

Name of Institution: University of Central Arkansas
 Institution/Program Type: Traditional
 Academic Year: 2008-09
 State: Arkansas

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

Contact Name: Mr. Ken Vaughn
 Phone: 501-450-3131
 Email: kenv@uca.edu

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

TQE partnership name or grant number, if applicable:

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

| | | |
|---|-----|----|
| | | |
| Application | Yes | NA |
| Fee/Payment | Yes | NA |
| Transcript | Yes | NA |
| Fingerprint check | No | NA |
| Background check | No | NA |
| Experience in a classroom or working with children | No | NA |
| Minimum number of courses/credit/semester hours completed | Yes | NA |
| Minimum high school GPA | No | NA |
| Minimum undergraduate GPA | Yes | NA |
| Minimum GPA in content area coursework | No | NA |
| Minimum GPA in professional education coursework | Yes | NA |
| Minimum ACT score | No | |

| | | |
|-------------------------------------|-----|----|
| Minimum Miller Analogies test score | No | NA |
| Recommendation(s) | Yes | NA |

| | |
|--|-----|
| | |
| American Indian or Alaska Native: | 0 |
| Asian: | 3 |
| Black or African American: | 33 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 440 |
| Two or more races: | 0 |

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

| | |
|--|-----|
| Average number of clock hours required prior to student teaching | 168 |
| Average number of clock hours required for student teaching | 600 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 28 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 487 |
| Number of students in supervised clinical experience during this academic year | 476 |

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

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

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

| | | | |
|-------------------------------|-----|-----|-----|
| | | | |
| TOTAL (all areas/subjects) | 190 | 206 | 195 |
| P-4 Early Childhood Education | 81 | 100 | 88 |

| | | | |
|--------------------|----|----|----|
| Middle Level 4-8 | 33 | 24 | 19 |
| Spanish P-8 & 7-12 | 5 | 3 | 1 |
| French P-8 & 7-12 | 0 | 0 | 1 |

Fair, held annually on the UCA campus, which provides a venue for both networking with science teachers as well as direct contact with high school students involved in the fair. Finally, the UCA STEM Residential College will be transitioning from the planning phase to active participation for the Fall semester, 2010. The STEM Residential College will be open to science education majors and will represent a sound recruiting tool upfront as well as a venue for disseminating information about careers in science teaching to STEM students.

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

Continued recruitment activities as described above has lead to greater participation of the science majors in teacher education. Additionally, having UCA faculty visit high school and community col

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

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

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

Does your program prepare teachers to:

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

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

Teach students with disabilities effectively

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

Participate as a member of individualized education program teams

1. All teacher education candidates are introduced to the following content designed to prepare them as effective team members: historical aspects of IEP teams and special education, P.L. 94-142 and IEP requirements, IDEA and

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