

# Supplemental IHE Narratives

The following pages contain supplemental information that was optional and was voluntarily submitted by 15 of the teacher preparation institutions in Arkansas and the ADE Non-Traditional Licensure Program.

## ADE Non-Traditional Licensure Program

### Overview of Institution

In 1987 the Arkansas Department of Education realizing that a rich pool of experienced people exists who may wish to enter the teaching profession developed the Non-Traditional Licensure Program (NTLP) to attract and prepare well-qualified individuals to stem the growing teacher shortage in Arkansas. The NTLP is a developmentally appropriate teacher- training program for persons who have a four-year degree or higher. It includes 288 hours of intensive specialized training and two years of support from a site-based Pathwise-trained mentor to assist with the guidance of professional growth for the new teacher during the first two years of teaching employment. From 2000-2004 NTLP participants helped to alleviate some of the shortage in all 75 counties in Arkansas.

### Overview of Program

The current admission requirements for the Non-Traditional Licensure Program are:

#### First Year

- Official Transcripts (showing a four year or higher degree conferred)
- Praxis I: Basic Skills Assessment passing scores
- Praxis II: Content Area passing scores
- NTLP application
- Arkansas and FBI Background Check
- Verification of employment by an Arkansas School (public, accredited private)
- Payment of the NTLP fee (\$800)
- Mandatory attendance of all instructional modules

#### Second Year

- Verification of employment by an Arkansas School (public, accredited private)
- Payment of the NTLP fee
- Mandatory attendance of all instructional modules
- Praxis II: Principles of Learning and Teaching passing score(s) or,
- Praxis II: Content Area Pedagogical passing score(s)

The Non-Traditional Licensure Program strives for best practice instructional delivery to the NTLP participants in the following areas:

- Pathwise
- Arkansas current practices and issues
- Classroom management
- Positive classroom discipline
- Legal responsibilities of teachers
- IDEA, 504, ESL
- Instructional delivery strategies
- Diverse needs of learners, multiple intelligences, and learning styles

- Thinking skills strategies
- Writing across the curriculum
- Technology integration in instruction
- Organizing content knowledge for student learning
- Assessments/performance tasks/rubric development instruction
- Managing the learning environment for diverse learners
- Arkansas content standards and curriculum frameworks

To complete the program the participant must have:

Successfully taught as teacher of record four class periods per day (or the equivalent) in the licensure area for two (2) years,

Successfully completed all instructional modules for two (2) years of the NTL program,

Pass the appropriate pedagogical assessment for the content area.

Site Directors/Coordinators and instructors for the NTLP include a diverse group of accomplished educators who have expertise and experience in the area they are invited to teach. All NTLP Site Directors/Coordinators and instructors hold a Bachelors degree or higher (some have Doctoral degrees), and are Pathwise-trained certified mentors and/or mentor trainers. In addition some are Praxis III assessors and/or assessor trainers.

### **Special Characteristics**

The purpose of the Non-Traditional Licensure Program (NTLP) at the Arkansas Department of Education is to give talented and highly motivated men and women who have four year college degrees or higher in fields other than education an opportunity to obtain the proper credentials, and become a licensed teacher in an Arkansas school to help stem the growing teacher shortages.

The typical Non-Traditional Licensure Program candidate is a mature individual who has been working in their field of study for a number of years. They bring to the classroom not only the knowledge of their field of study, but also the experience in practical use of their field of study. The NTLP has physicians, engineers, nurses, lawyers, business managers, business owners, and many other types of professionals who want to give something back to their communities.

## **Arkansas State University**

### **Overview of the Institution**

Arkansas State University (ASU) is located in Jonesboro, Arkansas, geographically located halfway between the Mississippi River Valley, one of the most fertile areas in the world, and the Ozark Mountains, rich in American folklore and tradition. Diversity is imbedded in the region's culture with Jonesboro being a point of demarcation that divides a number of all-white counties to the north of the city and counties with a demographic mix that approaches 50/50 African American/white in counties to the southeast.

The Arkansas State University system encompasses several branch and degree centers. One branch campus, Arkansas State University-Beebe, offers associate degree programs at Heber Springs and the Jacksonville Air Force Base. Additional ASU branch campuses include ASU-Mountain Home and ASU-Newport. In 2001, the ASU Technical Center at Marked Tree was added to the Arkansas State University system.

Arkansas State University offers bachelor's degree programs at the ASU-Arkansas Northeastern College Center (ANC) in Blytheville, ASU-Beebe Center, ASU East Arkansas Community College Center (EACC) in Forrest City, ASU-Mid-South Center (MSCC) in West Memphis, and ASU-Mountain Home Center. Additionally, the university offers a varied selection of courses in Paragould and at other locations throughout the region. ASU also offers many masters degree programs, several specialist degree programs, and several doctoral degree programs.

The total student population of Arkansas State University during the 2004-2005 academic year was 11,970 students with 40% males and 60% females. Of the 11,970, eighty-eight percent (10,530) of the students were residents and 12% (1,440) were nonresidents. The student population was 21% diverse and 79% Caucasian with the average age of 25.2 and 33.5 undergraduate and graduate respectively.

### **Overview of Education Program**

The Professional Education Unit (PEU) is the governance unit responsible for all teacher education programs within the university. The Dean of the College of Education is the head of the PEF unit.

The total number of students enrolled in the College of Education for the 2004-2005 year was 2,275 students with 569 enrolled in graduate programs. Of the 2,275 students, 28% were male and 72% were female. The average age of the College of Education student was 28.2 with an average GPA of 3.12 for undergraduates and 3.69 for graduates. The College of Education student population was 21% diverse and 79% Caucasian.

Students at Arkansas State University making formal application into the teacher education program must meet the following admission requirements:

1. Attain minimum passing scores on the Pre-Professional Skills Test (PPST) for reading, math, and writing,
2. Attain minimum overall GPA of 2.50,
3. Complete specific courses with a grade of "C" or better in each,
4. Complete minimum of 30 semester hours,
5. Complete an evaluation of Career Decision Awareness,
6. Submit an application form,
7. Submit a two-page typewritten philosophy of education,
8. Obtain a signed Clarification of Teacher Education Admissions/Retention Standards,
9. Appear individually for a personal interview before the Department Screening Committee, and
10. Verify no conviction of a felony.

Seven colleges at ASU prepare teachers. These include the College of Education, Agriculture, Fine Arts, Communications, Science and Mathematics, Business, and Humanities and Social Sciences.

During the 2004-2005 year, there were 376 students admitted into the teacher education program. The average overall GPA was 3.31 with an average hour completion of 99. The average scores on the Pre-Professional Skills Test (PPST) of those admitted were as follows: Reading – 180, Math – 178, and Writing – 176. During the 2004-2005 school year, there were 6.12% diverse students and 93.88% white students admitted into the teacher education program, including 17.82% males and 82.18% females.

Of the 376 students admitted during 2004-2005, the number of students enrolled in each program was as follows:

- Early Childhood – 158
- Early Childhood/Special Education – 2
- Middle Level Education – 102
- Secondary Education – 114
  - Agriculture – 3
  - Art – 4
  - Business – 11
  - English – 16
  - Foreign Languages – 1
  - General Science – 9
  - Mathematics – 14
  - Music – 4
  - Physical Education – 34
  - Social Studies – 18
  - Speech Communication - 0

The College of Education houses the following four departments, a center, and two offices: Educational Leadership, Curriculum and Special Education; Health, Physical Education, and Sport Sciences; Psychology and Counseling; Teacher Education; Center for Excellence in Education; Dean's Office, and the Professional Education Programs Office. The Teacher Education Department offers two undergraduate degrees, early childhood and middle level education and graduate programs in Early Childhood, Early Childhood Services, Elementary Education, and Reading. The Department of Health, Physical Education, and Sport Sciences offers an undergraduate and graduate degree in Physical Education. The Department of Psychology and Counseling offers masters degrees in school counseling and school psychology. Also, within the College of Education is the Educational Leadership, Curriculum, and Special Education department that offers masters degrees in Educational Leadership, Curriculum and Instruction, Theory and Practice, Special Education, and Gifted, Talented, and Creative. The Center for Excellence in Education offers a doctoral program in educational leadership.

At Arkansas State University the secondary education programs, governed by the Professional Education unit and the Council on Professional Education (COPE), include the following disciplines: Agriculture, Art, Business, English, Foreign Languages (Spanish and French), General Science with emphasis areas in biology, chemistry, or physics, Mathematics, Instrumental and Vocal Music, Physical Education, Social Studies, and Speech Communications/Theatre.

The unit conceptual framework, Learning to Teach, Teaching to Learn, consists of eight standards. The standards expected of each student in the undergraduate programs were as follows: foundations, knowledge base, learners/learning, best practices, diversity/exceptionality, communication skills, professionalism, and lifelong learning. Once admitted into the program, the students' outcomes based on the performance standards were reviewed at four checkpoints. The checkpoints after admission were as follows:

- \*Pre-Teacher Intern Check with students maintaining a minimum GPA of 2.50 and earning a "C" or better in Professional Education courses.

- \*Intent for Teaching Internship Check with students continuing to maintain a minimum GPA of 2.50 and successfully meeting a pre-internship portfolio review,

- \*Internship Check with students continuing to maintain a minimum GPA of 2.50 and being validated for the teaching internship using the performance standards,

\*Exit Assessment Check with students successfully performing in the teaching internship, maintaining a minimum GPA of 2.50, having a successful post-internship review, meeting Praxis II assessments as specified by each program, and meeting graduation check sheet requirements.

Each program required an introductory field experience, a middle level school experience, and a semester long (sixteen-week) internship as the capstone experience. In order to ensure that students gain experience in diverse educational field settings, field sites selected for the school experiences include schools that vary by size and diversity of student population. Students experience one school from each of the three categories of school population: Category 1 with student diversity population over 25%, Category 2 with student diversity population between 5-25%, and Category 3 with student diversity population between 0-4%. Students also experience both large and average-to-small schools. The performance of interns was assessed using formative and summative evaluations aligned with the outcomes of the conceptual framework.

Of the 285 students who interned during the 2004-2005 school year, there were 125 early childhood, 67 middle level, and 92 secondary education majors. The secondary education majors ranged from one art education to 32 physical education students. Of those interning, 17.19% were male, 82.81% were female, 5.61% diverse, and 94.39% white.

### **Special Characteristics**

Our students continue to be recognized for outstanding accomplishments, such as 100% of the 2004-2005 graduates taking the Praxis III performance exam passing it. Of the 377 Nationally Board certified teachers in Arkansas, at least 38 (10%) are alumni of ASU. Our students are further recognized as Teacher of the Year at many of the schools in the state.

## **Arkansas Tech University**

### **Overview of Institution**

Arkansas Tech University is a multi-purpose, state-supported institution of higher education dedicated to providing an opportunity for higher education to the people of Arkansas and to serving the intellectual and cultural needs of the region in which it is located. The University offers a variety of programs committed to excellence in undergraduate and graduate studies. These programs are designed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future by providing opportunities for intellectual growth, skill development, and career preparation. The institution monitors student mastery of general education and specialized studies, retention and graduation rates, and quality of teaching and academic programs to verify and facilitate demonstrable improvements in student knowledge and skills between entrance and graduation.

All students pursuing a degree at Arkansas Tech University must take general education requirements. The general education curriculum is designed to provide university-level experiences that enhance capabilities in communication, abstract inquiry, critical thinking, analyzing data, and logical reasoning; an understanding of scientific inquiry, global issues, historical perspectives, literary and philosophical ideas, and social and governmental processes; the development of ethical perspectives, and an appreciation for fine and performing arts. These requirements reflect a commitment to the concept of a broad-based education as the foundation for lifelong learning. The abilities to read with comprehension, write with clarity, and to have

command of essential mathematical skills are critical for the individual in a rapidly changing world.

The University provides a range of specialized studies to prepare students to enter career fields or to continue their education at the post-graduate level. Specialized studies are offered within several areas of emphasis including professional education programs in Early Childhood Education, Middle Level Education, and Secondary Education. Graduate work leading to the master's degrees in education strengthens the academic and professional competence of students and enhances their capacities for scholarly inquiry and research.

The primary function of the University is teaching. Scholarly research and other professional activities of the faculty, continuing education, and community service are encouraged, promoted, and supported. In keeping with its focus on teaching, the University seeks to recruit, develop and retain faculty who are dedicated to quality teaching and providing dynamic classroom learning experiences that integrate theory and practice. The institution values academic freedom and the concept of shared governance. Faculty and student organizations such as the Faculty Senate, Graduate Council, and the Student Government Association participate in university governance by making policy recommendations. Leadership and management of the University are the responsibility of the President. Governance of the institution is the responsibility of the Board of Trustees. The mission statement defines fundamental criteria for assessing institutional effectiveness, and it serves several important functions. It provides guidance for administrative decisions regarding the overall direction of the institution. It provides direction to each of the schools, divisions, and departments of the institution, creating an umbrella under which those units may plan, operate, and evaluate their programs. Finally, it establishes a general blueprint for the development of processes for assessing and improving institutional effectiveness.

### **Overview of Education Program**

The teacher education program, accredited by the National Council for the Accreditation of Teacher Education (NCATE), provides a pre-service, standards-based, readiness-to-teach curriculum and the opportunity for advanced study for in-service teachers. Programs promote learning and encourage reflection on practice, professional dialogue, and understanding in context, to emphasize knowledge, performances, and dispositions comprising the licensure standards for teachers in the state of Arkansas and the standards of specialized professional associations where available.

The mission of the Unit is founded on a set of core values that drive the conceptual framework, which guides the development of programs and the delivery of courses within each program. The core values were created with consideration for excellence in teaching; the examination of established national, state, and unit standards for teaching and learning; and the review of curriculum experiences and expectations in all programs. The core values direct the development and refinement of programs, courses, design of instruction, research, service, and assessment. These select, enduring beliefs represent not only what is important to know and do, but the deep and most important understandings which will anchor the unit, the programs to it, the courses within each, and assessment throughout. These values are central to the accomplishment of standards for teaching excellence, and they will ensure that teacher candidates are successful in making a difference in student learning. They are lasting values, carrying the teacher candidate beyond the program and throughout professional development.

The core values include the following statements of belief:

1. All human beings grow, develop, and learn. (Connected to State Standards 1, 2, 3 & 4)

2. Student learning is the goal; the teacher's role is to maximize growth, development and learning opportunities for each individual. (Connected to State Standards 1, 2, 3 & 4)
3. Educational opportunities should be developmentally appropriate. (Connected to State Standards 1, 2, 3 & 4)
4. Effective teachers possess a strong academic knowledge base. (Connected to State Standards 1& 3)
5. Accountability is an essential part of the teaching/learning process. (Connected to State Standards 1, 2, 3 & 5)
6. Diversity is valued within the teaching/learning process. (Connected to State Standards 1, 2, 3, 4 & 5)
7. Parents and community are essential to the teaching/learning process. (Connected to State Standards 3, 4 & 5)
8. Professional educators are committed to high levels of moral and ethical behavior. (Connected to State Standards 2, 3, 4 & 5)

These core values create the Unit's framework: *Professionals for the Future*. The framework emphasizes the concepts of teacher as instructional leader, reflective decision-maker, and problem solver with knowledge of the student, a strong content and pedagogical knowledge, a commitment to their profession, and a desire to continue their development.

These concepts of teacher, then, imply common strands for translation into manageable, program-specific, sequences of learning expectations and experiences. Each strand serves a specific purpose, and all strands are interrelated and interacting. Every effort is made to integrate the strands rather than to cover each separately within a program. The major strands of the Unit include:

1. Strong Academic Background (Connected to State Standards 1 & 2)
2. Knowledge of the Student (Connected to State Standards 1, 3, & 5)
3. Professional and Pedagogical Knowledge (Connected to State Standards 1, 3, 4, & 5)
4. Developmentally Appropriate and Effective Practices (Connected to State Standards 1, 2, & 3)

The unifying forces of the interrelationship and interaction of strands are oral and written communication, technology, diversity, and its assessment, reflection, and leadership.

Finally, the conceptual framework provides an underlying structure for the assessment of teacher candidates. The framework guides the collection of assessment, with emphasis on performance tasks and projects, needed to document and validate that the desired knowledge, performances, and dispositions have been achieved.

Standards-based preparation programs are offered in early childhood education, middle childhood education, and selected areas in secondary education. Students seeking licensure in a secondary area major in their respective discipline and enroll in the professional preparation program as a part of the degree.

### **Special Characteristics**

Arkansas Tech University is a moderately selective-admission institution located in Russellville, Arkansas (population 24,000), between the state's two largest population centers, Fort Smith to the west and Little Rock to the east.

# Harding University

## Overview of Institution

Harding began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, Ark. Harper had been founded in 1915 in Harper, Kan., and Arkansas Christian had been chartered in 1919.

Upon completion of a study begun in May 1978, the board of trustees approved the study's recommended change of Harding to university status, and on Aug. 27, 1979, the name of the institution officially became Harding University.

The college was named in memory of James A. Harding, co-founder and first president of Nashville Bible School (now David Lipscomb University) in Nashville, Tenn. A preacher, teacher and Christian educator, James A. Harding inspired his co-workers and associates with an enthusiasm for Christian education that remains a significant tradition at Harding University. With the merger J.N. Armstrong, who had served five years as Harper's president, became president of Harding College, and A.S. Croom, president of Arkansas Christian for two years, became vice president for business affairs. In 1934 Harding was moved to its present site in Searcy, Ark., on the campus of a former women's institution, Galloway College. One of Harding's first graduates, George S. Benson, returned from mission work in China in 1936 to assume the presidency of his alma mater. The vigorous educator quickly directed the College out of deep indebtedness and launched it on a journey to financial stability, national recognition and academic accreditation. When Dr. Benson retired in 1965, his 29 years of tireless service were more than evident in a multimillion-dollar campus, regional accreditation, a strong faculty, and a continually growing student body. Dr. Benson died in December 1991 and is buried in Searcy.

Dr. Clifton L. Ganus Jr., a 1943 graduate, served as president from 1965 to 1987. A former history department chairman and vice president of the College, Dr. Ganus kept alive his predecessor's drive for excellence by leading a plan of campus improvement and expansion. During his administration, enrollment increased from 1,472 in the fall of 1965 to 2,767 in the fall of 1986. Seven major academic buildings, four large residence halls, and several married students' apartments were constructed. A \$1 million addition to the Science Building was completed in 1984. Also, six academic buildings were renovated and/or enlarged. The nursing program, the social work program, the Mission Prepare program, the School of Biblical Studies (with programs in Searcy and in Nassau, the Bahamas), and the Harding University in Florence (Italy) program were developed during his administration. In Memphis, TN, the Graduate School of Religion experienced significant growth, received accreditation by the Southern Association, and added the Doctor of Ministry degree to its program. Upon his retirement, Dr. Ganus became Harding's first chancellor, and in his honor, the board of trustees named the physical education complex the Clifton L. Ganus Jr. Athletic Center.

Dr. David B. Burks became Harding's fourth president in May 1987. A 1965 graduate, he has been a member of the faculty since 1967 and previously served as dean of the School of Business. As professor of business and director of the American Studies program, Dr. Burks received the Distinguished Teacher Award in 1974 and 1986. A C.P.A. and consultant, he has written *The Christian Alternative for Business* and *Strategic Management Simulation*. He instituted the course in Christian Business Ethics, a requirement for all business majors. He holds a doctorate in administration of higher education from Florida State University. Under his leadership, the

University has experienced record growth in enrollment and giving and, more importantly, continues to place significant emphasis on Christian servant-hood.

### **Overview of Education Program**

Harding University offers programs preparing teachers of children in preschool through high school, all under the oversight of the College of Education. The dean of the College of Education is the chief administrator and certification officer of the College of Education. The Administrative Council for Teacher Education (ACTE), comprising both faculty and students, formulates policies and coordinates aspects of the Teacher Education Program and is chaired by the dean of the College of Education. The Committee on Admission and Retention to Teacher Education (CARTE) recommends criteria in this area, applies the policies adopted by ACTE and is co-chaired by the co-directors of the Teacher Education Program.

The College of Education offers undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Music Education degrees. Teaching areas are available in early childhood education, middle-childhood/early adolescence education and secondary areas of licensure. Secondary content areas include licensure in art, life science/earth science, physical science/earth science, English/language arts, French, kinesiology/ health/coaching, mathematics, music education, social science, Spanish, drama/speech, and family and consumer sciences.

All teacher candidates must complete the same 60 credit hours of liberal arts courses required of all students plus education courses covering human development and methods of teaching. Early childhood and middle level teachers earn the B.A. in education. They participate in field experiences in urban and rural classrooms, including a 16-week student teaching semester. Secondary teachers earn a degree in an academic discipline while meeting requirements for teacher licensure. Their experiences include classroom observations, tutoring, assisting in classrooms, and a 12-week student teaching semester. The teaching performance of all teacher candidates is assessed using a detailed research-based system.

### **Special Characteristics**

The vision of the College of Education is to develop lifelong, professional learners who influence the lives of their students in positive, lasting ways. To that end, the mission of the Teacher Education Program and the Educational Leadership and School Counseling Programs is to prepare candidates who are scholarly, nurturing, and self-directed facilitators of student learning. In keeping with the university's motto of "Developing Christian Servants," the College of Education interacts with Campus Ministry, the Student Association, and other campus organizations to encourage the development of teachers as Christian servants. Prospective teachers participate in a number of domestic and international campaigns and many state and local charitable projects. A four-week summer teacher education program in Scotland is an option for prospective early childhood and middle level teachers. This program includes extensive field experiences in Northern U.K. schools. In addition to their academic work and service learning, teacher candidates participate in a variety of pre-service professional organizations. Scholars Advancing Teaching and Learning (S.A.L.T.) is a unique student organization that involves educational service to the global community, professional enhancement, recruitment of potential teachers, and mentoring. Students also participate in Kappa Delta Pi and Student Council for Exceptional Children.

Teachers trained at Harding University are teaching in most states in the U.S. as well as the People's Republic of China, Japan, Brazil, Togo, Kenya, Uganda, Italy, Germany, and other countries. Several are involved in domestic or international humanitarian aid work.

# Henderson State University

## Overview of Institution

Henderson State University is a multipurpose institution with an enrollment of approximately 3,500 students, offering both graduate and undergraduate programs of study. Females represent approximately 59% of the total enrollment. Minority enrollment makes up about 23% of the student body, which includes about 2% international students. Degree programs are offered through the Matt Locke Ellis College of Arts and Sciences, the School of Business, Teachers College, Henderson, and the Graduate School. The university operates the only aviation degree program in Arkansas and offers pre-professional studies. HSU is Arkansas's public liberal arts university. True to the century-long tradition that has distinguished Henderson since its founding, the university remains dedicated to providing excellent undergraduate curricula in the arts and sciences. Further, the university is committed to offering strong professional programs in teacher education and business administration at both the undergraduate and graduate levels. Teacher education has in particular been an integral part of the mission of Henderson State University. In fact, for a large part of the history of the institution, Henderson was known as Henderson State Teachers College (1929-1967).

## Overview of Education Program

Recognizing the importance of preparing the highest quality teachers and school service personnel, the university views teacher education as a total institutional responsibility. Teachers College, Henderson bears the primary responsibility for teacher education. TCH is composed of the departments of Curriculum and Instruction; Educational Leadership and Special Education; Health, Physical Education, Recreation, and Athletic Training; Family and Consumer Sciences; Counseling; and the Office of Teacher Education Admissions and Field Experiences. The curriculum in teacher education was developed for the purpose of preparing competent teachers for early childhood, middle level, and secondary school classroom and has the following objectives: (1) to give prospective teachers an understanding of the history and development of public education; (2) to give prospective teachers competency in the various techniques and methods of instruction; (3) to make prospective teachers aware of the differences among school age children; (4) to give prospective teachers a knowledge of teaching materials available to them; and (5) to give prospective teachers practicum experiences, including a full-time teacher internship in the public schools. Above all, Teachers College, Henderson values excellence in its educational endeavors. It further cherishes an academic environment, which exemplifies professional conduct, cooperation, integrity, and industry within the context of a democratic ethic. Finally, it seeks to perpetuate these ideals as they are personified in future generations of teacher to whom its faculty would gladly and willingly entrust their own children.

Admission requirements reflect this emphasis on educational excellence and professionalism. To be admitted to the teacher education program, candidates must successfully complete the Praxis I exam, an interview with public school and university professionals, College Algebra or Math for Liberal Arts, Oral Communication, and Freshman English A and B, as well as a cumulative grade point average of 2.50. Additionally, participation in the internship experience requires a 2.5 grade point average in the teaching field and a passing score on appropriate Praxis II exam content. Program completion requires a passing score on the appropriate Praxis II Principles of Learning and Teaching exam.

### **Special Characteristics**

Teachers College, Henderson possesses several unique characteristics. Principles found in the Pathwise System of teacher training, assessment, and mentoring are integrated throughout the teacher education curriculum. The Pathwise System is used by the state of Arkansas to assess the performance of new teachers prior to and during a probationary period. Coursework focuses on the preparation of candidates for the Pathwise based Praxis I, II, and III teacher assessments. In addition, Teachers College, Henderson has a formal partnership with 14 area school districts. Individuals from these districts provide input on teacher education curricular and policy matters. The partner districts also provide sites for field placements in teacher education. Still another unique characteristic of Teachers College, Henderson is the practice of providing all secondary teacher education interns with a university supervisor from their particular content area and a clinical supervisor during their internship. This allows for more content-specific mentoring, along with the professional education component, during this extremely important phase of teacher education students' preparation. A performance-based assessment system in teacher education now includes formal interviews of candidates both at admission to the program and at exit. In both cases, rubrics are used by panels of public school and university personnel to assess such areas as personal presentation, dispositions, and portfolios.

Finally, the new Master of Arts in Teaching (MAT) degree program is now in full operation. The MAT provides an avenue for individuals teaching in the schools in emergency situations to obtain their initial licenses.

## **Hendrix College**

### **Overview of Institution**

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the college offers curricular and co-curricular programs affording students the opportunity

- ▶ to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- ▶ to examine critically and understand the intellectual traditions woven into the history of Western thought;
- ▶ to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- ▶ to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- ▶ to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students:

- ▶ enduring intellectual curiosity and love of knowledge;
- ▶ aesthetic sensibilities and delight in beauty;
- ▶ powers of ethical deliberation and empathy for others;
- ▶ discernment of the social, spiritual, and ecological needs of our time;
- ▶ a sense of responsibility for leadership and service in response to those needs;
- ▶ recreational dispositions complementing a full flourishing of the human potential.

The college is located in the foothills of the Ozark Mountains in a rapidly growing city called Conway, Arkansas. The college is divided into three areas - Humanities, Natural Sciences, and Social Sciences - with each area headed by an area chairperson. The Education Department is one of several departments in the Social Sciences area. The chairperson of the Education Department reports to the Social Sciences area chairperson. The Social Sciences area chairperson reports directly to the Provost of the College. The Department of Education also includes the Teacher Education Committee, which is chaired by the Education Department Chair and includes members from all areas of the college, public school members, and Hendrix College education students. All program changes go through the Department of Education to the Teacher Education Committee.

### **Overview of Education Program**

The Hendrix College Department of Education believes that a liberal arts education will produce knowledgeable, thinking human beings and provide a sound background for a professional educator. This basic belief has led the Department of Education to adopt a constructivist philosophy for its teacher education program. This knowledge base has been in existence since 1992, and the flexibility that constructivism gives to the teacher education licensure candidate makes it appear to be timeless in its longevity.

The constructivist philosophy is based on the “assumption that learners do not passively absorb knowledge but rather construct it from their experiences” (Asthenia, *Journal of Teacher Education*, Nov./Dec., 1992, p. 322). The passive absorption of knowledge refers to the traditional practices of teaching and learning where rote learning is emphasized.

It should be noted that the constructivist approach does not abandon existing knowledge. Knowledge is constructed by the learner based upon personal experiences, beliefs, and preexisting mental structures. Actually, constructivist learning experiences take into account students’ existing knowledge and provide opportunities for students to develop new knowledge by fitting it into, revising, or replacing an existing framework of knowledge. The constructivist approach gives students the opportunity to construct knowledge for themselves, on their terms, so that they can act to form meaningful mental pictures of understanding. Constructivism, therefore, includes “the consolidation and internalization of information, by the learner, in a way that is both personally meaningful and conceptually coherent” (Caine & Caine, *Teaching and the Human Brain*, 1991, p.147).

The Hendrix Teacher Education Program accepts its responsibility to assist each student enrolled in its program to reach the College objectives stated above. In addition, the Teacher Education Program has as its goals that each licensure candidate completing the Secondary English program will:

1. Understand the social, philosophical, and organizational base of American education, past and present.

2. Understand the fundamental principles of educational psychology, including early childhood and adolescent development.
3. Understand the fundamental principles of organizing content knowledge for student learning.
  - a. Understand and exhibit awareness of students' background of knowledge and experiences.
  - b. Articulate clear learning goals and objectives that are appropriate for student learning.
  - c. Demonstrate an understanding of the content that was covered in the past, present, and future.
  - d. Create and/or select teaching methods, learning activities, and instructional materials and other resources that align with the lesson objectives, and are developmentally appropriate.
  - e. Create evaluation strategies that align with the objectives of the lesson.
4. Understand the fundamental principles of teaching for student learning.
  - a. Make learning objectives and instructional procedures clear to students.
  - b. Make content comprehensible to students.
  - c. Encourage students to extend their thinking.
  - d. Monitor students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
  - e. Making the physical environment conducive to learning.
5. Understand how to create an environment for student learning.
  - a. Create a climate that promotes fairness.
  - b. Establish and maintain rapport with students.
  - c. Communicate challenging learning expectations to each student.
  - d. Establish and maintain consistent standards of classroom behavior and management.
  - e. Make the physical environment conducive to learning.
6. Understand the need for continued teacher professionalism.
  - a. Reflect on the extent to which the learning objectives were met.
  - b. Use practical actions to help students who are not meeting the learning objectives.
  - c. Build professional relationships to share teaching insights and learning activities.
  - d. Understand the importance of communicating with parents or guardians about students.
7. Understand the necessity of being able to teach all children in a multicultural society.
8. Understand the integration of content through field experience.
9. Understand one academic discipline (English) in depth.
10. Understand how technology is integrated throughout the curriculum.

## Lyon College

### Overview of Institution

Lyon College is a four-year liberal arts college associated with the Presbyterian Church U.S.A. Founded in 1872, Lyon college offers liberal arts education of superior quality in a personalized setting. A selective, independent, undergraduate teaching and learning community, Lyon encourages the free intellectual inquiry essential to social, ethical, and spiritual growth. With a rich scholarly and religious heritage, Lyon develops, in a culture of honor, responsible citizens and leaders committed to continued personal growth and service.

Lyon College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It's teacher education programs are accredited by the National Council for the Accreditation of Teacher Education.

Demographics: Fall 2004-2005 (Full-time)

Asian or Pacific Islander	4
Black (Non-Hispanic origin)	17
Hispanic	7
American Indian or Alaska Native	8
White (Non-Hispanic Origin)	403
Non-Resident Alien	23
Unknown	25

### **Overview of Education Program**

#### Admission Requirements:

- ACT or SAT Scores
- Demonstrated proficiency in reading, writing, and speaking evaluated in EDU 202 – Overview of Teaching
- Passing scores in PRAXIS I (Pre-Professional Skills Test: PPST) Math – 171; Reading – 172; Writing – 173
- Current transcript (normally students admitted to the program must have a cumulative GPA of 3.0 and a major GPA of 3.0. The student must have a 'C' or better in English Math, concentration requirements. We abide by the Arkansas Department of Education and NCATE minimum GPA of 2.5.)

#### Program Areas:

- P-4 – 8 enrolled
- Middle School – 0 enrolled
- Secondary – 4 enrolled

#### Brief description of each program:

- P-4 (Early Childhood/Elementary) candidates select both the P-4 Education major and concurrent liberal arts major. The P-4 major is no longer a concentration but a full major beginning with the 2005-06 academic year.
- Middle School: This program entails a full academic major either in English or a Social Studies discipline (History, Political Science, and Economics) and a minimum of 24 credits in the complementary non-major discipline. The alternative Math/Science program entails either a Math or Science major and a minimum of 24 credits in the complementary non-major discipline. The major and non-major disciplines are supplemented by a 25 hour Middle School concentration. It was approved by NCATE in March 2002.

- Secondary: For this group of candidates in 2004-05, majors were: English, History, and Mathematics, supplemented by a 22 our Secondary Education concentration. The English major comprises 33 credits, the History major comprises 36 credits, and the Mathematics major comprises 39 credits.

*Description of the general Education and Education Concentration Faculty:* All of the English and History faculty hold the doctorate in their respective fields. In Mathematics just one faculty member is completing his doctorate and is at this time ABD. Ninety percent of all Lyon College faculty hold doctorates.

### **Special Characteristics**

The Lyon college teacher education program is unique in that candidates spend an entire year student teaching. They begin in August when students return to school and complete their assignments at the end of April, just before commencement. Lyon candidates participate in an integrated program during the senior year in which they spend half a day in their K-12 classrooms and the rest of the day taking both their professional courses and completing their academic majors. This approach is based by the commitment of the institution to integrating theory and practice in a coherent way for those who will teach our youth. Lyon College has been honored to have had 12 of its faculty chosen as Carnegie/CASE Professors of the Year out of the past 17 years. One of them has been selected twice for the award. Four Lyon College teacher education graduates have been selected as Independence County Teachers of the Year in the past five years.

## **Philander Smith College**

### **Overview of Institution**

Philander Smith College is a small, privately supported, historically black, four year liberal arts college related to the Ministry of the United Methodist Church. Historically, Philander Smith College has expanded opportunities for African Americans by providing them with a formal education. Philander Smith College has played a major role in providing educational opportunities to many persons who would have ordinarily been denied the opportunity. The influence the College has had on the productive lives of its alumni is evident by their accomplishments in the various position in which they serve. Philander Smith College has been designated as one of the 103 Historically Black Colleges and Universities that was established before 1964. Even though it continues to uphold its primary mission, to provide opportunities for the economically challenged minority individuals, it has expanded its mission to attract more diverse students from all cultural and racial groups. Philander Smith College maintains a student population of 742 with 245 males and 497 females. Philander Smith College has approximately 728 resident students and 14 non-residents.

The College's mission is to grant access to higher education to individuals who are, or who have the potential to be, academically talented, regardless of their social, economic, or educational background. This includes the holistic development of students, the goal of helping them reach their potential as human beings and contributing members of society; the preparation of students for life in this pluralistic, complex, and technological society; and enabling students to understand other cultures. The key aspect of the College's mission is the pursuit of excellence through the provision of a quality college education for all, regardless of race, religion, sex, national origin, or ethnic background.

## **Overview of Education Program**

The professional education unit is housed in the Division of Education. The Division of Education is responsible for all programs that prepare candidates for the teaching profession. Its mission is consistent with the mission of the College. The Division of Education builds upon its philosophy, as well as the physical and financial resources for the implementation of its programs and services. Further, the Division is committed to produce outstanding educators who will become community, national and world leaders, committed to lifelong learning. Each program is designed to foster positive change, which leads to an improved quality of life for students, their families, the community, and the global society.

The Division of Education offers teacher education degree programs in Early Childhood Education, Middle Childhood/Early Adolescence Education in Language Arts and Social Studies and Vocational Education/Business Technology, as well as non-licensure programs in Physical Education and Early Childhood Administration. Each program is built upon a sound liberal arts foundation, an appropriate content area foundation, and is designed to enable candidates to acquire knowledge, skills, and dispositions that are crucial to effective teaching.

The Early Childhood Education Program is designed to prepare teachers of young children birth to age 8, in early grades pre-kindergarten to 4<sup>th</sup> grade in both self-contained and departmentalized classrooms. The teacher emerging from this program will be the force in the teaching/learning process with an understanding of human growth and development, a repertoire of effective teaching strategies appropriate for young children, knowledge of the reform movement, and the capacity to implement developmentally appropriate, integrative, and interdisciplinary early childhood curriculum.

Middle Childhood/Early Adolescence is the period of human development experienced in children from the ages of 9-14. During this time, they have distinct physical, social, emotional, and intellectual needs. Recent evidence from medical science, psychology, and other areas has confirmed that this period is a critical time in human development. It is a time when dramatic changes occur in appearance, self-concept, and intellectual development. The Middle Level Teacher Education Program is designed to prepare teachers of young adolescents (ages 9 to 14) in middle grades 4-8 in both self contained and departmentalized classrooms.

Admission - Admission to the College does not automatically admit the student to the Teacher Education Program. Declared Education licensure majors must obtain admission by meeting the published guidelines for each program. All interested persons should file a formal Application for Candidacy with the Chair of the Division by March 15<sup>th</sup> during the second semester of the Sophomore year for Fall admittance to candidacy, and October 15<sup>th</sup> for Spring admittance to candidacy. The Entry Interview with members of the Teacher Education Committee, and scores of 172 or better in Reading, 171 or better in Math, and 173 or better in writing on a State mandated test (PRAXIS I) will help to determine the student's admittance to candidacy. The student must also:

1. Complete and earn grades of C or better in English Composition 113 and 123, Basic Speech 103, College Algebra 113, and Arkansas History 103.
2. Have a minimum GPA of 2.50 or better on all course work.
3. File a Declaration of Major Form in the Office of Enrollment Management and Records and the appropriate department or division office.

4. Successfully pass introduction to Education (EDUC 203), and The Exceptional Learner (SPED 213) with a grade of “C” or better and complete a minimum of 30 clock hours of pre-professional field experience in an approved education setting.

5. Pass an entry interview with the Teacher Education Committee.

6. Apply for candidacy and be admitted into the Teacher Education Program.

Unit enrollment for Fall 2004 included seven formally admitted candidates; however, there are presently 59 candidates majoring in education, there are four candidates enrolled in Vocational Education/Business Technology. Ethnically, the unit candidate population was 85.8 percent African American and 14.2 white. Admission in the program is based on guidelines which are published in the college catalog. Candidates must meet and adhere to strict guidelines that prepare them for both school and non-school settings. This will enable them to be leaders and role models in the community in which they serve.

All unit faculty members gain contemporary professional experiences in school settings at the levels they teach or supervise on a regular basis through their work with P-12 teachers and through their classroom scholarly work. Of the 13 full-time faculty and adjunct faculty, eight (62 percent) have earned terminal degrees in their fields of specialization from leading universities and some have done advanced study, five (38 percent) hold a master’s degree from leading universities. Faculty without terminal degrees have extensive experiences in P-12 schools that qualify them for their unit assignments.

### **Special Characteristics**

Unit faculty members are consistently involved in the overall life of Philander Smith College through leadership in the unit and college faculty governance; course development and assessment; departmental and college committees; and advisor to student organizations.

Additionally, many faculty members are actively involved in local, state, region, national, and international professional and social organizations and groups. Many hold leadership roles in these organizations and are known for their excellent qualifications. All full-time and part-time faculty members have licensure and/or expertise in their field/area of instruction. All faculty members are Pathwise trained. One faculty member, Dr. Susanne Gamble serves as an Assessor in PRAXIS III for the state of Arkansas.

Dr. Betty Dickson serves on the Head Start Governing Board, which governs and monitors the Head Start Program for the University of Arkansas for Medical Sciences and the Arkansas Commitment Program which provides standardized testing skills, and assistance with college and graduate school admission for high achieving African-American students. Coach David Todd serves as a professional Counselor/Therapist.

The Division of Education along with the chair, Dr. Chima Uko Igwe has been involved in several significant events geared toward strengthening the teaching and learning process in our Teacher Education Program. The unit has established partnerships with elementary and secondary schools and the college has articulation agreements with other colleges within the state and region. Dr. Igwe serves as a facilitator for the National Board for Professional Teaching Standards.

In addition, we have collaborated with our Division of Education Stakeholders and the Teacher Education Committee. Most of these collaborative efforts have been established with community

organizations and social service agencies and have dealt with literacy, physical fitness, and social services.

We have also made visits to community colleges for recruitment purposes and participated in “High School Recruitment Day” for the College campus. Dr. Igwe also provided leadership in the organization of the 2<sup>nd</sup> Annual Pre-service Teacher conference by the S-AEA April 2004.

The Division of Education provides training for the PRAXIS I exam for students and provides assistance with tests through structured workshops for reading, writing and math, and providing help with the PLT and Content Test.

Faculty in the Teacher Education Unit recognizes the tremendous impact that rapid technological growth has had on schools and society. In recent years, Philander Smith College has invested in providing and integrating technology, especially multimedia resources, web-based technologies, and computers, for teachers and students, including updating program requirements to reflect current technological

practices. In order for candidates to gain a thorough understanding of the use technology in their professional practice, they must utilize the multimedia resources that we have available such as: digital cameras/camcorders with tripods, LCD projectors, scanners, photo-quality color printers, portable flash-drive devices, notebook computers with graphics software, CD/DVD players/recorders, TV/VCR players/recorders and the new technological savvy device called the multimedia Smart Cart.

All of the Division of Education Early Childhood Education and Middle Childhood Education graduates 2004 and previous are employed as school Teachers. Graduate accomplishments include the following: Former Graduate, Fran McNeil named Teacher of the Year at Washington Elementary School. Former Graduate(2001), Shamonica West, 5<sup>th</sup> Grade Teacher at Clinton Elementary, earned a Master of Science Degree in Reading from University of Cen

## **University of Arkansas at Fayetteville**

### **Overview of Institution**

The University of Arkansas is the state’s land-grant institution founded in 1871. As a land-grant university, the University of Arkansas strives to fulfill a three-fold mission of teaching, research, and service. In addition, as the flagship campus of the University of Arkansas system, the U of A in Fayetteville serves as the state’s major center of liberal and professional education and as Arkansas’ main source of theoretical and applied research.

The University of Arkansas houses over 200 academic programs and offers 83 bachelor’s degrees in 74 fields of study. In addition, students may pursue a wide range of graduate degrees, including the Master’s, the Educational Specialist, the Doctor of Education, and the Doctor of Philosophy.

In 2005, the university had a total enrollment of 17,821. This included 14,281 undergraduate students and 3,095 graduate students, and 445 law students. There were 13,855 in-state students, 3,078 out of state, and 888 were international students. The number of female students was 49.1%, 1.8% were American Indian or Alaskan Native, 5.5% were Black, non-Hispanic, 2.5%

were Asian or Pacific Islander, 2.1% were Hispanic, 5.0% were International, 79.9% were White, non-Hispanic. Data on 3.2% was not available.

### **Overview of Education Program**

The University of Arkansas has a long tradition of providing teachers for the state of Arkansas. These teachers have become leaders at all levels in public education. The College of Education and Health Professions is one of the largest producers of teachers in Arkansas and is recognized as having one of the state's leading teacher preparation programs.

The philosophy of the professional education unit is based on the strong belief that educators must master knowledge bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and lifelong; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity.

The Master of Arts in Teaching (M.A.T.) program, implemented Fall 1992, was a significant move towards enhancing the quality of entry-level teachers in the state of Arkansas. The M.A.T. program is a full time, yearlong, 33-credit hour graduate program designed to reach national and state goals of excellence in education. The first class of M.A.T. students began their programs in summer 1996. The M.A.T. degree is the initial certification program for students at the University of Arkansas and has six areas of emphasis: some areas of agricultural education, childhood education, middle level education, physical education, secondary education, and vocational education.

Instead of working toward an M.A. T., prospective art students complete a Bachelor of Fine Arts degree, prospective music students complete a Bachelor of music degree offered through the Fulbright College of Arts and Sciences. Some prospective agriculture education students complete a Bachelor of Science in Agriculture through the Bumpers College of Agriculture, Food, and Life Science with an agriculture education emphasis. They must also complete an internship in a partnership school. To be eligible for institutional recommendation from the University of Arkansas, teacher preparation graduates, except for those in art, music, and some agriculture education programs, must complete both a bachelor's and a master's degree.

For Art Education and Music Education majors, admission to teacher education occurs when students are formally admitted to either the Bachelor of Fine Arts program or the Bachelor of Music program. Prospective art and music teachers must complete a semester-long internship in the public schools. Art and Music students take the Praxis II during their internship semester and are not recommended for licensure until they have posted passing scores in accordance with state minimums.

The University of Arkansas offers teacher licensure programs via the M.A.T. in Agriculture Education, Elementary/Childhood Education, Middle Level Education, Secondary Education, Physical Education/Health, and Vocational Education. For students in these programs, admission to teacher education occurs simultaneously with admission to Graduate School. Although not a requirement for program completion but a requirement for institutional recommendation for licensure is the passing of all appropriate sections of the Praxis II.

Students working toward teacher licensure in art, biology, chemistry, English, journalism, math, music, physics, social studies (anthropology, economics, geography, history, psychology, political science, and sociology), speech communications and drama, and foreign languages must first obtain a bachelor's degree through the Fulbright College of Arts and Sciences where they will complete a program of study in their academic content area.

Students working toward teacher licensure in early childhood, middle level education, physical education and health, and vocational education obtain their bachelor's degree through the College of Education and Health Professions Health, and vocational education obtain their bachelor's degree through the College of Education and Health Professions.

In 1994 – 1995, in collaboration with public school faculty and administrators, the College formalized three types of partnerships to assist with the delivery of professional education courses. The three types of partnerships are Partnership for Early Clinical Experiences, Partnership for Specialized Field Experiences, and Cohort Partnerships. Students are required to complete 52 – 180 clock hours of field experiences in partnership schools before beginning the Master of Arts in Teaching degree program.

### **Special Characteristics**

The state-adopted Pathwise learning domains are embedded within all M.A.T. coursework. Two faculty members are Pathwise Assessors for the State. All University liaisons are Pathwise trained.

In addition to the Praxis assessments, teacher education students are required to successfully pass multiple assessments. These are : Comprehensive examination, action research project, portfolio, summative and formative evaluations, and Pathwise observation assessments.

The Department of Curriculum and Instruction was awarded the 2001 Distinguished Program in Teacher Education by the Association of Teacher Educators. The Association of Teacher Educators was founded in 1920 and is the only national, individual membership organization devoted solely to the improvement of teacher education for both school and campus-based teacher educators.

## **University of Arkansas at Fort Smith**

### **Overview of Institution**

The University of Arkansas – Fort Smith is a regional university organized to focus on teaching and learning. It offers a variety of academic and technical education program opportunities. The stated vision of UA Fort Smith is to be a leader in the learning enterprise, locally, statewide, and nationally. The University holds a set of core values based on the belief that we can and should be the best of learning organizations, by centering our focus and efforts on the learner and learning, and by practicing and modeling integrity and ethical behavior, responsibility for results, service to our fellow citizens and the communities we serve, and cooperation and collaboration with others in the betterment of the world in which we live.

UA Fort Smith is a vibrant learning community with a growing student body. Enrollment in 2005 stood at 6761 with 40.3% being male and 59.7% being female. In terms of diversity in race/ethnicity, 4.0% of the student population is American Indian, 3.9% Black, 4.0% Asian, and 3.4% Hispanic.

### **Overview of Education Program**

The vision of the professional teacher education unit is to graduate professionals united to ensure continuous learning and success. This vision reflects our belief that our focus is on student success, that learning never ceases, and that education must include professionals who unite with others to see that learners are successful. The professional teacher education unit has a shared commitment to excellence in teacher preparation through both classroom instruction and field

experiences. Designed to serve public and private schools as well as other educational agencies in western Arkansas and eastern Oklahoma, the unit strives to enhance the capacity of the teaching profession to provide equal educational opportunities for all segments of the culture as it directs efforts and resources toward the learner and learning.

UA Fort Smith currently offers the following approved degree programs leading to teacher licensure: Early Childhood Education P-4, Middle Childhood Education Math/Science 4-8, Middle Childhood Education English/Social Studies 4-8, Secondary Mathematics 7-12, Secondary Life/Earth Science 7-12, Secondary Physical/Earth Science 7-12, Vocal Music P-12, Instrumental Music P-12, Secondary English 7-12, and Secondary Social Studies 7-12. Students in these degree programs must meet the following criteria for admission to the teacher education program: letter of application, admission interview, cumulative grade point average of 2.75, grade of "C" or better in coursework in degree plan, a grade of "B" or better in ENGL 1213 Freshman English II and SPCH 2703 Public Speaking, a grade of "C" or better in MATH 1403 College Algebra and EDUC 2753 Introduction to Education, satisfactory scores on the Praxis I exam, and completion of self-rating on the Disposition Rating Scale.

### **Special Characteristics**

One of the special program characteristics of the teacher education unit at UA Fort Smith is the cumulative 2.75 grade point average requirement for admission to the teacher education program. This is higher than the admission requirement at many other area universities. This cumulative 2.75 grade point average is required, not only at the time of admission to the program, but also for admission to the internship experience as well as for exit from the program. A 2.75 grade point average for courses in the major is also required for admission to the internship experience and for exit from the program.

Another special program characteristic is the guarantee of successful graduates provided by the unit. The College of Education will work with any graduate needing staff development if the teacher and employer agree that this is necessary.

A third special characteristic is the requirement that all teacher education students complete four hours of conversational Spanish. This better prepares future teachers to meet the educational needs of the growing population of Hispanic students and parents in P-12 schools.

## **University of Arkansas at Little Rock**

### **Overview of Institution**

The University of Arkansas at Little Rock (UALR) is a research, doctoral intensive university with a strong metropolitan focus; it is part of the University of Arkansas system. UALR is accredited by the North Central Association; its College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All teacher education programs are nationally recognized by both NCATE and their specialty professional associations.

Located in Pulaski County, the University draws its greatest numbers of students from Pulaski, Saline, Faulkner, Lonoke, Jefferson, Garland, and White counties. Approximately 67% of students are from Pulaski County. Pulaski County is home to the state capitol, the financial center of the state, the state medical school, the UALR School of Law, and three of the state's largest school districts. Pulaski County has a population of approximately 365,913. Approximately 34% of this population is African-American, 1.5% is Asian, and 3.0% is Hispanic. The student

population at UALR reflects not only the diversity of the county (29% are African-American, 2% are Hispanic, and 3 % are Asian); but also it attracts students from a number of other countries--including India, the Peoples Republic of China, Saudi Arabia, Turkey, Korea, Japan, Russia, and Kenya--to name a few. Moreover, students from neighboring states, such as Texas, Missouri, and Tennessee attend UALR. In 2004-2005, approximately 35% of students (graduate and undergraduate education programs combined) were members of a minority group. Males represented 29% of students in graduate or undergraduate programs.

UALR's mission is to "develop the intellect of students; discover and disseminate knowledge; serve and strengthen society by enhancing awareness in scientific, technical and cultural arenas; and promote humane sensitivities and understanding of interdependence." As is typical of institutions that are metropolitan in nature and service, most of the students who enroll at UALR can be classified as "non-traditional." That is, they attend UALR while working full time and/or supporting families; they seek course offerings at nights, on weekends, and through online delivery of instruction. In 2004-2005, the mean age of UALR undergraduates was 27; for graduates, the mean age was 36. Approximately 64% of students are female. Graduate enrollment in 2004-2005 was approximately 18.5% of the total enrollment at UALR—an increase of 1.5% over 2003-2004. Female students outnumbered male students at all levels of education (undergraduate, graduate, and law school). In 2004-2005, UALR granted 1803 degrees, including 25 doctoral degrees and 432 other graduate degrees. The total student enrollment for Fall 2004 and Spring 2005 was 10,911 and 11,063, respectively.

### **Overview of Education Program**

Students must pass Praxis I prior to admission to initial teacher licensure preparation programs. The College of Education's cut scores for this exam are higher than the state's mandated cut scores. Undergraduate students must have an overall grade point average of 2.65 in order to be admitted to a teacher licensure program; in order to be regularly admitted to a teacher licensure or school personnel licensure program, graduate students must have either an overall grade point average of 2.75 or a grade point average of 3.0 for the last 60 hours of their undergraduate education. All candidates for initial teacher licensure must pass the Praxis II in their major content areas prior to graduation.

The UALR College of Education offers initial and standard licensure preparation for school teaching, counseling, and administrative personnel as well as undergraduate and graduate degrees in a number of other fields, including (but not limited to) higher education, rehabilitation counseling, vision orientation and mobility, instructional technology, interpreting, and rehabilitation teaching. The College's mission is to prepare graduates who will have significant impact on education in local communities and society at large. The College brings together students, programs, faculty and other partners for implementing instruction, research, and service, which is responsive to the needs of the state as well as to best practices in education at national and international levels. The vision of the College of Education, "Leaders in Learning," is the guide for our conceptual framework, which includes professional development, communication, and specialized expertise for students, faculty, and members of the state's educational community.

Initial teacher licensure programs include: early childhood, middle childhood, secondary education minor, and secondary education/initial licensure/graduate (N=95, 21, 55, and 66 students, respectively in these programs). Each of these programs leads to a degree in the specified field except for the secondary education minor, which leads to a degree in a specific content major. Students in the secondary education/initial licensure graduate program enroll after having received a Bachelor's degree in a content area. Programs of study leading to additional

licensure are offered in special education, early childhood, special education, teaching students with visual impairments and students who are deaf and hard of hearing, gifted and talented education, reading, and Reading Recovery. In addition to teacher education licensure programs, the College of Education offers programs of study for licensure in counseling, adult education, and educational administration (principal, administrator, superintendent, and curriculum program administrator). The College offers Bachelor's, Master's, Specialist, and Doctoral degrees. As mentioned in Part A of this report, the College of Education is accredited by NCATE; also, it is affiliated with the Teacher Education Council of State Colleges and Universities and the American Association of Colleges for Teacher Education.

UALR's College of Education meets all six criteria for a well-performing institution:  
summary pass rate of at least 80% on Praxis II (100% of program completers pass Praxis II)  
required content major for secondary education program completers  
student-faculty supervision ratio of not more than 18 students to 1 faculty  
at least 12 weeks of student teaching  
annual comprehensive unit assessment of teacher preparation  
continued NCATE accreditation for all teacher education and professional education programs until 2009, at which time our college will undergo a continuing accreditation visit.

Students in licensure programs have multiple field-based experiences that allow them mentored experiences prior to the completion of their licensure area programs of study. The timeframe for such field experiences ranges from one to five semesters—depending on the type of licensure sought.

Faculty in the College of Education hold doctoral degrees in the appropriate disciplines. All full-time faculty in programs of study that lead to licensure of teachers or other school personnel hold doctoral degrees. The preponderance of faculty in other colleges (15/18), who teach content areas for students pursuing the secondary education minor, hold doctoral degrees. Faculty in the College published approximately 46 journal articles and 2 books, presented at 136 professional meetings, received 2.4 million dollars in grant funds, and provided non-paid consulting services to a variety of organizations. Additionally, College faculty members serve on a number of professional associations and state boards.

### **Special Characteristics**

The College of Education at UALR is Arkansas' first university to receive a Best Practice Award in Support of Teacher Education Quality and Accountability from the American Association of Colleges for Teacher Education. Awarded annually to teacher education programs throughout the country, this award is one of eight given each year. In addition to providing high quality programs for teacher education (early childhood, middle childhood, and secondary education), the College provides specialized programs for those who will teach students with disabilities, including programs for teachers of students who are deaf and hard of hearing and who have visual impairments. The College also provides programs for school counselors, administrators, teachers of gifted and talented students, and adult educators. It also provides online programs in Rehabilitation Counseling, Rehabilitation Teaching of the Visually Impaired, Orientation and Mobility of the Blind, and Instructional Technology. Doctoral programs are offered in Higher Education and Educational Administration.

The majority of classes in the College are provided during the evening hours, on weekends, and online. Many programs use varied forms of distance learning, including compressed video, web-based instruction, and electronic discussion lists. Our college is housed in one of the most technologically advanced buildings in the state; therefore, our candidates are exposed to and gain experience with a variety of technological innovations for teaching. The EAST (Environmental

and Spatial Technology) lab is housed in our building. The focus for the EAST lab is to help teachers and administrators gain tools for using technology with their students, so that they can infuse technology in their schools and help teacher and administrator candidates use it to design instruction, solve problems, and teach their students how to problem solve with the help of technology. The College of Education is the national pilot site for the EAST concept in higher education.

In addition to program offerings, our faculty provides a number of valuable services for the state. The reading faculty provides instruction in Early Literacy Coaching and Reading Recovery, which are major components of the state's Comprehensive Literacy Model. Faculty in the Gifted and Talented Education program host Advanced Placement Institutes every summer for between 400-500 teachers, a summer laureate program for gifted and talented school-aged children, and a Teachers of Color program, which actively recruits teachers from minority groups into teaching Advanced Placement courses. The College also partners with two-year institutions, which provide an Associate of Arts in Teaching, to further provide access to initial teacher education licensure for working adults. Students from low-income families, who are first generation college students, or who are members of minority groups, are mentored through the McNair Scholars and TRIO programs. The intent of the latter programs is to encourage students to pursue doctoral degrees in education. The faculty in teacher education also provides *Pathwise* training for cooperating teachers who wish to supervise interns.

## University of Arkansas at Monticello

### Overview of Institution

The University of Arkansas at Monticello College of Technology at Crossett (UAM-CTC) is located on Highway 52 West, 4.5 miles north of the City of Crossett, Arkansas, the largest city in Ashley County, and 9.5 miles south of Hamburg, the Ashley County seat.

The University of Arkansas at Monticello College of Technology at McGehee (UAM-CTM) is located within the city limits of McGehee, Arkansas, on State Highway 1. The campus is easily accessible from U.S. Highway 65 and State Highways 4 and 1, providing access from all directions.

The University of Arkansas at Monticello is ideally located to serve the state's educational and technical needs and provides an excellent setting for the state's only School of Forest Resources. Included in the University's total acreage are 1,036 acres of forestland used for research, management and instruction and 300 acres devoted to agricultural teaching and research.

### Accreditation

The University of Arkansas at Monticello is accredited by the Higher Learning Commission (a commission of the North Central Association of Colleges and Schools), the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, the National League for Nursing Accrediting Commission, the Society of American Foresters, and the Council on Social Work Education.

Technical programs have been approved by the Arkansas State Board of Nursing, the National Institute for Automotive Service Excellence, and the Commission on Accreditation of Allied Health Education.

## **Overview of Education Program**

The School of Education offers quality programs leading to teacher licensure in P-4 early childhood education, middle level education, and health and physical education. Students interested in teaching at the secondary level combine their majors with the School's professional education program to prepare for careers as secondary teachers. Areas of preparation for secondary teaching include Mathematics, and social studies. Additionally, students majoring in P-12 art, music, or physical education complete the professional education core courses in the School of Education. Students interested in science education, English education, speech, education, or any other subject area that is taught at the 7-12 grade levels may earn teacher licensure through the M.A.T. program after completing a baccalaureate degree.

Programs leading to licensure:

P-4 Early childhood education

4-8 Middle level education

7-12 Secondary education (mathematics, and social studies)

P-12 Art, music, and physical education

7-12 Master of Arts in Teaching (all licensable subject areas at the secondary level)

Teacher Education Admission Requirements

*Stage I: Pre-admission*

Students must complete the following courses with a grade of "C" or better in each course:

EDUC 1143 Education for Schools and Society

ENGL 1013 Composition I

ENGL 1023 Composition II

*One of the following:*

MATH 1003 Survey of Mathematics *or*

MATH 1043 College Algebra

*One of the following:*

SPCH 1023 Public Speaking *or*

SPCH 2283 Business and Professional Speaking

Students must complete the following courses with a grade of "B" or better in each course:

EDUC 2223 Developing Critical Literacy Skills (Prerequisite: EDUC 1143)

EDUC 2253 Needs of Diverse Learners in Inclusive Settings (Prerequisite: EDUC 1143)

*Supportive requirements:*

1. Achieve a passing score on the Praxis I: PPST: Reading, Writing, and Math;
2. Completion of Portfolio Competencies for Stage I;
3. Maintain a cumulative GPA of 2.75 or better;
4. Completion of Application for Admission to Teacher Education: 2 letters of recommendation.

*To be admitted to Stage II, Teacher Education Program, the student must:*

1. Complete all requirements listed in Stage I, Pre-admission; and
2. Complete a successful interview with the Teacher Education Committee.

*Stage II: Teacher Education Program*

Students must complete the following courses with a grade of "B" or better:

EDUC 3203 Educational Psychology: Developing Learners

*(Prerequisite: Admission to Teacher Education Program)*

EDUC 3563 Effective Instructional and Management Strategies

*(Prerequisite: Admission to Teacher Education Program)*

*Supportive requirements:*

1. Maintain a cumulative GPA of 2.75 or better;
2. Submit to a State of Arkansas and F.B.I. background check;
3. Achieve a passing score(s) on the PRAXIS II: Subject Assessment(s) for each area of licensure;
4. Completion of Portfolio Competencies for Stage II;
5. Completion of Application for Admission to Internship I.

To be admitted to Stage III, Clinical Internship, the student must complete all requirements listed in Stage II, Teacher Education Program.

*Stage III: Clinical Internship.*

*Internship I:*

1. Student must have a cumulative GPA of 2.75 or better;
2. Completion of Portfolio of Competences for Internship I;
3. Achieve a passing score on the PRAXIS II—Principles of Learning and Teaching (PLT).

*Internship II:*

1. Student must have a cumulative GPA of 2.75 or better;
2. Completion of Portfolio Competencies for Stage III.

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

**Graduation**

Students are considered program completers of the teacher education program only after ALL criteria listed above are met. Students may not graduate unless they have completed all components of the program, including successfully passing all parts of the Praxis I, appropriate Praxis II Subject Assessment examination(s), and grade-level appropriate Praxis II, Principles of Learning and Teaching.

**Teacher Education Field Experiences and Internships**

The teacher education program at the University of Arkansas at Monticello supports the early involvement of its candidates in field experiences with P-12 students. Field experiences are sequenced, developmental, and focused on the practical application of content covered in education classes. Most students complete approximately 180 hours of fieldwork prior to their year-long senior year internship. During the internship, students complete 600 hours of clinical, supervised teaching, for a total of approximately 780 hours across the total teacher preparation program.

**Matriculating Through the Teacher Preparation Program**

The teacher preparation program is comprised of three important components.

The first component is general education. All students at UAM complete the general education requirements which provide a solid foundation for study that will occur in later courses. These courses are usually completed in the first two years. Secondly, all teacher education students complete the professional education core, regardless of their major.

These courses are completed throughout the program, beginning in the first year of enrollment, and prepare the student for the basics of teaching and learning. Thirdly, students preparing to become teachers will complete specific course work in their major area that will prepare them for teacher licensure.

The teacher preparation program at UAM is subject to Arkansas Department of Education requirements. Please check with the School of Education for specific, updated courses needed to meet state licensure requirements for teaching.

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

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

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

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

2.99-2.90 GPA Combined Verbal and Quantitative scores of 900 and Writing of 4.5;

*NOTE: Both the Verbal and Quantitative score must meet the minimum score of 370; or 2.89-2.80 GPA Combined Verbal and Quantitative score of 1000 and Writing of 4.5;*

*NOTE: Both the Verbal and Quantitative score must meet the minimum score of 370.*

A candidate will be removed from conditional status once he/she has completed one semester of course work with a 3.00 GPA.

#### Arkansas State Licensure Examinations for M.A.T. Candidates

To complete the M.A.T. program and become eligible for graduation with an M.A.T. degree, all teacher candidates must successfully pass both the Specialty Area test and the Principles of Learning and Teaching (PLT) examination as required by Arkansas Department of Education for licensure.

#### **Special Characteristics**

The UAM School of Education has three members who are certified Pathwise trainers. Additionally, 100 percent faculty are Pathwise trained.

The UAM School of Education has a 1.5 million dollar Transition to Teaching grant that will end in 2007. The UAM School of Education is submitting another proposal for the 2006 Transition to Teaching grant in March.

## **University of Arkansas at Pine Bluff**

#### **Overview of Institution**

Pine Bluff, Arkansas with a population of approximately 60,000, is conveniently located in the mid-south region of Arkansas, and serves as the major trade center for the southeast portion of the state. The leading products include cotton, soybeans, cattle, rice, poultry, timber and catfish. Principle industries in the area are engaged in processing cotton, production of cottonseed oil, paper and wood products, the manufacture of wire products, poultry processing, the manufacture

of electric transformers and metal fabrication. In addition, the area includes the Pine Bluff Arsenal, the National Center for Toxicological Research, the University of Arkansas at Pine Bluff, Southeast Arkansas College, Arkansas River Education Service Cooperative, public school districts and many others.

Pine Bluff's quality educational facilities guide children from early years to college. Pine Bluff has four public school districts and numerous private schools. The University of Arkansas at Pine Bluff (UAPB) is a Historically Black state-supported, Land Grant Institution located in the city of Pine Bluff. It is the second oldest public institution in the state of Arkansas, and the oldest with a black heritage. Originally known as Branch Normal College and later, Arkansas Agricultural Mechanical and Normal College (AM&N), the school opened on September 27, 1875 and was merged with the University of Arkansas system on July 1, 1972. Its new name then became the University of Arkansas at Pine Bluff. This merger joined the two oldest public higher educational institutions in the state.

The graduates of UAPB traditionally develop excellence through its varied programs: more than forty Baccalaureate Programs, one (1) Technical Certificate Program, one (1) Associate Program, and three (3) Master's Programs. Our students pursue a variety of academic and career goals through diverse curricula, ranging from a certificate program through selected Master degree programs. Undergraduate degrees are awarded by four schools: School of Agriculture, Fisheries and Human Sciences, School of Business and Management, School of Arts and Sciences and School of Education, and the Bachelor of General Studies degree by the University College. Demographically, as of the fall semester 2005, on-campus and off-campus enrollment totaled more than 3,200 students. The student body is comprised of 57% females and 43% males, representing 2,648 Arkansans and 583 non-residents. UAPB consistently maintains a minority (non-Black) student population of around 5%. For more information about our campus, visit us on the world-wide-web at [www.uapb.edu](http://www.uapb.edu).

#### Overview of Education Program

The goal of the School of Education is to provide for the educational, social, intellectual, vocational and career needs of its students. The School includes two departments, Curriculum and Instruction & Health, Physical Education and Recreation and offers undergraduate degree programs which lead to licensure in the following areas: agriculture, English; art, human sciences, biology; mathematics, business, music, chemistry, elementary/early childhood/middle level, physical education, and social studies. Advanced degrees are offered in elementary and secondary education (English education, general science education, mathematics education, social studies education, and physical education). Additionally, degrees are offered in recreation and rehabilitation services. During academic year 2004-2005, thirty-six (36) students were enrolled in the initial teacher preparation program. The Dean of the School of Education serves as the head of the unit.

To be approved for admission, prospective teacher candidates must (1) complete the following courses: English 1311 and 1321, SPCH 2390, Mathematics 1330, and EDUC 1302, candidates must complete the following courses with a GPA of 2.5 or better with grades of "C" or better. (2) achieve the minimal passing scores on PRAXIS I; (3) exit University College; (4) complete the Collegiate Assessment of Academic Proficiency (CAAP); (5) complete a formal interview; (6) submit entry-level portfolio for review; and (7) complete and submit a formal application. The School of Education Admission, Retention, and Exit Committee grants approval for admission. Admissions to the Professional Semester requires that teacher candidates (1) complete all education course work with a grade "C" or better; (2) maintain a 2.5 or higher GPA; (3) submit portfolio for evaluation and conference; (4) complete all required sections of PRAXIS II:

Principles of Learning and Teaching, Subject Area Assessment; and (5) complete a formal application form. The School of Education Admission, Retention, and Exit Committee grants approval for admission.

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and has program approval for all of its programs by the Arkansas Department of Higher Education. In addition, the university has program approval by the following societies: National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, National Association of Sports and Physical Education, National Science Teachers Association, National Council of Teachers of English, Council for Exceptional Children and National Council for Social Studies. The teacher education unit has a comprehensive knowledge base for the professional education component, reflected in the conceptual framework, which includes seven interrelated elements: (1) professional education, (2) technology, (3) professional growth, (4) community and global awareness, (5) social, cultural and human diversities, (6) assessment and (7) knowledge of content. These seven domains reflect the theme: "The Teacher As a Promoter of Academic Excellence." The model for this knowledge base depicts the uniqueness of the teacher education candidates in their preparation for roles as teachers. Currently, the unit has a total of seventeen (17) full-time faculty and fifteen (15) part-time/adjunct faculty members. A majority of the faculty has public school teaching experience. Adjunct faculty in general, are public school teachers in our partnership school districts.

### **Special Characteristics**

The teacher education program is expanded to include course and program offerings, such as the 'Grow Your Own Teachers' project, in isolated Arkansas delta counties. This project allows the school districts to recruit teacher candidates from among their staff who want to teach, but have not had the opportunity to complete a teacher education program. It is expected to further extend to other isolated counties in southeast and southern Arkansas. The School of Education has implemented a diverse and effective scholarship program through state and private foundations scholar development programs (e.g., The Walton Foundation Scholars program.) The School also administers two of the three campus TRIO programs: Ronald McNair and Upward Bound. Also, the School is involved in the U.S. Department of Education's Reading First Teacher Education Network (RFTEN) project which is designed to help teacher educators and future teachers teach reading using scientifically proven instructional strategies. Involvement in RFTEN is another effort to ensure that our graduates are highly qualified, and that they continue to thrive and serve well in their various capacities as teachers, principals, superintendents, and commissioners in Arkansas and throughout the nation.

## **University of the Ozark**

### **Overview of Institution**

The University of the Ozarks is located in Clarksville, Arkansas, a town of approximately 7,719 people. Clarksville is the county seat of Johnson County. Clarksville is nestled in the Arkansas River Valley, 65 miles east of Fort Smith and 105 miles west of Little Rock on Interstate 40. The tree shaded campus, consisting of thirty acres, is laid out along a central mall. Located on College Hill on the north edge of town, it affords an excellent view of the Ozark mountains, which along with its great oaks and maples, give distinctive air to the campus.

The University of the Ozarks is the oldest institution of higher education in the Arkansas/Oklahoma territory. The University of the Ozarks was founded by Cumberland

Presbyterians as Cane Hill School at Cane Hill, Arkansas in 1834. Cane Hill closed in early 1891 and its successor, Arkansas Cumberland College, was established in Clarksville in September 1891. The university experienced another name change in 1920 when it became the College of the Ozarks. To acknowledge its anticipated expansion to a master's degree granting institution, The College of the Ozarks became the University of the Ozarks in 1987.

The University of the Ozarks has always had a relationship with the Presbyterian Church. At one time, the university was owned and operated by the Oklahoma-Arkansas Synod of the United Presbyterian Church (U.S.A.). When the Board of Missions ended its relationship with its mission college in 1973, and elected board of trustees assumed administration and ownership. The University currently operates under this board.

Throughout its history, the University of the Ozarks has consistently provided creative, student-oriented innovation in private education. It has preserved its history of dedication to Christian values and service. The University of the Ozarks was the first co-educational school west of the Mississippi River. Within the state of Arkansas, the University was the first college to graduate a woman (1872) and was the first historically white college to admit an African-American (1957). Though these are common practices in higher education today, it took courage for a small, southern college to take these first steps toward equal opportunities. Continuing this tradition, the university established the first program in America to educate college students with learning disabilities. Begun in 1971 with a handful of students and a few dedicated faculty members, the program had grown to eighty students in the impressively equipped and staffed Jones Learning Center.

The University of the Ozarks has a total enrollment for the 2005-06 academic year of 660 students. Students come to the University of the Ozarks from many different states and countries. The University of the Ozarks provides a culturally enriching and ethnically diverse setting for academic enrichment in the foothills of the Ozark mountains.

### **Overview of Education Program**

The University of the Ozarks is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education and approved by the Arkansas Department of Education of Colleges for Teacher Education and the Association of Independent Liberal Arts Colleges of Teacher Education.

Following the standards established and incorporated by the above agencies, the teacher education curriculum at the University of the Ozarks required candidates to have a liberal arts foundation, an area of specialization and professional teacher preparation. Specifically, each candidate is required to take courses that provide fundamental skills and knowledge in English, Speech, Math, Science, Social Sciences, Fine Arts, Humanities, and Physical Education. Areas of specialization may come from any of the academic divisions on campus with education students meeting the course requirements for that major. Professional education courses commence with Education and the Growth of the American Republic and culminate with directed teaching.

Candidates must satisfy university requirements of a major for graduation and the Arkansas Department of Education requirements for licensure. A check-sheet that incorporates licensure, major, and university requirements into one package has been developed for each teacher education program. This check-sheet, respective to the candidate's major, is placed in the candidate's professional file. An academic advisor assists candidates in making appropriate and timely decisions concerning the teacher education program at the University of the Ozarks. Ultimately, each candidate is responsible for progressing through teacher education and graduating in good standing.

Teacher education candidates are interviewed by the Teacher Education Committee early in their academic program to determine their potential for teaching. Students must have a 2.75 grade point average to be admitted into the teacher education program. Admittance to the Teacher Education Program is required for some methods and professional sequence courses to be taken. Candidates participate in early field experiences, which may be taken concurrently with discipline methods courses designed to prepare candidates for internship II (directed teaching). Prior to graduation, candidates are expected to take and report scores to the Division of Education office for all PRAXIS examinations in their field as specified by the Department of Education. Only those candidates who successfully complete an approved teacher education program, graduation requirements, and the PRAXIS examination are recommended for licensure.

A very important component of the Ozarks' Education Program is the amount of time the candidates pursuing teacher education spend in field experiences. During the freshman or sophomore year, candidates are required to enroll in Education and Growth of the American Republic course. This course gives the candidates their first experience as they observe in the schools. Structured field experiences follow in Phase II. The field experience is completed during Phase IV when the candidate completes 16 weeks of supervised teaching in an assigned classroom. An added strength of the program in Phase IV is that of the Beginning School Experience fused to Internship I and II. Pre-professional candidates begin in the assigned field setting assisting their cooperating teacher(s) to prepare the class setting and academic curricula for the academic year.

### **Special Characteristics**

University of the Ozarks has been ranked as a "top tier" university for seven consecutive years in *U.S. News and World Report's* annual publication, *America's Best Colleges*. In the 2006 edition of the magazine that analyzes institutions of higher education, Ozarks was ranked 8<sup>th</sup> overall among 106 universities in the category of Comprehensive Colleges (Bachelor's) in the Southern Region. The 8<sup>th</sup> place ranking is the highest ever for the university, which was ranked No. 9 in 2005 and No. 12 in 2004. In addition, *U.S. News & World Report* ranked Ozarks No. 6 in the Southern Region in its "Great School, Great Prices" category in 2006.

In February of 2006, Ozarks announced a \$20 million lead gift from Mrs. Helen R. Walton of Bentonville, Ark., to kick off the university's \$40 million Promise of Excellence Campaign. A major component of the lead gift will go to create a Teacher Education Program of Excellence that will emphasize the linkages between teacher education and other academic disciplines at Ozarks. Specific elements of the gift include the creation of professorships in science education, business education and computer sciences, as well as an endowment for the chairman's position in the Teacher Education Division. The gift also creates funding for the recruitment of prospective teacher education students and funding for a competitive loan/scholarship program to assist teacher education students seeking their teaching licensure. In an effort to encourage graduates to teach in Arkansas, the loan becomes a scholarship if the student remains in Arkansas to teach.

The Dr. Wiley Lin Hurie Teacher Education Center is housed in a \$7 million dollar, state-of-the-art facility that has some of the latest technological innovations available in the educational arena such as smart classrooms, micro-teaching laboratory and electronic and communication support systems.

The mission of the professional unit is coordinated with the institutional mission statement: "True to our Christian heritage, we prepare those who seek to live life fully, those who seek the richness of life provided by study of the liberal arts and quality of life provided by professional

preparation. “We provide a uniquely supportive, academically sophisticated and challenging environment on a beautiful campus adjacent to the Ozark Mountains. Our first priority is the education of student who comes to us from diverse religious, cultural, educational and economic backgrounds.

The specific mission of the professional unit at the University of the Ozarks is both inclusive and pluralistic in focus. The faculty is committed to preparing professional pre-service teachers capable of instructing a broad range of students from academically, culturally, and linguistically diverse backgrounds in both public and private school settings. The curricula for all teacher preparation programs support the professional educational faculty’s belief that the multifaceted legal and ethical responsibilities associated with the delivery of educational opportunities to both special needs and traditional learners. Foundational competencies are developed through discipline specific coursework within the associated division. The professional education sequence which is taught within the Division of Education provides candidates with a strong pedagogical and theoretical knowledge base for working in an inclusive environment.

## **University of Central Arkansas**

### **Overview of Institution**

The University of Central Arkansas takes pride in its history, a history that includes teacher education as a primary role. Created in 1907 by the Arkansas General Assembly, the Arkansas State Normal School’s mission was to prepare teachers for the state, a fact emphasized by its location in the geographical center of Arkansas. While the role of UCA has become comprehensive since its creation in 1907, President Lu Hardin has emphasized a return to our original mission; preparation of highly qualified teachers for the children of Arkansas and the nation. President Hardin has committed resources necessary to keep UCA a premier Arkansas teacher preparation program. President Hardin has also dedicated resources for continued training by offering Presidential Fellowships for teachers seeking master’s degrees and Presidential Incentive Graduate Courses for teachers to enhance their knowledge and skills through graduate study. With the new federal legislation, No Child Left Behind, and the expectations of the citizens of our state, UCA and the College of Education are committed to the high standards of teacher preparation, effective partnerships with P-12 schools, and the continued high expectations for learning of all children. Evidence of this commitment to quality preparation is the longstanding accreditation by the Higher Learning Commission and a member of the North Central Association of Schools and Colleges (NCA) and national accreditation by the National Council for Accreditation of Teacher Education (NCATE).

The University of Central Arkansas is committed to maintaining its leadership role in the state by providing quality programs for those it serves. The University of Central Arkansas is currently in a partnership with Mid-South Community College in West Memphis, Arkansas, to prepare middle level educators. Through this partnership, UCA is proactively addressing a critical shortage in middle level prepared educators. Additionally, by entering into a partnership in the delta region of the state, UCA hopes to prepare teachers for a geographic area of the state that has difficulty attracting qualified teachers. By creating frameworks, which empower educational professionals to face the rich and diverse challenges waiting them, UCA is upholding its traditions while affirming expectations for its future. The professional education programs at the University of Central Arkansas incorporate nationally recognized performance-based standards that result in highly qualified professionals for our public schools.

It should be noted that teacher preparation candidates who complete NCATE approved programs have been assessed on high performance standards for content knowledge and methods of teaching. Candidates have completed a major in a content field that is appropriate for the subject area that the candidate is teaching. This gives the candidate the breadth and depth of content knowledge necessary for meaningful instruction and the creation of effective learning environments for students.

### **Overview of Education Program**

Candidates are admitted and retained in the professional education program based upon their demonstration of achievement on various performance-based assessments. Candidate interviews, academic performance, and standardized examination scores are used in the admission process (Level I of the program). UCA uses the Praxis I to assess basic skills in reading, writing, and mathematics. The scores required for admission to the teacher education program are consistent with the minimum scores established by the Arkansas State Board of Education in July 1999, except for the Praxis I Writing Exam score. In fall 2002, the UCA Professional Education Unit raised the minimum score on the Praxis I Writing Exam from 173 to 174. Prior to admission into Level II of the teacher education program, candidates must successfully complete Internship I. Internship I is monitored by the candidate's academic major faculty and requires the candidate's participation in on-campus courses and a field-based experience. Level II of the program consists of Internship II. Internship II is a fifteen week capstone field experience.

The UCA College of Education uses the Teacher Performance Outcomes Assessment (TPOA) to assess candidate performance on assignments, portfolios, and field experiences throughout the program. This instrument incorporates institutional, state, and professional standards and the Arkansas Mentoring Model based on the Pathwise Observation System. Candidates are required to take the Praxis II Subject Area Assessment prior to admission into Level II of the program. Candidates are required to complete the Praxis II Principles of Learning and Teaching or the applicable Praxis II Subject Pedagogy exams to exit Level II. Licensure recommendations are based upon the successful completion of the program, degree, and licensure examinations.

The purpose of the teacher preparation program at UCA is to prepare professional educators to be reflective decision-makers. Teacher candidates, through a variety of structured and sequential experiences, develop a deep understanding of the subject matter they will teach while also developing pedagogical skills that lead to the improvement of student learning. The experiences afforded candidates demand demonstration of proficient and flexible use of different ways of teaching to engage all students in active learning. Teacher candidates possess the knowledge, skills, and dispositions of effective educators. They are well versed in the characteristics of students of different ages, abilities, and cultural backgrounds. They have skill in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. They know when and how to assess learning through various forms of traditional and authentic assessments. They are able to reflect critically upon their own performance as well as on the performance of students under their charge as they design learning experiences. They demonstrate professionalism with all students, parents, colleagues, and community members, and they value collaboration with other professionals and community members in the improvement of educational experiences for students.

### **Special Characteristics**

The University of Central Arkansas recognizes the importance of preparing a diverse professional educational community for the twenty-first century. To assist in this endeavor, the university participates in numerous recruitment activities. Two successful examples of this effort are the

Teachers for Tomorrow Academy (TOT) and the Minority Teacher Scholars Program. The Teachers of Tomorrow Academy is a partnership of the three Pulaski County school districts and four universities. The multi-faceted program encourages and supports secondary students, especially minorities, interested in becoming teachers. The Minority Teacher Scholars Program, directed by the University of Central Arkansas, provides continued support for minority students at the junior and senior level. The UCA College of Education is committed to the recruitment and preparation of intelligent men and women for schools of our state. Evidence of this effort is clear. Candidates admitted to Level I of the teacher preparation program since fall 1998 have an average ACT score of 23.5 and a 3.16 average GPA (based upon a minimum of 45 hours of college credit). Candidates entering Internship II in fall 2005 had an average major GPA of 3.40.

The University of Central Arkansas is a major contributor to the qualified teaching and administrative staffs of Arkansas and other states. Arkansas school districts as well as most states in the south and southeast routinely recruit UCA professional education graduates. Since January 1994, the UCA College of Education has recommended approximately 2,700 program completers for initial teacher licensure in Arkansas. UCA graduates who choose to seek teaching or administrative positions in other states seek the UCA College of Education recommendation for the out of state license. In the past ten years, more than 600 graduates of UCA (inclusive of all graduation years) have been recommended for licensure in another state. In the past year, UCA has recommended 51 graduates for out-of-state licensure. Fifty percent of these recommendations went to Illinois, Tennessee, and Missouri. UCA graduates have in the past ten years sought licensure in more than thirty different states. Based on the data above, the University of Central Arkansas's commitment to the preparation of highly qualified teachers is being recognized throughout the region and nation.

## **William Baptist College**

### **Overview of Institution**

Williams Baptist College is a private, co-educational, four-year liberal arts college. Williams is located in northeast Arkansas at Walnut Ridge. The total population for 2004-2005 was 536. There were 285 females and 251 males. Williams had 62% residents and 38% nonresidents.

### **Overview of Education Program**

The Department of Education offers courses and field experiences that provide opportunities for conceptual development based on finding from both historical and contemporary research, best practices, teacher effectiveness studies that model appropriate interactions and methods of establishing relevant relationships. The Department of Education and the Williams Teacher Education Program (WTEP) offer preparation of excellent quality to individuals who demonstrate sufficient interest and potential for teaching. The WTEP is preparing professional educators to be effective communicators who integrate and care.

The Bachelor of Science in Education is designed to provide students the opportunity to obtain an education of excellent quality. Program goals are adopted which assist students in their personal discovery of the relevance, diversity, and the potential role of education in our society. The eight-degree programs offer teacher candidates carefully planned and sequenced educational experiences. Through these experiences, teacher candidates acquire knowledge, understand theory, pattern best practice, and participate in purposeful field experiences.

Williams Teacher Education Program meets the requirement of the National Council for Accreditation of Teacher Education (NCATE), the Arkansas Department of Education (ADE),

and North Central Association (NCA). From 1991 to 2002 all graduates were required to pass the Praxis II: Specialty Area Tests and Principles of Learning and Teaching before a degree was granted. During the academic year 2002-2003, due to the ADE issuing provisional licensure, a degree was granted if all requirements were met with the exception of passed Praxis II tests. As of Spring of 2004 all WTEP candidates are required to take all appropriate Praxis II: Content test(s) in order to qualify for directed student teaching and the Praxis II: Principles of Learning and Teaching test in order to qualify for graduation. Candidates will be granted a degree but will not be a program completer until all requirements are met.

Program Areas: Early Childhood P-4, Middle Level 4-8 Language, Literature, and Social Studies; Math and Science, P-12 Art, P-12 Music, P-12 Health and Physical Education, Secondary English, and Secondary Social Studies.

The number of student currently enrolled in the initial teacher education preparation program is 58, there is one double major. The number of students by program is as follows: Early Childhood P-4- (24), Middle Level Language, Literature, and Social Studies (3), Middle Level Math and Science (10), P-12 Art (2), P-12 Music (0), P-12 Health and Physical Education (12), Secondary English (3), and Secondary Social Studies (5).

#### Admission Requirements:

Students seeking admission into the WTEP must fulfill the following criteria:

- (a) Have completed 45 semester hours, 12 of which must have been completed at Williams Baptist College. Included in these 45 semester hours must be EN 1113 English Composition I, EN 1123 English Composition II, SP 2183 Speech and Communication, and MT1133/or MT 1153 College Algebra/or Contemporary Math. Minimum grade for each of these courses is 2.00 (4.00 scale).
- (b) Have completed ED 2203 Intro to Teaching with a minimum of a 2.00 (4.00 scale).
- (b) Have a grade point average (GPA) of 2.5 (4.00 scale) at the time of admission request.
- (c) Satisfy the Arkansas Department of Education minimum score requirements on Praxis I: Pre-Professional Skills Test. Williams complies with the Arkansas Department of Education's minimum score requirements on each test. An official record of these scores must be given to the Williams Baptist College Registrar's Office before the time of admission request.
- (d) Demonstrate communication skills by expressing personal observations and expectations concerning education. This requires an autobiographical sketch, a portfolio, two letters of recommendation to the Department of Education, and an interview with the WTEP Admission Committee.

#### Special Characteristics

WTEP teacher candidates have earned a record of success since the first Bachelor of Science in Education was granted in 1991. WTEP graduates merit regional, state, and local recognition, they model responsibility in their churches, civic organizations, and community, and they are WTEP's concept of a professional educator who effectively communicates, integrates, and cares. Two 2005 graduates received the ETS Recognition of Excellence of Praxis II scores.