

Program Information

Name of Institution: University of Central Arkansas
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Arkansas

Address: 201 Donaghey
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	NA	Yes
Fee/Payment	NA	No
Transcript	NA	Yes
Fingerprint check	NA	No
Background check	NA	No
Experience in a classroom or working with children	NA	No
Minimum number of courses/credit/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	No
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	Yes
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes

Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	No
Interview	NA	No
Resume	NA	No
Bachelor's degree or higher	NA	Yes
Job offer from school/district	NA	No
Personality test (e.g., Myers-Briggs Assessment)	NA	No
Other (specify: NA)	NA	No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.uca.edu/tlt/mat/MAT_Admission_Requirements_021310.pdf

Indicate when students are formally admitted into your initial teacher certification program:
 Postgraduate

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

A. Individuals who are seeking licensure in a secondary (7-12) teaching field must have thirty semester hours in the content field.

B. Individuals seeking admission to the Master of Arts in Teaching (MAT) program may use the GRE or the Praxis I for admission.

C. Praxis II subject area assessments are required to continue the MAT program, but are not necessary for the first semester of enrollment.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	277
Unduplicated number of males enrolled in 2008-09:	54
Unduplicated number of females enrolled in 2008-09:	223
2008-09	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	0
Black or African American:	40
Native Hawaiian or Other Pacific Islander:	0
White:	226
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	75
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	9
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	164
Number of students in supervised clinical experience during this academic year	164

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates in the Master of Arts in Teaching (MAT) program, upon completing all testing requirements, may receive the non-traditional provisional license if they secure employment in a P-12 school. The license is valid for one year and renewable one time. Regardless of employment, all students in the MAT program have supervised experiences including the final internship (student teaching) although they are the teacher of record in the class and work with an on-site mentor and are supervised by university faculty. Candidates who do not have employment by the student teaching semester are placed in a classroom with a mentor teacher (who is the teacher of record) and are supervised by university faculty.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed	Number certified/licensed	Number certified/licensed
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	2008-09	2007-08	2006-07
TOTAL (all areas/subjects)	64	27	0
P-4 Early Childhood Education	27	13	0
Spanish P-8 & 7-12	2	0	0
English 7-12	3	0	0
Social Studies 7-12	4	2	0
Physical/Earth Science 7-12	3	0	0
Life/Earth Science 7-12	1	0	0
Math 7-12	5	1	0
Art P-8 & 7-12	4	0	0
Instrumental Music P-8 & 7-12	1	0	0
Family and Consumer Science 7-12	1	0	0
Physical Education, Wellness, and Leisure P-8 & 7-12	1	2	0
Middle Level 4-8	11	9	0
Agriculture 7-12	1	0	0

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 64

2007-08: 27

2006-07: 0

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2008-09 Goal: 10%

	<p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Recruit persons holding bachelor's degrees, or higher, in mathematics or mathematics related fields of study through attendance at Arkansas Department of Education teacher recruitment events. 2. UCA College of Education website advertisement. 3. The MAT program has proven to be very popular due to its success. Some of the growth in the program is due to "word of mouth" advertising from participants and school administrators who have employed candidates enrolled in the program. Use of current MAT candidates in recruiting events and quality advertising to school administrators will be used to target licensure shortage areas. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Science</p>	<p>Academic year: 2008-09</p> <p>Goal: 10%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Recruit persons holding bachelor's degrees, or higher, in mathematics or mathematics related fields of study through attendance at Arkansas Department of Education teacher recruitment events. 2. UCA College of Education website advertisement. 3. The MAT program has proven to be very popular due to its success. Some of the growth in the program is due to "word of mouth" advertising from participants and school administrators who have employed candidates enrolled in the program. Use of current MAT candidates in recruiting events and quality advertising to school administrators will be used to target licensure shortage areas. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Special education</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Instruction of limited English proficient students	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Other	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Special education is not considered an initial licensure area in Arkansas. Only teachers who hold the initial or standard teaching license (issued upon completion of the Master of Arts in Teaching degree) may add special education. Students who are enrolled in MAT program may not be assigned to teach special education while on a provisional teaching license. English as a Second Language is an endorsement that may be added to an initial or standard teaching license. Candidates enrolled in the Master of Arts in Teaching program may not be assigned to teach English as a Second Language if working under a provisional license.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Section III. Assessment Rates

Section III. Summary Rates

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Other (specify: Higher Learning Commission/North Central Association)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates are expected to incorporate computer technology in planning, teaching, and/or evaluating instruction in the public school classroom. Proficiencies in technology based on ITSE standards are evidenced by the inclusion of evidences in the exit portfolio. The technology and its incorporation will depend upon the particular internship setting. Candidates use Chalk-n-Wire to upload key assessments, online, throughout the Master of Arts in Teaching program.

Section VI. Teacher Training

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of how your program prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The field experiences for the Master of Arts in Teaching program are designed to give candidates a variety of opportunities to observe and engage in teaching experiences so that all are well-prepared to be successful in all settings and with all student populations. Experiences are tracked to ensure that all candidates have worked with English language learners, multiple ethnicities, and students with exceptionalities. Through these field experiences, candidates have the opportunity to put into practice their textbook knowledge in authentic settings with the guidance of supervisors, mentors, and university faculty.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

Provide a description of how your program prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.