

## Program Information

Name of Institution: University Of Central Arkansas  
 Institution/Program Type: Traditional  
 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	Yes	NA
Fee/Payment	Yes	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA

Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	Yes	NA
Resume	No	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: Minimum technology competencies measured by testing or completion of a basic technology class )	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:  
<http://www.uca.edu/education/teachereducation/programapps.php>

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

Other Completion of items listed above, but not earlier than completion of 45 semester hours.

Does your initial teacher certification program conditionally admit students? Yes

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

Candidates who are transfers from another institution, who are changing majors, or who may have a degree are allowed one semester of conditional admission if they have a cumulative 2.5 GPA and have successfully completed the Praxis I exams. This allows students to concurrently enroll in pre-admission and post-admission classes for one semester. At the end of this semester, all conditions must be removed for the candidate to continue enrollment in classes designated for candidates who are fully admitted into the teacher education program.

## 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:	482
Unduplicated number of males enrolled in 2009-10:	107
Unduplicated number of females enrolled in 2009-10:	375

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	26

Native Hawaiian or Other Pacific Islander:	1
White:	440
Two or more races:	1

## 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	168
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	28
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	186.5
Number of students in supervised clinical experience during this academic year	182

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

Supervised clinical experience is defined as Internship II (at UCA) or directed teaching.

## 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
Art Education	7
Business Technology	4
Early Childhood Education	73
English	10
Family and Consumer Science	14
French	1
Life/Earth Science	3
Mathematics	8
Middle Level Language Arts/Social Studies	7
Middle Level Math/Science	12
Music Education	22
Physical Education/Health	9
Physical/Earth Science	1
Social Studies Education	14
Spanish	3
TOTAL	188

<b>Subject area</b>	<b>Number prepared</b>
Art Education	7
Business Technology	4
Early Childhood Education	73
English	10
Family and Consumer Science	14
French	1
Instrumental Music	16
Life/Earth Science	3
Mathematics	8
Middle Level Language Arts/Social Studies	7
Middle Level Math/Science	12
Physical Education, Health and Wellness	9
Physical/Earth Science	1
Social Studies Education	14
Spanish	3
Vocal Music	6
<b>TOTAL</b>	<b>188</b>

## **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: 188

2008-09: 188

2007-08: 200

## **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.

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	

Academic year: 2009-10

Goal: 10% student increase

Goal met? Yes

Description of strategies used to achieve goal:

1. Mathematics education prospects were visited on the university recruiting days and at the on-site visits to other institutions. Also, appointments were made through the university admissions office to visit with prospect and transfer students.
2. B.S. degree mathematics majors are now allowed to replace the minor requirement with the education component that leads to recommendation for teacher certification.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

In addition to distributing brochures at conferences and schools and the above mentioned recruiting visits, the Mathematics teachers in the state have been invited to bring their high school mathematics students to campus to observe in classes and meet with advisors. We only had two teachers accept this invitation this year, but one of them brought 10 students!

Since the university approved the Department of Mathematics proposal to replace the minor requirement in the B.S. degree (mathematics or applied mathematics) with the education component which leads to recommendation for teacher certification, we have had four students take this track. This option is now advertised in the university bulletin.

Faculty members have suggested that presentations at the schools by mathematics and science faculty will lead to recruitment opportunities. The implementation of the summer program in mathematics and science will also lead to additional recruitment opportunities. This summer program is entitled Mathematics and Science Investigator (MSI) and it was held for the third summer in 2010 and provided enriched activities for high school students in central Arkansas. The students were on campus for a week which provided the opportunity for discussion of careers in teaching. This project has also been funded for 2011.

Science

Academic year: 2009-10

Goal: 5% student increase

Goal met? No

Description of strategies used to achieve goal:

1. Recruit science education majors in both physical science and life science tracks utilizing multiple avenues, including Bear Facts Days (a campus recruiting effort for high school seniors), majors fairs, and with direct contact with students who have already declared a major in one of the science disciplinary areas such as departmental seminar classes. Recruitment and retention efforts will also include UCA's new STEM (Science, Technology, Engineering, and Mathematics) Residential College.
2. In addition to handing out brochures at UCA recruiting days, science education faculty also have met with potential students who visit campus for tours, and recruitment fliers have been posted in Lewis Science Center as well as Laney Hall (location of the Department of Chemistry). Also, science education faculty are heavily involved in the Arkansas State Science Fair, held annually on the UCA campus, which provides a venue for both networking with science teachers as well as direct contact

	<p>with high school students involved in the fair. Finally, the UCA STEM Residential College has transitioned from the planning phase to active participation for the Fall semester, 2010. The STEM Residential College will be open to science education majors and will represent a sound recruiting tool upfront as well as a venue for disseminating information about careers in science teaching to STEM students. Members of the science education faculty will be visiting the STEM residential college to recruit students into the science education program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continued recruitment activities as described above have led to greater participation of the science majors in teacher education. Additionally, having UCA faculty visit high school and community college science classrooms to talk with students about the viable option of teaching science is now viewed as essential in that getting students to begin thinking about a career in science education while they are still in high school will likely improve recruitment efforts long-term. We will be actively recruiting for the MAT program. We will be targeting STEM majors who have recently finished or are nearing completion of their STEM degree.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: 5% student increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>One: (a) Special Education Dual Option Block course offerings are offered the Fall semester on annual rotation and (b) systematic, ongoing recruiting efforts continue to be built into the P-4 Early Childhood program through academic advising and Junior Block presentation.</p> <p>Two: Graduate level special education licensure courses were transitioned to synchronous distance education delivery beginning 2009.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The entire special education graduate degree curriculum, with the exception of the practicum, was transitioned to synchronous distance education delivery in fall 2010.</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: 10 ESL completers</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Posting of ESL Endorsement fliers in buildings and on websites; announcements regarding courses made in EDUC 3309 classes; requirement that all foreign language teacher candidates also complete the ESL Endorsement program; addition of MAT students and Reading Specialist students at the graduate level.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>A new requirement that students in the 4000-level ESL Endorsement courses be fully admitted to the</p>

	<p>teacher education program has improved retention. The number of graduate students in the 5000-level ESL Endorsement courses has increased significantly, which should result in a higher number of completers.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</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>

Provide any additional comments, exceptions and explanations below:

Special education is not considered as an initial licensure area in Arkansas. Licensed teachers may add special education upon completion of the approved program of study and Praxis II assessments. Undergraduate students majoring in Early Childhood Education may complete the courses for the special education additional license prior to degree completion; however, Early Childhood Education is the initial licensure area. Students completing the courses must also complete the required Praxis assessments before the area is added to the license. English as a Second Language is not an initial licensure area. Students may complete the program of study at the graduate or undergraduate level, but must hold a content area license prior to adding this endorsement.

## 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.  
 Yes
- 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 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 undergraduate 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.

The manifestation of the unit's commitment to diversity has increased in the last few years, evolving from a single "Diversity Day" workshop provided for undergraduate students just before their Internship II experience to the systemic integration of inclusion and multiculturalism throughout the unit's curriculum.

Recruitment efforts have also increased for underrepresented populations.

### 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
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	1				94	579
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				98	175
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	172
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					



ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2009-10	7				96	148
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2008-09	6				100	148
ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2007-08	1				100	150
ETS0131 -ART MAKING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	7				96	163
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2008-09	6				100	162
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2007-08	1				100	162
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				94	160
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	160
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	163
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	4				100	621
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	632
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	6				100	644
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS)	26	180	26	100	100	178

All enrolled students who have completed all nonclinical courses						
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				98	176
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	71	180	71	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	95	179	95	100	100	177
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	35	180	35	100	100	178
ETS0020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	2					
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				60	145
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				88	158
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	160
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				97	155
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	12	181	12	100	100	179
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	69	181	69	100	100	181
ETS0041 -ENG LANG LIT COMP CONTENT	1				92	180

KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses						
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				82	171
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	183	10	100	100	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	184	11	100	100	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11	178	11	100	99	180
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				93	158
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	1					
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	10	159	10	100	100	159
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	11	157	11	100	99	159
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	11	158	11	100	99	157
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	9				100	157
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	11	159	11	100	100	161
ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS)	11	161	11	100	99	158

All program completers, 2007-08						
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	4					
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	7				100	647
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	14	168	14	100	100	167
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	2				100	172
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				98	159
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) Other enrolled students	1				90	160
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2009-10	9				99	162
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2008-09	20	162	20	100	100	162
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2007-08	15	164	15	100	100	162
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3				100	154
ETS0234 -LIFE SCIENCE: PEDAGOGY	3				100	157

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0234 -LIFE SCIENCE: PEDAGOGY Educational Testing Service (ETS) All program completers, 2007-08	1				100	156
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) Other enrolled students	10	162	10	100	86	160
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	8				100	167
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	11	162	11	100	96	162
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2007-08	13	161	13	100	100	165
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) Other enrolled students	3					
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	8				98	152
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	11	157	11	100	96	150
ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2007-08	13	152	13	100	100	152
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	146	9	90	86	147
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				100	153
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	141	11	100	100	144
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	13	143	13	100	100	147
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	166	10	100	96	161
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS)	3				83	158

Other enrolled students						
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	19	161	19	100	97	163
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	45	162	45	100	99	165
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2007-08	34	159	34	100	99	162
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	168
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) Other enrolled students	3					
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2009-10	21	172	21	100	99	169
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2008-09	12	178	12	100	100	174
ETS0112 -MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2007-08	14	170	14	100	100	170
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				85	158
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) Other enrolled students	1					
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2009-10	21	156	21	100	97	157
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2008-09	12	162	12	100	99	159
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2007-08	14	155	14	100	99	155
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				97	164
ETS0113 -MUSIC CONTENT KNOWLEDGE	3				64	158

Educational Testing Service (ETS) Other enrolled students						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	21	165	21	100	98	165
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	165	12	100	100	165
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14	163	14	100	99	164
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				98	160
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) Other enrolled students	1				78	158
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2009-10	9				99	161
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2008-09	20	162	20	100	99	161
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2007-08	15	163	15	100	100	162
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	173
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0483 -PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	3				100	170
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	55	178	55	100	100	179
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	231	180	231	100	100	179
ETS0730 -PRAXIS I MATHEMATICS	182	180	182	100	100	179

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	228	179	228	100	100	179
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	215	179	215	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	55	179	55	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	231	179	231	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	181	179	181	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	228	180	228	100	100	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	214	179	214	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	55	177	55	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	233	177	233	100	99	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	183	177	183	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	232	177	232	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	216	176	216	100	100	176
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	170	7	70	68	168
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	3				61	165



ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	26	172	24	92	92	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	59	174	59	100	99	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	48	173	48	100	98	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				63	168
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				72	167
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	56	173	52	93	91	171
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	48	173	48	100	96	172
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	43	174	43	100	98	173
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	22	182	22	100	97	180
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	7				92	179
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	77	181	76	99	99	181
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	110	184	110	100	100	181
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2007-08	107	182	107	100	100	181
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS)	2				96	151

All enrolled students who have completed all nonclinical courses						
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) Other enrolled students	7				83	147
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	14	149	14	100	96	149
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	17	151	17	100	100	150
ETS0082 -SOCIAL STUDIES: ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2007-08	14	151	14	100	100	150
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				89	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7				63	161
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	170	14	100	94	169
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17	169	17	100	98	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14	169	14	100	100	168
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	3				90	173
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	175
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) Other enrolled students	1					
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS)	3				100	164

All program completers, 2009-10						
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	7				100	166
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2007-08	4				100	166
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) All program completers, 2009-10	3				100	179
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) All program completers, 2008-09	7				100	173
ETS0194 -SPANISH: PEDAGOGY Educational Testing Service (ETS) All program completers, 2007-08	4				94	176

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	188	181	96	94
All program completers, 2008-09	252	252	100	98
All program completers, 2007-08	227	227	100	99

### 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.

We adhere to the International Society for Technology in Education (ISTE) and the National Educational Technology Standards (NETS) contained within. Additionally, the Teacher Performance Outcomes Assessment (TPOA) standards, based upon the Pathwise Domains are used to assess each student's performance within this context. Below are the assignments and standards expected of each student enrolled in the senior level technology class. Students are expected to integrate these skills in their teaching experience during their Internship I and II semesters.

#### WORD:

1. Parent/Guardian Letter with "consent to video or photograph" tear-off (NETS 4; TPOA D4.1 and 4.2)
2. Class Newsletter with columns/section breaks/graphics/text boxes/line/page border/text wrapping (NETS 1 and 4; TPOA D4.1 and D 4.2)

#### EXCEL:

1. Fundraiser Project with Graphs (using technology to answer "what if" questions) (NETS 1, 2, 3, and 4; TPOA C3 and C7)
2. Impact on Student Learning with graphs, survey questions, and analysis (How will you know if your students met your learning objectives? Did they actually learn?) (NETS 1, 2, and 3; TPOA C7 and C8)
3. Educational Puzzle (inserting questions using comments, conditional formatting, and templates for immediate student feedback) (NETS 1 and 2; TPOA C7)

#### POWERPOINT:

1. Visual Presentation using PowerPoint: Music/Video/Sound/Animations/Transitions/Footer/Hyperlinks/Scanned Item/Packaged for CD (Advance slides using timings—OPTIONAL) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
2. Visual Presentation using Overhead & Transparency, ELMO, SmartBoard, and PowerPoint with slide narration (NETS 1, 2, and 3; TPOA C7 and C8)
3. Quizzing with PowerPoint (using hyperlinks) for immediate feedback (NETS 1 and 2; TPOA C7)

#### Misc. Assignments or Projects:

1. Email Attachment (send and open/print) (NETS 4; TPOA D4.1 and 4.2)
2. Effective Search Strategies: Lesson Plans with Objectives and RUBRICS (NETS 3 and 4; TPOA D3.1 and D6)
3. Research: Resources for Teachers (Must include links to Copyright and Fair Use information and adaptive technologies for special needs learners and English language learners) (NETS 2, 3, and 4; TPOA D3.1 and D6)

4. Create an Online Interactive Activity assignment (NETS 1 and 2; TPOA C7)
5. Create an Online Quiz (NETS 1 and 2; TPOA C7)
6. Create a WebQuest (must include a minimum of five Internet links) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
7. Create a Podcast (teach a short lesson, introduce a new topic, or enhance learning by providing additional information) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
8. Expression Web (Textbook Units)—The finished product will be a Website named “Tradewinds.” (NETS 1, 2, 3, and 4; TPOA C7, C8, D4.1 and D4.2)
9. Create a Class Website using Expression Web and link all of the assignments and projects you completed in this course (excluding Email Attachment, Expression Web—Tradewinds, and Effective Search Strategies: Lesson Plans and RUBRICS) (NETS 1, 2, 3, and 4; TPOA C7, C8, D4.1 and D4.2)

## 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.

Teach students with disabilities effectively

1. All middle and secondary teacher education candidates complete 3 credit hours focused on students with diverse learning needs (EDUC 3321: Introductory Strategies for Students With Diverse Learning Needs: Middle/Secondary).
2. All P-4 teacher education candidates complete 6 credit hours focused on students with diverse learning needs (EDUC 3320: Introductory Strategies for Students With Diverse Learning Needs: Preschool through 4th Grade and ECSE 4307: Instructional Programming and Techniques for Young Diverse Learners).
3. Teacher education candidates are introduced to strategies effective in creating environments suitable for students with exceptionalities which include adapting the social-emotional environment, teacher attitudes, student attitudes, behavioral environment, behavior management techniques, physical environment, lesson plans, instructional techniques, format of content, media/technology, and assessment/grading.
4. Teacher education candidates complete field based assignments in EDUC 3320, EDUC 3321 and ECSE 4307.
5. During Internship I and Internship II field placements, all teacher education candidates must demonstrate the ability to accommodate and modify lesson plans based on individual student need and complete a class profile which identifies students receiving special education services in the instructional setting.
6. All teacher education candidates must have a field based experience with students with diverse learning needs (i.e.

disabilities).

Participate as a member of individualized education program teams;

1. All teacher education candidates are introduced to the following content designed to prepare them as effective team members: historical aspects of IEP teams and special education, P.L. 94-142 and IEP requirements, IDEA and IEP requirements, Reauthorization of IDEA, Section 504 of Rehabilitation ACT, ADA, Inclusive Schooling, general and special education collaboration and co-teaching strategies, pre-referral and referral criteria, and assessment.

Teach students who are limited English proficient effectively

1. All teacher education candidates complete 3 credit hours focused on building a working knowledge of students and families representing a wide variety of cultural diversity as they exist in their schools and communities (EDUC 3309: Cultural Perspectives: Families, Schools, and Community Partnerships).

2. In addition to EDCU 3309 course content dedicated to strategies affecting the instructional effectiveness with culturally diverse learners, all teacher education candidates complete a field based assignment with English Language Learners in a public school setting.

3. During Internship I and Internship II field placements, all teacher education candidates must demonstrate the ability to accommodate and modify lesson plans based on individual student need and complete a class profile which identifies English Language Learners present in the instructional setting.

4. All teacher education candidates must have a minimum of two field based experiences with English Language Learners.

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Does your program prepare **special 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 **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.

The special education program (both P-4 & 4-12) are approved by the Arkansas Department of Education and NCATE accredited. This approval and accreditation is predicated upon national recognition by CEC (Council for Exceptional Children) the specialty professional association (SPA) for special education and the university's successful inclusion of these standards in the program of study. These standards include preparation of prospective special educators to effectively teach students with disabilities; to effectively teach students who are limited English proficient; and, to prepare special educators to participate as a member of individualized education program (IEP) teams.

While the institution has an approved traditional special education program, special education is an additional area of licensure only. Those seeking licensure in special education must hold a content area license first.

## 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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