA	27	24
Program Completers	NA	26	NA	15	NA	24	3	19

Number of Students Admitted to Teacher Education Program by Racial Composition

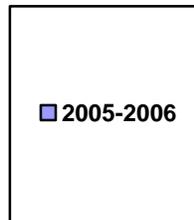
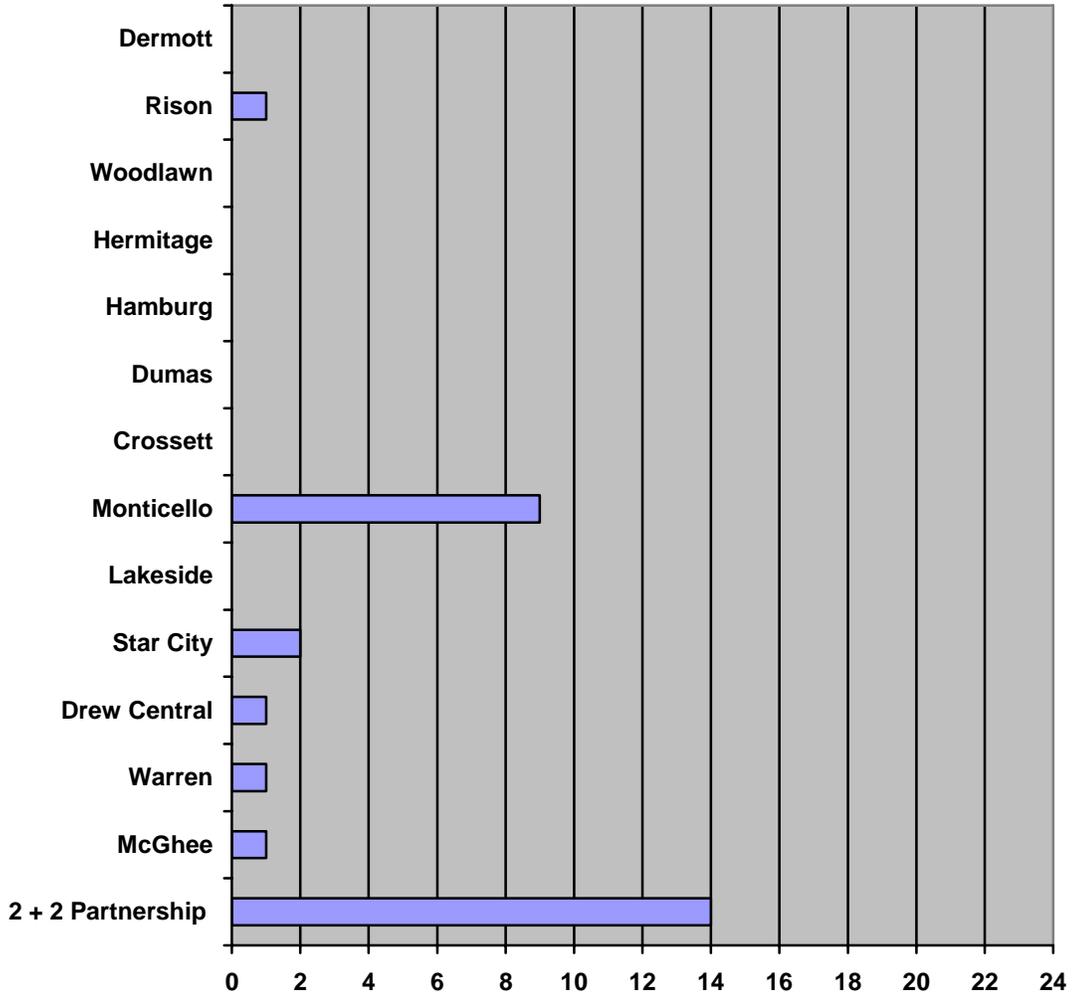
	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
White	12	11	13	16	3	17	17	20
Black, African American	0	1	0	8	4	4	3	4
Hispanic	0	0	0	0	0	0	0	0

Data on Master of Arts in Teaching Candidates (Fall 2002-Spring 2006)

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
MAT	36	30	54	54	88	83	32	32

UAM School of Education Partnership Schools

The SOE has a formal partnership with the regional school districts. The following chart illustrates the number and placements of our interns in specific school districts during the 2005-2006 academic year. Placement in partner schools is made upon request of area schools, request of teacher candidates and in consideration of providing the best experience based upon the teacher candidates' needs.



Majors by Classification Level: Fall 2005

Major	Freshman	Sophomore	Junior	Senior	Special	Post Bach	Total
Elementary	0	0	0	0	0	0	0
Early Childhood/ Special Education	53	37	46	53	0	2	191
Middle Level	9	6	5	5	0	3	25
Certification	0	0	0	0	1	3	4
Health P.E.	26	21	31	12	0	0	90
Health P.E.- Non-Licensure	0	2	6	13	0	0	21
Health P.E.- Exercise Science	2	3	1	7	0	0	13
M.Ed.							86
M.A.T.							30
Certificates							7
Unit Total							462

School of Education Majors for Fall Terms (1999 – 2005)

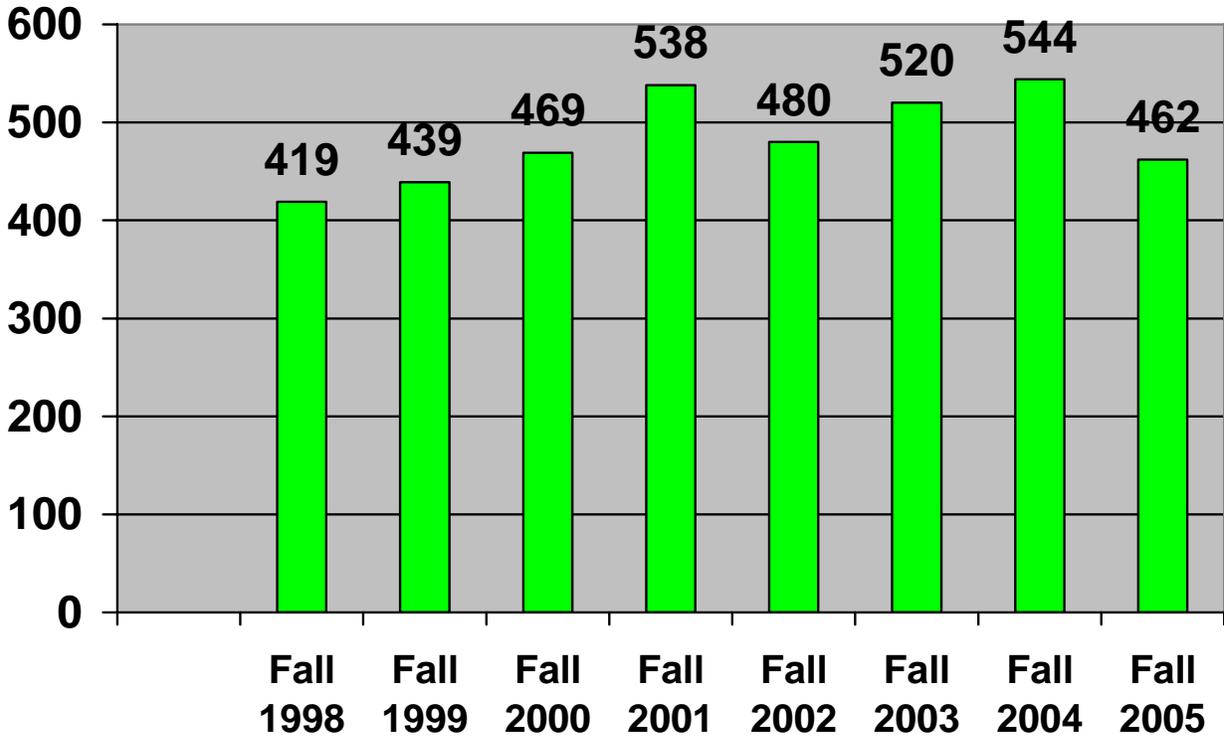
	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05
Elementary Education							
Freshman	45	45	13	0	0	0	0
Sophomore	39	34	22	0	0	0	0
Junior	33	23	10	0	0	0	0
Senior	48	45	35	2	0	0	0
Pre-Freshman	0	1	0	0	0	0	0
Special (non-degree seeking)	6	5	0	0	0	0	0
Post Bachelor	1	2	0	0	0	0	0
Total	172	155	80	2	0	0	0
Early Childhood/Special Education (P-4)							
Freshman	0	0	50	59	52	52	53
Sophomore	0	0	14	45	38	38	37
Junior	0	0	8	39	47	41	46
Senior	0	0	9	24	46	58	53
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	3	2	1	0
Post Bachelor	0	0	3	2	2	3	2
Total	0	0	84	172	187	193	191
Middle-Level Education (4-8)							
Freshman	0	0	6	5	12	12	9
Sophomore	0	0	4	6	3	6	8
Junior	0	0	4	5	9	4	5
Senior	0	0	0	1	5	4	5
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	1	0	0
Post Bachelor	0	0	0	0	0	3	0
Total	0	0	14	17	30	29	25
Teacher Licensure(graduate)							
Freshman	0	0	0	0	0	0	0
Sophomore	0	0	0	1	0	0	0
Junior	0	0	0	0	0	0	0
Senior	1	0	0	0	0	0	0
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	5	0	0	0	0	1	1
Post Bachelor	2	5	6	10	6	9	3
Total	8	5	6	11	6	10	4

Health & PE							
Freshman	48	35	30	39	45	39	26
Sophomore	23	40	35	16	19	29	21
Junior	28	31	36	21	19	20	31
Senior	39	30	34	32	30	20	12
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	3	0	0	0	1	1	0
Total	141	136	135	108	114	109	90
Health & PE - Non-Licensure (BA/BS)							
Freshman	0	0	3	7	2	1	0
Sophomore	0	0	2	5	9	5	2
Junior	0	0	2	8	5	5	6
Senior	0	0	2	12	19	15	13
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0
Total	0	0	9	32	35	26	21
Health & PE-Exercise Science							
Freshman	0	0	0	0	0	0	2
Sophomore	0	0	0	0	0	0	3
Junior	0	0	0	0	0	0	1
Senior	0	0	0	0	0	0	7
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	13
Grad Ed - Elementary (M.Ed.)							
Total	56	78	25	6	2	0	0
Grad Ed - Secondary (M.Ed.)							
Total	51	76	32	14	3	3	2
Grad Ed - M.Ed.							
Total	0	0	103	65	54	70	73
Grad Ed - Ed. Leadership (M.Ed.)							
Total	0	0	17	17	17	10	13
Grad Ed - Master of Arts-Teaching (M.A.T.)							
Total	0	0	17	35	65	88	30
Grad Cert - Technology							
Total	0	0	0	1	1	0	0

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Grad Cert - Ed Leadership Total	0	0	0	0	3	2	0
Grad Cert - Special Education Total	0	0	0	0	3	2	0
Grad Cert - Physical Education Total	0	0	0	0	0	1	0
Grad Cert - Middle School Total	0	0	0	0	0	1	0
Grad Cert - Early Childhood Total	0	0	0	0	4	1	0
	439	469	538	480	524	545	462

**Longitudinal Enrollment in the School of Education
Fall 1998 through Fall 2005
(Data Source: CIP Code)**



School of Education FTE 2005-2006

Instructors	%ADMIN	Sum II 05	SSCH	Fall 06	SSCH	Spring 06	SSCH	Sum I 06	SSCH	FTE YTD	YTD SSCH	%FTE of SOE	%SCP of SOE	Approximate Tuition Generated (\$100.00)
Carr		1.00	156.00	1.47	453.00	1.27	496.00			3.74	1105.00	8.53%	14.89%	\$110,500.00
Hunnicutt	0.75%	1.00	89.00					1.50	264.00	2.50	353.00	5.70%	4.76%	\$35,300.00
Longing		1.00	87.00	0.83	201.00	0.63	225.00	1.00	117.00	3.46	630.00	7.89%	8.49%	\$63,000.00
Frazer				1.62	244.00	1.41	200.00	1.00	84.00	4.03	528.00	9.17%	7.11%	\$52,800.00
Hughes	0.75%													
Professors		Sum II 05	SSCH	Fall 06	SSCH	Spring 06	SSCH	Sum I 06	SSCH	FTE YTD	YTD SSCH	%FTE of SOE	%SCP of SOE	Approximate Tuition Generated (\$100.00)
Jones		1.00	57.00	1.50	225.00	1.25	225.00	1.50	225.00	5.25	732.00	11.97%	9.86%	\$72,300.00
O'Connor		1.00	120.00	0.68	135.00	0.62	81.00			2.30	336.00	5.24%	4.53%	\$33,600.00
Hoppe				1.03	240.00	0.78	90.00	0.50	12.00	2.31	342.00	5.27%	4.61%	\$34,200.00
King	Grant			0.75	210.00	0.75	192.00			1.50	402.00	3.42%	5.42%	\$40,200.00
Lang	0.25%			0.50	93.00	0.50	84.00	1.00	39.00	2.00	216.00	4.56%	2.91%	\$21,600.00

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Coaches	%SOE	Sum II 05	SSCH	Fall 06	SSCH	Spring 06	SSCH	Sum I 06	SSCH	FTE YTD	YTD SSCH	%FTE of SOE	%SCP of SOE	Approximate Tuition Generated (\$100.00)
Martin	0.50%			0.56	96.00	0.28	66.00			0.84	162.00	1.91%	2.18%	\$16,200.00
Maxedon				1.03	222.00	1.34	66.00	1.00	45.00	3.37	333.00	7.68%	4.49%	\$33,300.00
Ramirez	0.25%			0.78	72.00	0.78	51.00	1.00	66.00	2.56	189.00	5.84%	2.55%	\$18,900.00
Rosato				0.84	81.00	0.59	117.00			1.43	198.00	3.26%	2.67%	\$19,800.00
Doss	100.00%							0.25	9.00	0.25	9.00	0.57%	0.12%	\$900.00
Terrell				1.00	141.00	1.00	117.00	1.00	23.00	3.00	281.00	6.40%	3.65%	\$28,100.00
Garner		0.50	90.00	0.50	126.00					1.00	216.00	2.28%	2.91%	\$21,600.00
Adjuncts		Sum II 05	SSCH	Fall 06	SSCH	Spring 06	SSCH	Sum I 06	SSCH	FTE YTD	YTD SSCH	%FTE of SOE	%SCP of SOE	Approximate Tuition Generated (\$100.00)
All		0.38	72.00	1.41	360.00	1.21	372.00	0.62	110.00	3.62	914.00	8.25%	12.31%	\$91,400.00
Coaches	%SOE	Sum II 05	SSCH	Fall 06	SSCH	Spring 06	SSCH	Sum I 06	SSCH	FTE YTD	YTD SSCH	%FTE of SOE	%SCP of SOE	Approximate Tuition Generated (\$100.00)
Dykes	0.25%	0.50	63.00	0.25	114.00	0.25	96.00			1.00	273.00	2.28%	3.68%	\$27,300.00
Brossett	0.25%			0.08	8.00	0.08	11.00			0.16	19.00	0.36%	0.26%	\$1,900.00
Downing	0.25%			0.25	105.00					0.25	105.00	0.57%	1.41%	\$10,500.00

SUMMER II 2005 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
Education 24	72.00	Carr A	P E	1453	01	INDIVIDUAL SPORTS	MTWHF	10:10AM	12:10PM	25	3.00	3.00
28	84.00		P E	3413	02	NUTRITION	MTWHF	08:00AM	10:00AM	25	3.00	3.00
2	6.00		P E	479V	01	IS:INDIVIDUAL SPORTS	TBA	AR:	AR:	1	3.00	. 0
1	3.00		P E	479V	02	IS:KINESIOLOGY	TBA	AR:	AR:	1	3.00	. 0
-----											12.00	6.00
4	55	165.00										
21	63.00	Dykes Donald	P E	2263	01	OFFICIATING	MTWHF	01:00PM	03:00PM	20	3.00	3.00
-----											3.00	3.00
1	21	63.00										
1	3.00	Frazer M	EXSC	479V	01	IS:SPORT ENTREPREN	TBA	AR:	AR:	1	3.00	. 0
-----											3.00	. 0
1	1	3.00										
30	90.00	Garner T W	P E	1443	01	TEAM SPORTS	MTWHF	08:00AM	10:00AM	30	3.00	3.00
-----											3.00	3.00
1	30	90.00										
6	18.00	Gragg Betty	EDFD	5063	01	PSYCHOLOGICAL FOUN	MTWHF	04:00PM	06:45PM	20	3.00	3.00
1	3.00		EDLD	579V	01	IS:STRAT/INSTRUCT LD	TBA	AR:	AR:	1	3.00	. 0
-----											6.00	3.00
2	7	21.00										
15	45.00	Hunnicut D	EDFD	5293	90	ST:MAT METHODS	TBA	WB:	WB:	30	3.00	. 0
14	42.00		EDFD	5293	91	ST:MAT METHODS	TBA	WB:	WB:	30	3.00	. 0
-----											6.00	. 0
2	29	87.00										
10	30.00	Jones CM	ECED	5023	01	CREATIVE ARTS	MTWHF	07:30AM	10:15AM	20	3.00	3.00
9	27.00		ECED	5033	01	TRENDS & PROB ECED	MTWHF	10:30AM	01:15PM	20	3.00	3.00
-----											6.00	6.00
2	19	57.00										
14	42.00	Longing J	EDFD	5063	90	PSYCHOLOGICAL FOUN	TBA	WB:	WB:	30	3.00	. 0
15	45.00		EDFD	5063	91	PSYCHOLOGICAL FOUN	TBA	WB:	WB:	30	3.00	. 0
-----											6.00	. 0
2	29	87.00										

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17	51.00	Martin Casey	EDUC 3563 90 EFF INST/MGMT STRA	TBA	WB:	WB:	0	3.00	. 0

1	17	51.00						3.00	. 0
21	63.00	OConnor R	EDFD 5423 90 INFO MGMT TCHG PRO	TBA	WB:	WB:	20	3.00	. 0
19	57.00		EDFD 5433 90 INSTRU COURSE DEV	TBA	WB:	WB:	20	3.00	. 0

2	40	120.00						6.00	. 0

18	248	744.00						54.00	21.00

Fall 2005 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
Education 2	6.00	Brackin D	EDFD	5293	01	ST:NBC WRITING INST	TBA	AR:	AR:	0	3.00	3.00
1	2										3.00	3.00
8	8.00	Brossett D	P E	1061	61	SS:SCUBA	M	05:30PM	07:15PM	15	1.00	2.00
1	8										1.00	2.00
29	87.00	Carr A	P E	3413	72	NUTRITION	T	06:00PM	08:45PM	25	3.00	3.00
15	45.00		P E	4603	01	TESTS MEASUREMENTS	T H	08:10AM	09:30AM	15	3.00	3.00
26	78.00		P E	1453	01	INDIVIDUAL SPORTS	T H	09:40AM	11:00AM	25	3.00	3.00
35	105.00		P E	1103	01	HIST & PRINCIPLES	M W F	08:10AM	09:00AM	35	3.00	3.00
16	48.00		P E	4643	01	ANATOM KINESIOLOGY	M W F	10:10AM	11:00AM	30	3.00	3.00
1	3.00		P E	5243	01	ANATOM KINESIOLOGY	M W F	10:10AM	11:00AM	10	3.00	3.00
27	81.00		P E	3413	02	NUTRITION	M W F	11:10AM	12:00PM	25	3.00	3.00
6	6.00		P E	4401	01	ANATOMICAL KIN LAB	TBA	AR:	AR:	25	1.00	1.00
8	155										22.00	22.00
13	39.00	Chambless J	ECED	2103	96	CHAR EXCEPTION	W	03:50PM	06:30PM	0	3.00	3.00
1	13										3.00	3.00
13	39.00	Crossland L	ECED	2203	98	CHILD DEVELOPMENT	M	03:50PM	06:30PM	0	3.00	3.00
1	13										3.00	3.00
35	105.00	Downing Kev	P E	3373	01	COACH BASEBL/SOFTB	M W F	08:10AM	09:00AM	30	3.00	3.00
1	35										3.00	3.00
8	24.00	Dudak R A	READ	5033	90	SURV RDG PROG PRAC	TBA	WB:	WB:	20	3.00	. 0
1	8										3.00	. 0
38	114.00	Dykes Donald	P E	3473	01	COACHING FOOTBALL	T H	11:10AM	12:30PM	30	3.00	3.00
1	38										3.00	3.00

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26	78.00	Emfinger S K P E	2313 01 CARE & PREVENT INJ	M W F	09:10AM 10:00AM	25	3.00	3.00

1	26						3.00	3.00
31	93.00	Eoff K	EDUC 5803 01 MAT INTERN I	TBA	AR: AR:	30	3.00	3.00

1	31						3.00	3.00
7	21.00	Frazer M	EXSC 4513 01 EXERCISE CERT PREP	T H	09:40AM 11:00AM	20	3.00	3.00
11	33.00		EXSC 4503 01 EXERCISE PRESCRIPT	M W F	09:10AM 10:00AM	20	3.00	3.00
34	102.00		P E 2203 01 HEALTH-WELLNESS PR	M W F	10:10AM 11:00AM	35	3.00	3.00
11	11.00		EXSC 2151 01 MTH TCHG WATER/ARO	TBA	AR: AR:	20	1.00	1.00
9	9.00		EXSC 3311 01 PACE CERTIFICATION	TBA	AR: AR:	20	1.00	2.00
7	21.00		EXSC 4623 01 COMM REC INTERN	TBA	AR: AR:	20	3.00	3.00
1	2.00		EXSC 479V 01 IS:CONCEPTS FITNESS	TBA	AR: AR:	1	2.00	. 0
3	18.00		EXSC 4806 01 INTERNSHIP-WELLNES	TBA	AR: AR:	20	6.00	. 0
26	26.00		P E 1081 01 CVR FITNESS CLASS	TBA	AR: AR:	30	1.00	1.00
1	1.00		P E 479V 02 IS:AEROBIC DANCING	TBA	AR: AR:	1	1.00	. 0

10	110						24.00	16.00
39	117.00	Garner T W	P E 3433 90 ORGNZTN & ADMINSTR	TBA	WB: WB:	30	3.00	. 0
3	9.00		P E 5043 90 ORG/ADMN ATHLETICS	TBA	WB: WB:	20	3.00	. 0

2	42						6.00	. 0
17	17.00	Gleason Stev	P E 1021 01 RECRTN ACTIVITIES	M W	11:10AM 12:00PM	25	1.00	2.00

1	17						1.00	2.00
20	60.00	Hoppe Sue	ECED 2103 01 CHAR EXCEPTION	H	01:40PM 04:25PM	20	3.00	3.00

Fall 2005 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact	
12	36.00		ECED	3303	01	STRAT TCHG SPEC ST	T H	09:40AM	11:00AM	20	3.00	3.00	
16	48.00		ECED	3323	90	ASSESSING YG CHILD	TBA	WB:	WB:	20	3.00	. 0	
32	96.00		EDUC	5033	90	TEACHING DIVERSE L	TBA	WB:	WB:	30	3.00	. 0	
-----											12.00	6.00	
4	80	240.00											
			Hughes Jay L	EDUC	460V	01	CLN INTERN I (P-4)	TBA	AR:	AR:	20	6.00	. 0
7	42.00			EDUC	460V	02	CLN INTERN I (MLED)	TBA	AR:	AR:	20	6.00	. 0
1	6.00			EDUC	460V	78	CLN INTERN I (P-4)	TBA	AR:	AR:	20	6.00	. 0
13	78.00			EDUC	463V	01	CLN INTERN II (P-4)	TBA	AR:	AR:	20	15.00	1.00
4	60.00			EDUC	463V	03	CLN INTERN II (SEC)	TBA	AR:	AR:	20	15.00	1.00
2	30.00												
-----											48.00	2.00	
5	27	216.00											
			Jones CM	ECED	1013	01	CHILD DEV ASSOC T1	S	AR:	AR:	25	3.00	3.00
1	3.00			ECED	1033	01	PRESCHOOL PRACTICU	S	AR:	AR:	25	3.00	3.00
1	3.00			ECED	3383	61	LANGUAGE DEVELOPE	H	04:30PM	07:15PM	20	3.00	3.00
17	51.00			EDUC	3733	61	BEHAVIOR MGMT	W	04:30PM	07:15PM	20	3.00	3.00
4	12.00			SPED	5123	61	BEHAVIOR MGMT	W	04:30PM	07:15PM	20	3.00	3.00
6	18.00			ECED	2203	61	CHILD DEVELOPMENT	M	04:30PM	07:15PM	20	3.00	3.00
21	63.00			ECED	479V	01	IS:FAMILY/COMM RELA	TBA	AR:	AR:	1	3.00	. 0
1	3.00			EDFD	579V	01	IS:SENSORY DEV/BEHAV	TBA	AR:	AR:	3	3.00	. 0
2	6.00			ECED	5043	90	CHILD DEVELOPMENT	TBA	WB:	WB:	20	3.00	. 0
25	75.00												
-----											27.00	18.00	
9	78	234.00											
			King KB	P E	4663	01	METHDS/MATRLS PE	T H	09:40AM	11:00AM	15	3.00	3.00
13	39.00			P E	2213	01	GYMNASTICS/RHYTHMI	T H	11:10AM	12:30PM	30	3.00	3.00
28	84.00			P E	3553	01	GROWTH-MOTOR DEV	M W F	09:10AM	10:00AM	30	3.00	3.00
29	87.00												
-----											9.00	9.00	
3	70	210.00											
			Lang V	EDLD	5643	01	PRACTICUM ED LEADER	TBA	AR:	AR:	0	3.00	3.00
9	27.00			EDUC	2253	90	NEEDS OF DIV LNRS	TBA	WB:	WB:	20	3.00	. 0
22	66.00												
-----											6.00	3.00	
2	31	93.00											
			Longing J	EDUC	1143	02	EDUC SCL & SOCIETY	T H	09:40AM	11:00AM	20	3.00	3.00
16	48.00												

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20	60.00		EDUC 1143 01 EDUC SCL & SOCIETY	M W F	08:10AM 09:00AM	20	3.00	3.00
15	45.00		EDFD 5043 91 INTRO INSTRCT TECH	TBA	WB: WB:	30	3.00	. 0
16	48.00		EDFD 5043 92 INTRO INSTRCT TECH	TBA	WB: WB:	25	3.00	. 0
							-----	-----
4	67	201.00					12.00	6.00
4	12.00		Martin Sue EDLD 5223 61 SUPERVISION INSTRU	T	05:30PM 08:15PM	10	3.00	3.00
28	84.00		EDUC 2223 95 DEV CRIT LIT SKILL	TBA	WB: WB:	0	3.00	. 0
							-----	-----
2	32	96.00					6.00	3.00
17	17.00		Mathews Gwai P E 1051 02 SWIMMING	T H	09:40AM 11:00AM	15	1.00	2.00
1	1.00		P E 479V 03 IS:SWIMMING	AR	AR: AR:	1	1.00	. 0
							-----	-----
2	18	18.00					2.00	2.00
14	42.00		Maxedon SJ EDUC 2223 01 DEV CRIT LIT SKILL	M W	04:10PM 05:30PM	20	3.00	3.00
20	180.00		ECED 4609 01 ERLY CHILD/SPEC ED	MTWHF	TB:A TB:A	30	9.00	3.00
							-----	-----
2	34	222.00					12.00	6.00
27	81.00		Newell M P E 2143 01 PRIN & THRY COACH	M W F	08:10AM 09:00AM	20	3.00	3.00
							-----	-----
1	27	81.00					3.00	3.00
35	105.00		Newton RS P E 2203 90 HEALTH-WELLNESS PR	TBA	WB: WB:	35	3.00	. 0
28	84.00		P E 3413 90 NUTRITION	TBA	WB: WB:	25	3.00	. 0
							-----	-----
2	63	189.00					6.00	. 0
22	66.00		OConnor R EDFD 5043 90 INTRO INSTRCT TECH	TBA	WB: WB:	20	3.00	. 0
23	69.00		EDFD 5443 90 SOC/LEG ISS TECHNO	TBA	WB: WB:	20	3.00	. 0

FALL 2005 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
2	45	135.00									6.00	. 0
13	13.00	Peterson Tyl	P E	1011	01	WGHT TRN MEN,WOMEN	M W	10:10AM	11:00AM	15	1.00	2.00
1	13	13.00									1.00	2.00
1	3.00	Ramirez Mar	MLED	4513	01	TCH & LRNG MIDDLE	T H	03:30PM	04:50PM	20	3.00	3.00
7	21.00		EDUC	2253	01	NEEDS OF DIV LNRS	M W F	09:10AM	10:00AM	20	3.00	3.00
16	48.00		EDUC	2253	91	NEEDS OF DIV LNRS	TBA	WB:	WB:	15	3.00	. 0
3	24	72.00									9.00	6.00
12	36.00	Rosato MJ	EDFD	5023	61	EDUC RESEARCH METH	T	06:30PM	09:15PM	20	3.00	3.00
1	3.00		MLED	2103	01	PROG & PRACT MD LV	T H	01:40PM	03:00PM	20	3.00	3.00
14	42.00		EDUC	1143	03	EDUC SCL & SOCIETY	T H	04:00PM	05:20PM	20	3.00	3.00
3	27	81.00									9.00	9.00
22	66.00	Shaw A	P E	3413	01	NUTRITION	H	02:10PM	04:55PM	25	3.00	3.00
1	22	66.00									3.00	3.00
21	63.00	Terrell M	EDFD	5543	61	ISSUES/TRENDS EDUC	H	06:00PM	08:45PM	20	3.00	3.00
4	12.00		EDUC	3563	01	EFF INST/MGMT STRA	T H	08:10AM	09:30AM	0	3.00	3.00
19	57.00		EDUC	1143	04	EDUC SCL & SOCIETY	M W F	08:10AM	09:00AM	20	3.00	3.00
3	9.00		EDUC	3203	02	EDUC PSY:DEV LNRS	M W F	11:10AM	12:00PM	0	3.00	3.00
4	47	141.00									12.00	12.00
22	22.00	Williams Shn	P E	1031	01	GOLF & TENNIS	M W	12:10PM	01:00PM	25	1.00	2.00
1	22	22.00									1.00	2.00
81	1225	3676.00									262.00	155.00

Spring 2006 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
Education 33	99.00	Bentley Rand	P E	3423	01	COACH BSKTBL	T H	09:40AM	11:00AM	30	3.00	3.00
1	33										3.00	3.00
2	6.00	Brackin D	EDFD	5293	01	ST:NBC WRITING INST	TBA	AR:	AR:	0	3.00	3.00
1	2										3.00	3.00
11	11.00	Brossett D	P E	1061	61	SS:SCUBA	M	05:30PM	07:15PM	15	1.00	2.00
1	11										1.00	2.00
28	84.00	Byrd Shellye	P E	2313	01	CARE & PREVENT INJ	T H	08:10AM	09:30AM	25	3.00	3.00
1	28										3.00	3.00
33	99.00	Carr A	P E	1443	01	TEAM SPORTS	T H	09:40AM	11:00AM	30	3.00	3.00
30	90.00		P E	3523	01	EXERCISE PHYSIOLGY	T H	11:10AM	12:30PM	15	3.00	3.00
27	81.00		P E	2143	01	PRIN & THRY COACH	M W F	08:10AM	09:00AM	20	3.00	3.00
19	57.00		EXSC	2163	01	SPORT ENTREPRENEUR	M W F	09:10AM	10:00AM	20	3.00	3.00
14	42.00		EXSC	3323	01	STRENGTH/CONDITION	M W F	10:10AM	11:00AM	20	3.00	3.00
38	114.00		P E	1103	01	HIST & PRINCIPLES	M W F	11:10AM	12:00PM	35	3.00	3.00
13	13.00		P E	3461	01	EXERCISE PHYS LAB	TBA	AR:	AR:	20	1.00	1.00
7	174										19.00	19.00
3	9.00	Chambless J	ECED	3403	90	FAMILY/COMMUN REL	W	03:50PM	06:30PM	15	3.00	3.00
3	9.00		ECED	3403	95	FAMILY/COMMUN REL	W	03:50PM	06:30PM	0	3.00	3.00
2	6.00		ECED	3403	96	FAMILY/COMMUN REL	W	03:50PM	06:30PM	0	3.00	3.00
1	3.00		ECED	3403	97	FAMILY/COMMUN REL	W	03:50PM	06:30PM	0	3.00	3.00
2	6.00		ECED	3403	99	FAMILY/COMMUN REL	W	03:50PM	06:30PM	0	3.00	3.00
5	15.00		ECED	3353	93	ECE:PLANNING/CURR	M	03:50PM	06:30PM	15	3.00	3.00
2	6.00		ECED	3353	95	ECE:PLANNING/CURR	M	03:50PM	06:30PM	0	3.00	3.00
3	9.00		ECED	3353	96	ECE:PLANNING/CURR	M	03:50PM	06:30PM	0	3.00	3.00
1	3.00		ECED	3353	97	ECE:PLANNING/CURR	M	03:50PM	06:30PM	0	3.00	3.00
2	6.00		ECED	3353	99	ECE:PLANNING/CURR	M	03:50PM	06:30PM	0	3.00	3.00
10	24										30.00	30.00

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3	9.00	Doss Peggy	EDLD 5403 61 BUILDING LEVEL ADMIN M		05:30PM 08:15PM	0	3.00	3.00

1	3						3.00	3.00
32	96.00	Dykes Donald P E	3393 01 COACHING TRACK	T H	08:10AM 09:30AM	25	3.00	3.00

1	32						3.00	3.00
31	93.00	Eoff K	EDUC 5813 61 MAT INTERN II	TBA	AR: AR:	20	3.00	3.00

1	31						3.00	3.00
7	21.00	Frazer M	EXSC 4683 01 METH/TECH EX SCI	T H	09:40AM 11:00AM	20	3.00	3.00
43	43.00		P E 1131 01 AEROBIC DANCING	M W	12:10PM 01:00PM	40	1.00	2.00
4	12.00		EXSC 4623 01 COMM REC INTERN	TBA	AR: AR:	20	3.00	3.00
3	18.00		EXSC 4806 01 INTERNSHIP-WELLNES	TBA	AR: AR:	20	6.00	. 0
23	69.00		P E 3413 90 NUTRITION	TBA	AR: AR:	25	3.00	3.00
1	3.00		P E 479V 01 IS:EXER SCI RESEARCH	TBA	AR: AR:	1	3.00	. 0
17	34.00		EXSC 1012 90 CONCEPTS FITNESS	TBA	WB: WB:	20	2.00	. 0

7	98						21.00	11.00
9	27.00	Hoppe Sue	ECED 3383 61 LANGUAGE DEVELOPE	T H	02:10PM 03:30PM	20	3.00	3.00
11	33.00		ECED 3303 90 STRAT TCHG SPEC ST	TBA	WB: WB:	0	3.00	. 0
10	30.00		ECED 3323 90 ASSESSING YG CHILD	TBA	WB: WB:	0	3.00	. 0

3	30						9.00	3.00
3	18.00	Hughes Jay L	EDUC 460V 01 CLN INTERN I (P-4)	TBA	AR: AR:	0	6.00	. 0
7	105.00		EDUC 463V 01 CLN INTERN II (P-4)	TBA	AR: AR:	0	15.00	1.00
1	15.00		EDUC 463V 03 CLN INTERN II (SEC)	TBA	AR: AR:	0	15.00	1.00

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UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
12	180.00		EDUC	463V	78	CLN INTERN II (P-4)	TBA	AR:	AR:	20	15.00	1.00
4	23	318.00									51.00	3.00
7	21.00	Jones CM	SPED	5073	61	PRB & ISSUES INDIV	W	04:30PM	07:15PM	20	3.00	3.00
21	63.00		ECED	3403	61	FAMILY/COMMUN REL	T	05:15PM	08:00PM	20	3.00	3.00
20	60.00		ECED	3353	61	ECE:PLANNING/CURR	T H	02:30PM	03:50PM	20	3.00	3.00
18	54.00		ECED	5053	01	HIST/THEOR APP ECE	TBA	AR:	AR:	20	3.00	3.00
9	27.00		ECED	3383	90	LANGUAGE DEVELOPE	TBA	WB:	WB:	0	3.00	. 0
5	75	225.00									15.00	12.00
24	72.00	King KB	P E	4683	01	HLTH PSY/P-12 METH	T H	09:40AM	11:00AM	20	3.00	3.00
35	105.00		P E	2213	01	GYMNASTICS/RHYTHMI	T H	11:10AM	12:30PM	30	3.00	3.00
5	15.00		P E	5253	90	PSY OF SPORTS	TBA	WB:	WB:	40	3.00	. 0
3	64	192.00									9.00	6.00
5	15.00	Lang V	EDLD	5213	61	PUB SCHL ORGA/ADMI	T	05:30PM	08:15PM	0	3.00	3.00
23	69.00		EDUC	2253	01	NEEDS OF DIV LNRS	T H	09:40AM	11:00AM	25	3.00	3.00
2	28	84.00									6.00	6.00
27	27.00	Leonard R	P E	1001	01	FISHING	TBA	AR:	AR:	20	1.00	2.00
1	27	27.00									1.00	2.00
21	63.00	Longing J	EDUC	1143	01	EDUC SCL & SOCIETY	T H	09:40AM	11:00AM	25	3.00	3.00
32	96.00		EDUC	5043	90	ASSESS TECH TCHRS	TBA	WB:	WB:	30	3.00	. 0
32	96.00		EDUC	5053	90	PUBLIC SCHOOL LAW	TBA	WB:	WB:	30	3.00	. 0
3	85	255.00									9.00	3.00
22	66.00	Martin Sue	EDUC	2223	01	DEV CRIT LIT SKILL	T H	08:10AM	09:30AM	20	3.00	3.00
1	22	66.00									3.00	3.00
16	16.00	Mathews Gwai	P E	1051	01	SWIMMING	M W	12:10PM	01:00PM	15	1.00	2.00

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1	16	16.00							1.00	2.00
			Maxedon SJ	READ 5123 61 PRACTICUM READING		AR:	AR:	20	3.00	3.00
6	18.00			EDUC 2223 02 DEV CRIT LIT SKILL	T H	01:40PM	03:00PM	20	3.00	3.00
10	30.00			ECED 4609 01 ERLY CHILD/SPEC ED	MTWHF	08:00AM	04:00PM	20	9.00	3.00
2	18.00									
-----									15.00	9.00
3	18	66.00								
			Newton RS	P E 2203 90 HEALTH-WELLNESS PR	TBA	WB:	WB:	35	3.00	. 0
41	123.00									
-----									3.00	. 0
1	41	123.00								
			OConnor R	EDFD 5043 90 INTRO INSTRCT TECH	TBA	WB:	WB:	20	3.00	. 0
5	15.00			EDFD 5413 90 ED TECH/COGNITIVE	TBA	WB:	WB:	20	3.00	. 0
22	66.00									
-----									6.00	. 0
2	27	81.00								
			Ramirez Mar	MLED 3493 01 MIDDLE LEVEL MTHDS	T H	01:40PM	03:00PM	20	3.00	3.00
1	3.00			MLED 2113 01 PHYS DEV ERLY ADOL	M W F	10:10AM	11:00AM	20	3.00	3.00
3	9.00			P E 3503 01 ADAPTIVE PE	M W F	11:10AM	12:00PM	20	3.00	3.00
13	39.00									
-----									9.00	9.00
3	17	51.00								
			Rosato MJ	EDFD 5023 61 EDUC RESEARCH METH	T	05:30PM	08:15PM	20	3.00	3.00
14	42.00			EDUC 1143 03 EDUC SCL & SOCIETY	T H	03:30PM	04:50PM	25	3.00	3.00
25	75.00									
-----									6.00	6.00
2	39	117.00								
			Shaw A	P E 3413 02 NUTRITION	T	02:10PM	04:55PM	25	3.00	3.00
23	69.00									
-----									3.00	3.00
1	23	69.00								

Spring 2006 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
23	69.00	Smith Nicole	P E	3383	01	COACH VOLLEYBALL	T H	08:10AM	09:30AM	15	3.00	3.00
1	23										3.00	3.00
3	9.00	Terrell M		5483	61	CURRICULUM DEVEL	H	06:00PM	08:45PM	0	3.00	3.00
15	45.00			5063	61	PSYCHOLOGICAL FOUN	W	06:00PM	08:45PM	20	3.00	3.00
13	39.00			3203	02	EDUC PSY:DEV LNRS	T H	09:40AM	11:00AM	0	3.00	3.00
8	24.00			3563	01	EFF INST/MGMT STRA	M W F	11:10AM	12:00PM	0	3.00	3.00
4	39										12.00	12.00
18	18.00	Williams Shn	P E	1021	01	RECR TN ACTIVITIES	M W	11:10AM	12:00PM	25	1.00	2.00
1	18										1.00	2.00
72	1051										251.00	164.00

Summer I 2006 FACULTY WORKLOAD

UNIT COUNT	ENR	INSTRUCTOR SSCH	DEP	NBR	SC	COURSE TITLE	DAYS	STARTS	ENDS	LMT	CRDTS	Contact
Education 30	90.00	Bentley Rand	P E	1443	01	TEAM SPORTS	MTWHF	08:00AM	10:00AM	30	3.00	3.00
1	30										3.00	3.00
9	27.00	Byrd Shellye	P E	4603	01	TESTS MEASUREMENTS	MTWHF	08:00AM	10:00AM	20	3.00	3.00
18	54.00		P E	4643	01	ANATOM KINESIOLOGY	MTWHF	10:10AM	12:10PM	30	3.00	3.00
11	11.00		P E	4401	01	ANATOMICAL KIN LAB	TBA	AR:	AR:	25	1.00	1.00
3	38										7.00	7.00
2	6.00	Carpenter M	EDLD	5333	01	STRATEGIC/INSTRUCT	MTWHF	08:00AM	12:00PM	0	3.00	3.00
1	2										3.00	3.00
14	42.00	Frazer M	P E	2113	90	NUTRITION	TBA	WB:	WB:	25	3.00	. 0
14	42.00		P E	2113	91	NUTRITION	TBA	WB:	WB:	25	3.00	
2	28										6.00	. 0
4	12.00	Hoppe Sue	SPED	5043	90	APPL ASSESMT DATA	TBA	WB:	WB:	10	3.00	. 0
1	4										3.00	. 0
29	174.00	Hunnicut D	EDUC	5086	01	INTRO TCHG & MTHDS	TBA	AR:	AR:	30	6.00	6.00
30	90.00		EDUC	5023	90	CRIT LIT CURRICULU	TBA	WB:	WB:	31	3.00	. 0
2	59										9.00	6.00
6	18.00	Jones CM	ECED	5043	01	CHILD DEVELOPMENT	MTWHF	04:30PM	AR:	0	3.00	3.00
9	27.00		ECED	5033	01	TRENDS & PROB ECED	MTWHF	07:30AM	10:15AM	20	3.00	3.00
1	3.00		ECED	479V	01	IS:ECE PLAN/CURR/PRO	TBA	AR:	AR:	1	3.00	. 0
3	16										9.00	6.00
3	9.00	Lang V	EDLD	5643	01	PRACTICUM ED LEADR	MTWHF	01:15PM	04:00PM	0	3.00	3.00
10	30.00		EDUC	2253	01	NEEDS OF DIV LNRS	MTWHF	10:10AM	12:10PM	20	3.00	3.00

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2	13	39.00						6.00	6.00
9	27.00	Longing J	EDUC 1143 01	EDUC SCL & SOCIETY	MTWHF	08:00AM 10:00AM	20	3.00	3.00
30	90.00		EDFD 5543 90	ISSUES/TRENDS EDUC	TBA	WB: WB:	31	3.00	. 0

2	39	117.00						6.00	3.00
7	21.00	Maxedon SJ	READ 5203 01	DEV & CORRECTIVE	MTWHF	07:30AM 10:15AM	20	3.00	3.00
8	24.00		READ 5063 01	LIT ACROSS CURRIC	MTWHF	10:30AM 01:15PM	20	3.00	3.00

2	15	45.00						6.00	6.00
6	18.00	Mock Debra	EDUC 3203 90	EDUC PSY:DEV LNRS	TBA	WB: WB:	0	3.00	. 0

1	6	18.00						3.00	. 0
11	33.00	Ramirez Mar	MLED 2113 90	PHYS DEV ERLY ADOL	TBA	WB: WB:	0	3.00	. 0
11	33.00		MLED 4513 90	TCH & LRNG MIDDLE	TBA	WB: WB:	0	3.00	. 0

2	22	66.00						6.00	. 0
1	3.00	Terrell M	EDLD 5483 01	CURRICULUM DEVEL	MTWHF	07:30AM 10:15AM	10	3.00	3.00
6	18.00		EDFD 5003 01	HIST & PHIL EDUCAT	MTWHF	10:30AM 01:15PM	20	3.00	3.00
1	3.00		EDFD 579V 01	IS:ISSUES/TRENDS ED	TBA	AR: AR:	1	3.00	. 0

3	8	24.00						9.00	6.00
33	99.00	Williams Shn P E	1453 01	INDIVIDUAL SPORTS	MTWHF	10:10AM 12:10AM	25	3.00	3.00

1	33	99.00						3.00	3.00

26	313	1004.00						79.00	49.00

School of Education Graduates

Number of SOE Graduates: August 2005 - May 2006 by Major/Concentration

Undergraduate					Graduate		
Associate of Arts	P-4 Early Childhood; P-4 Early Childhood/Special Education	Middle Level Education	Health P.E.	Non-Licensure P.E.	M.Ed.	Ed. Leadership	M.A.T.
13	32	2	3	10	17	8	79

**UAM School of Education Honor Graduates
SOE Honor Graduates by Major/Concentration**

Major/Concentration	Name of Recipient
P-4 Early Childhood/Special Education	Arnold, Larryanna L
P-4 Early Childhood/Special Education	Caldwell, Tanya R
P-4 Early Childhood/Special Education	Jordan, Romanda M
P-4 Early Childhood/Special Education	Reynolds, Ashlee A
P-4 Early Childhood/Special Education	Ward, Amy A
P-4 Early Childhood/Special Education	West, DuAnna N
P-4 Early Childhood Education	Bell, Pamela D
P-4 Early Childhood Education	Boykin, Jessica J
P-4 Early Childhood Education	Cunningham, Laura L
P-4 Early Childhood Education	DeBerry, Alesha D
P-4 Early Childhood Education	Eason, Kimberly J
P-4 Early Childhood Education	Howell, Lydreana P
P-4 Early Childhood Education	Reynolds, Quimberlynn
P-4 Early Childhood Education	Russell, Angela G
P-4 Early Childhood Education	Schubach, Karen M
P-4 Early Childhood Education	Shears, Rose M
P-4 Early Childhood Education	Sumpter, Linda A
P-4 Early Childhood Education	Travis, Christy W
P-4 Early Childhood Education	Williams, Kinsey
P-4 Early Childhood Education	Wilson, Elizabeth M
Middle Level Education	Curtis, Casey D
HPE/Non-Licensure	Downing, Lance W
HPE/ Non-Licensure	Ellis, Cody R
HPE/Non-Licensure	Hansen, Sara L
HPE/ Non-Licensure	Perry, William R

Ethnicity

FALL 2005 - STUDENTS WITH MAJORS IN SCHOOL OF EDUCATION

MAJOR	TRANSLATOR MEANING	TRANSLATOR MEANING	COUNT
13.0401	GRAD - ED LEADERSHIP	White (Non-Hispanic)	3
			3
13.1203	MIDDLE LEVEL EDUCATION	Black (Non-Hispanic)	2
13.1203	MIDDLE LEVEL EDUCATION	White (Non-Hispanic)	5
			7
13.1206	EDUCATION (M.ED)	Asian or Pacific Islander	1
13.1206	EDUCATION (M.ED)	Black (Non-Hispanic)	5
13.1206	EDUCATION (M.ED)	White (Non-Hispanic)	35
			41
13.1295	P-4 EARLY CHILDHOOD EDUC	Black (Non-Hispanic)	21
13.1295	P-4 EARLY CHILDHOOD EDUC	White (Non-Hispanic)	30
			51

13.1298 M.A.T.--EDUCATION	Asian or Pacific Islander	-----
		1
13.1298 M.A.T.--EDUCATION	Black (Non-Hispanic)	-----
		2
13.1298 M.A.T.--EDUCATION	Hispanic	-----
		5
13.1298 M.A.T.--EDUCATION	American Indian or Alaska	-----
		1
13.1298 M.A.T.--EDUCATION	White (Non-Hispanic)	-----
		46

		55
13.1314 HEALTH & PE	Black (Non-Hispanic)	-----
		12
13.1314 HEALTH & PE	White (Non-Hispanic)	-----
		16

		28
HPE - NON LICENSURE	Black (Non-Hispanic)	-----
		4
HPE - NON LICENSURE	White (Non-Hispanic)	-----
		2

		6
HEALTH & PE EXER SCI OPTI	White (Non-Hispanic)	-----
		7

		----- 7
HPE/BA/NON LICENSURE	Black (Non-Hispanic)	----- 4
HPE/BA/NON LICENSURE	Non-Resident Alien	----- 1
HPE/BA/NON LICENSURE	White (Non-Hispanic)	----- 3
		----- 8
HPE/BS/NON LICENSURE	White (Non-Hispanic)	----- 4
		----- 4

Active Grants Awarded in the School of Education

The chart below clearly indicates the commitment of the SOE faculty to securing significant grant monies to support various research and service initiatives.

	Source of		Grant	Principal	Comments
Transition to Teaching	U.S. Department of Education	\$1,450,000	October, 2007	K.King;	Provides 180 teachers over a five year period to teach in the delta
Professional Development	Arkansas Department of Education	\$10,000		Peggy Doss	
Professional Development	Arkansas Department of Education	\$2,500		Peggy Doss	
Dealing with Data in Mathematics and Science	Arkansas Department of Higher Education	\$33,835	May, 2007	Sue Martin; Deanna Duncan	
ESL Teaching Methods	Arkansas Department of Higher Education	\$28,987	May, 2007	Marla Ramirez	
Educational Renewal Zone	Arkansas Department of Education	\$110,000	Summer, 2007	Peggy Doss; Mary Jo Barnett	Assists public schools in Southeast Arkansas to improve school performance and student academic achievement.
ERZ Teacher Recruitment	Educational Renewal Zone State Office ADE	\$1500	May 2007	Peggy Doss	Development of a power point to be used in civic/community settings to promote teacher recruitment and retention
Math Specialist	Arkansas Department of Education	\$74,850	June 30, 2007	Peggy Doss	Staff development for secondary math teachers
Science Specialist	Arkansas Department of Higher Education	\$67,826	September 30, 2006	Peggy Doss	Staff development for secondary science teachers
		\$1,779,498			

Recently Completed Grants Awarded in the School of Education

	Source of		Grant	Principal	Comments
PATHWISE Mentoring	Arkansas Department of Education	\$10,000	May 2002	R. Richards	Supports the Leadership through Mentoring class
PT3-CATALISE: Preparing Tomorrow's Teachers to Use Technology	U.S. Department of Education	\$270,000 (approximately \$90,000 for three years)	July 2003	R. Richards R. O'Connor	Funds Educational Technology Specialist for CATALISE and SOE
Bridge Writing: Improving P-16 Writing Skills	Arkansas Department of Higher Education	\$7,000	December 2002	R. Richards D. Ray	Improves writing skills of high school seniors and college freshmen
National Resource Clearinghouse for Teachers	NEC Foundation	\$25,000	December 2002	R. Richards R. O'Connor	Develops a electronic resource clearinghouse for teachers and teacher educators
National Board Certification Support Project	Arkansas Department of Education	\$5,000	July 2002	V.C. Smith	Supports teachers in region who are seeking NBC
K-12 Math/Science Teacher Recruitment	Arkansas Department of Higher Education	\$5,700	December 2002	V. Lang V.C. Smith	Recruits students, particularly minorities and women, into math and science teaching
Freshman and Sophomore Minority Grant	Arkansas Department of Education	\$24,000	December 2002	V. Lang	Support for college freshmen and sophomores who are pursuing education
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$15,000	July 2002	V. Lang	Supports minorities entering the teaching profession
Technology Support for Faculty	CABE Foundation	\$2,700	July 2002	R. Richards	Provides digital video camera for faculty use
Infusing National Board into Graduate Programs	Walton Foundation	\$40,000	December 2002	R. Richards	Infuses NBC core propositions in graduate level coursework
Educator in Residence/Director: CORE KNOWLEDGE	Walton Foundation	\$53,000	July 2002	R. Richards ; Susan Smith	Provides part time instructor for SOE who is recent practitioner
Walton Delta Scholars Program	Walton Foundation	\$47,480	December 2002	V. Lang	Provides support for minority teachers in the Delta
Educational Leadership SLLA Support	Arkansas Department of Education	\$4,360	December 2002	R. Richards	Provides support to educational leadership candidates who need assistance with the PRAXIS II leadership examination

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After-School Learning Center Research	U.S. Department of Education via Hamburg School District	\$5,000	October 2002	R. Richards; H. Bragg	Research conducted on Hamburg's after-school program funded through the US Dept of Ed Learning Community Centers
Non-Traditional Teacher Preparation for Arkansas	Arkansas Department of Education	\$114,000	NA	R. Richards; K. King	UAM will prepare non-traditional teachers for licensure in AR
Math Instructional Specialist	Arkansas Department of Education	\$64,800	June, 2003	R. Richards	UAM will host a math instructional specialist who will work with area schools in grades 7-12 to improve mathematics skills.
Arkansas Supplemental Services	Arkansas Department of Education	\$23,450	May 2003	R. Richards	Will provide individualized tutoring services to students in Fountain Hill School District
Learning and Teaching Linear Functions	Arkansas Department of Higher Education	\$29,092	September, 2005	D. Duncan, L. Lynde	Provides practicing mathematics teachers additional instruction in Linear Functions
UAM National Board Pre-Candidacy Writing Institute	Winthrop Rockefeller Foundation	\$320,580	Summer, 2006	D. Brackin	Prepares teachers for the National Board for Professional Teaching Standards Process
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$5,000	Summer, 2006	V. Lang	Supports minorities entering the teaching profession.
Educational Renewal Zone	Arkansas Department of Education	\$110,000	Summer, 2006	Rosato; Mary Jo Barnett	Assists public schools in Southeast Arkansas to improve school performance and student academic achievement.
		\$1,545,562			

UAM School of Education Technology

Educational Technology Center

The SOE housed in Willard Hall is equipped with a state-of-art educational technology center with ten PC computers, two laser printers, one ink-jet printer, two scanners and two televisions capable of presenting and creating audio-visual presentations, (i.e., connectivity with the computers). All of the computers have access to the university network including World Wide Web browsing capabilities. There are three digital video cameras which are used with the Macintosh computers for video editing and production. Moreover, the SOE has available three LCD projectors and two digital still cameras for classroom presentations.

During the 2005-2006 renovation of Willard Hall, the School of Education has acquired a CIV laboratory and a Smart Room. Old computer wiring and cabling have been replaced in the entire building. Through careful planning and utilization of funds, the SOE has been able to upgrade faculty computers.

Program/Curriculum Revisions/Additions

- During the fall 2005 semester, the P-4 Early Childhood/Special Education program was revised and approved by ADE to become a P-4 Early Childhood program which no longer leads to special education licensure. The change was made as a result of assessment data which repeatedly indicated that the curriculum was not sufficient to prepare teacher candidates for the Praxis II exam in special education. A decision was made to eliminate the special education licensure preparation portion of the program and to consider an alternative route to providing special education licensure in the future. One option could be a special education graduate level add-on licensure.
- The Master of Arts in Teaching graduate program (7-12 alternative licensure program) was revised to better prepare teachers for meeting the demands of the public school classroom. The new program proposal was approved by the Arkansas Department of Education.
- The Master of Arts in Teaching graduate program received ADE approval to offer licensure for P-8 art, music, PE and foreign language in addition to the 7-12 licensure areas.
- Revision of the current Master of Education program was recommended to better meet the needs of area teachers. The graduate council, academic council, representatives of the public schools, and the SOE faculty will begin to explore new degree models.

- An add-on licensure endorsement for Middle Level Education was added during the 2005-2006 academic year. This endorsement allows standard licenses teachers in P-4 Early Childhood or 7-12 secondary education to acquire the middle level endorsement.
- Low enrollment numbers in every content area of the traditional undergraduate 7-12 program created cause for concern. Discussions began to ascertain the viability of providing secondary education content area licensure at the 7-12 level through the alternative licensure MAT program.

Faculty Professional Development and Accomplishments

- School of Education faculty members published articles and/or presented during the 2005-06 academic year at national and state conferences.
- The UAM School of Education faculty participated in the Educational Renewal Zone Professors Partnering with Professionals Project which promoted staff development for secondary school faculty in partner districts.
- The School of Education acquired the UAM math/science center which was previously located in the UAM School of Mathematics. The program funds a math specialist and a science specialist to provide staff development for teachers in the partner districts.
- The School of Education received approval from the Arkansas Department of Health and Human Services to continue participation in the Division of Child Care and Early Childhood Education CDA program. The program prepares individuals to receive the child development associate degree and work in pre-school settings.
- A School of Education Search Committee conducted national searches to fill vacated faculty positions. The following faculty positions were filled: Special Education; Physical Education; Physical Education/Exercise Science; P-4 Early Childhood Specialist. Other positions filled were: Transition to Teaching Teacher Recruiter; Partnership Director; Transition to Teaching secretary.
- School of Education faculty committees wrote three state reports (P-4 Early Childhood Education; Middle Childhood Level Education; Educational Leadership Graduate Education) in accordance to with the specific professional society standards which were submitted and approved by the Arkansas Department of Education.
- The School of Education faculty and staff moved from Willard Hall to the temporary location of the Red Barn to allow for Willard Hall renovation.
- The UAM SOE faculty continued the partnership with area public school faculty through the Educational Renewal Zone Project. The “Professors Partnering with Professionals”

project provided an avenue for SOE faculty to act as liaisons with public school faculty in grades 7-12 and to share ideas for improving instruction.

- The UAM School of Education partnered with high school students in the Monticello and Drew Central Public Schools EAST Laboratories to design and implement a new School of Education web page.
- All of the UAM School of Education faculty were Pathwise trained to be qualified to supervise interns.