

Program Information

Name of Institution: University of Central Arkansas
 Institution/Program Type: Alternative, IHE-based
 Academic Year: 2009-10
 State: Arkansas

Address: 201 Donaghey
 UCA Box 5015
 Conway, AR, 72035

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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/credits/semester hours completed	NA	No
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
Beachelor'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 2009-10:	249
Unduplicated number of males enrolled in 2009-10:	38
Unduplicated number of females enrolled in 2009-10:	211

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	2

Black or African American:	16
Native Hawaiian or Other Pacific Islander:	0
White:	221
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

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	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	85
Number of students in supervised clinical experience during this academic year	82

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1) (H))

Academic major	Number prepared
Accounting	2
Animal Science	1
Anthropology	1
Art	2
Athletic Training	2
Bible Studies	1
Biology	5
Business	6
Business/Economics	1
Business/Psychology	1
Communications	3
Communications/Economic Development	1
Computer Information Systems	1
Criminal Justice	1
Dental Hygiene	1
Elementary Education	2
English	2

Family and Consumer Science	2
Finance	2
Forest Management	1
General Studies	1
Graphic Design	2
Health Information Management	1
History	3
History/Political Science	1
Human Development	1
Human Resource Development	1
Interior Design	1
Journalism	2
Kinesiology	4
Latin American Studies	1
Liberal Arts	2
Management Information Systems	1
Marketing	3
Math	2
Nursing	1
Poultry Science	1
Psychology	6
Psychology/Criminal Justice	1
Psychology/Spanish	1
Religion/Philosophy	1
Social Work	1
Sociology	2
Spanish	1
Speech Pathology	1
Studio Art	2
TOTAL	82

Subject area	Number prepared
Art	4
Business Technology	2
Early Childhood Education	36
English	4
Family and Consumer Science	1

Life/Earth Science	3
Mathematics	5
Middle Childhood Language Arts/Social Studies and Math/Science	16
Physical Education, Wellness and Leisure	3
Physical/Earth Science	2
Social Studies	5
Spanish	1
TOTAL	82

Section I.e Program Completers

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

2009-10: 82

2008-09: 64

2007-08: 27

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	<p>Academic year: 2009-10</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

	<p>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> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The UCA College of Education is using an on-campus resource with marketing expertise to assist with the development of recruiting materials.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 10%</p> <p>Goal met? Yes</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>The UCA College of Education is using an on-campus resource with marketing expertise to assist with the development of recruiting materials.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: NA-See explanation below</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA-See explanation below</p> <p>Goal met?</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>

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:
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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 the 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.

In 2008-09, five persons who completed the MAT program were prepared to teach secondary mathematics. Again, in 2009-10, five persons completed the MAT program prepared to teach secondary mathematics; however, there are six candidates currently enrolled who are seeking secondary mathematics licensure. This reflects an increase from the previous two years and assists with the supply of mathematics teachers in the state. UCA does have a strong undergraduate, traditional preparation program in mathematics that, on average, will prepare almost twice the number of teachers for mathematics education per year. The MAT plays a vital role in adding to this pool of licensed mathematics teachers by allowing those who are changing careers to return for a program of study, but not having to enroll full time in an undergraduate teacher preparation program.

The number of MAT completers who were licensed to teach science increased by one in 2009-10 (total of five completed versus four in 2008-09). Additionally, there are seven candidates who are currently enrolled in the MAT who are seeking either Life/Earth Science or Physical/Earth Science licensure. Both the numbers prepared and enrolled equal or exceed that of the traditional undergraduate program, demonstrating some success in recruiting efforts.

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:

Each program has designed field-based assignments to ensure that all candidates (including those in online programs) have experiences in a variety of school settings and with: (1) students from at least two ethnic groups; (2) students with exceptionalities; and (3) students who are English language learners. Further, assessment measures throughout the unit require candidates to demonstrate (1) their knowledge of multiple instructional/assessment/intervention strategies for various learning styles; (2) their ability to link to students' experiences and cultures to learning experiences; (3) capacity to incorporate multiple perspectives in their instruction and planning; and (4) how to make appropriate accommodations/modifications for the students with which they work.

Diversity statistics also are maintained for all of the public schools where candidates are placed for graduate programs and the Office of Candidate Services and Field Experience works with program coordinators to develop a tighter system for ensuring all candidates have experiences with at least two ethnic groups, students with exceptionalities, and English Language Learners. Each of these experiences is now attached to a specific assignment in a specific course. Candidates cannot move forward in the program until they have successfully completed these assignments.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				86	168
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4					
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) Other enrolled students	5				86	147
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2009-10	4					
ETS0131 -ART MAKING Educational Testing Service (ETS) Other enrolled students	4				95	159
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	4					

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	155
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	6				100	651
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	55	176	55	100	98	175
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	31	176	31	100	100	177
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				81	152
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				100	157
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	2					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	4					
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				100	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	176
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	8				87	157
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	4				100	159
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) Other enrolled students	3				91	159

ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	4				100	154
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	1					
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) Other enrolled students	5				92	156
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2009-10	3					
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3				100	156
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	5				100	154
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	4				100	155
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1					
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3				100	149
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				100	138
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	137
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	35	162	34	97	87	159
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	16	163	16	100	100	162
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) Other enrolled students	1					
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS)	1					

Other enrolled students						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) Other enrolled students	5				100	160
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2009-10	3					
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	129	180	129	100	99	179
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	66	178	66	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	128	181	128	100	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	66	180	66	100	99	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	132	178	132	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	68	177	68	100	100	178
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	8				60	166
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	20	172	20	100	100	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3				78	169
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12	8				100	173

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	17	178	15	88	89	179
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	39	180	39	100	100	181
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) Other enrolled students	7				89	144
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	5				100	151
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7				76	159
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				100	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) Other enrolled students	1					
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1					
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	1					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)

All program completers, 2009-10	82	82	100	99
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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 artifacts 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.

Supporting Files

Title II, Higher Education Act

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