

Program Information

Name of Institution: University of Central Arkansas
Institution/Program Type: Traditional
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	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/credit/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
Bachelor'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 2008-09:	484
Unduplicated number of males enrolled in 2008-09:	112
Unduplicated number of females enrolled in 2008-09:	372
2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8

<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	33
Native Hawaiian or Other Pacific Islander:	0
White:	440
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	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)	487
Number of students in supervised clinical experience during this academic year	476

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

The 487 full time equivalent adjunct faculty include 11 from the IHE who supervise only Internship II students (student teaching) and 476 P-12 teachers who had a pre-Internship II or Internship II student assigned to them. The university adjunct faculty may supervise more than one Internship II student, but the P-12 teachers will supervise pre-Internship II students or Internship II students at a ratio of 1:1. The numbers of students in supervised clinical experience include 196 students who were in Internship II and 280 who were in a supervised, pre-Internship II experience.

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 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	190	206	195
P-4 Early Childhood Education	81	100	88

Middle Level 4-8	33	24	19
Spanish P-8 & 7-12	5	3	1
French P-8 & 7-12	0	0	1
English 7-12	9	12	11
Social Studies 7-12	13	12	15
Life Earth Science 7-12	2	1	3
Math 7-12	6	12	8
Art P-8 & 7-12	3	2	6
Vocal Music P-8 & 7-12	2	7	6
Instrumental Music P-8 & 7-12	10	7	7
Family and Consumer Science 7-12	6	8	8
Business Technology 4-8 & 7-12	1	7	10
Physical Education, Wellness, & Leisure P-8 & 7-12	19	11	12

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: 188

2007-08: 200

2006-07: 193

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% student increase Goal met? Yes Description of strategies used to achieve goal:

	<p>1. Mathematics education prospects were visited in person at the university recruiting days, at the on-site visits to other institutions, at appointments made through the university admissions office, and at appointments with transfer students.</p> <p>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.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In addition to distributing brochures at conferences and schools, mathematics faculty made recruiting visits to schools, made appointments with visitors through the admissions office, and visited with community college transfer students. 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.</p> <p>Furthermore, 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. This option is now advertised in the university bulletin. As a result, at least three mathematics majors have selected this option and thus at the end of 2010 academic year, three additional teachers will have been trained.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Additional advertisement of the option described above will most likely lead to greater participation of the mathematics majors in teacher education.</p> <p>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. The summer program entitled Mathematics and Science Investigator (MSI) will be held for the third summer in 2010 to provide enriched activities for high school students in central Arkansas. The students are on campus for a week which will provide the opportunity for discussion of careers in teaching.</p>
<p>Science</p>	<p>Academic year: 2008-09</p> <p>Goal: 5% student increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>1. Recruit science education majors in both physical science and life science tracks utilizing multiple avenues, including bear facts days, 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.</p> <p>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</p>

	<p>Fair, held annually on the UCA campus, which provides a venue for both networking with science teachers as well as direct contact with high school students involved in the fair. Finally, the UCA STEM Residential College will be transitioning 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.</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 has lead 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.</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: 5% student increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Goal One: (1) Special Education Dual Option Block course offerings were moved to Fall semester on annual rotation and (2) systematic, ongoing recruiting efforts were built into the P-4 Early Childhood program through academic advising and Junior Block presentation.</p> <p>Goal Two: Proposal and course revisions to transition the existing graduate program in Special Education to on-line delivery were completed and approved through UCA channels. The proposal was submitted to the Arkansas Department of Higher Education for consideration.</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: 2008-09</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.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>A faculty search failed to result in candidates with the appropriate background to offer additional sections of the required courses. A future search will be conducted. A lesson learned</p>

	is that students in the 4000-level ESL Endorsement courses should be fully admitted to the teacher education program in order to improve retention and completion of the program.
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 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:

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 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: North Central Association/Higher Learning Commission)

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 course. 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 with receiving special education services present 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.

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.

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.