

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

Provide a link to your website where additional information about admissions requirements can be found:

http://www.uca.edu/tlt/mat/MAT_Admission_Requirements_021310.pdf

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

Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

A. Individuals who are seeking licensure in a secondary (7-12) teaching field, must have thirty semester hours in the content field.

B. Individuals seeking admission to the Master of Arts in Teaching (MAT) program may use the GRE or the Praxis I for admission.

C. Praxis II subject area assessments are required to continue the MAT program, but are not necessary for the first semester of enrollment.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	249
Unduplicated number of males enrolled in 2009-10:	38
Unduplicated number of females enrolled in 2009-10:	211

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

	<p>employed candidates enrolled in the program. Use of current MAT candidates in recruiting events and quality advertising to school administrators will be used to target licensure shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The UCA College of Education is using an on-campus resource with marketing expertise to assist with the development of recruiting materials.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 10%</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1. Recruit persons holding bachelor's degrees, or higher, in mathematics or mathematics related fields of study through attendance at Arkansas Department of Education teacher recruitment events. 2. UCA College of Education website advertisement. 3. The MAT program has proven to be very popular due to its success. Some of the growth in the program is due to "word of mouth" advertising from participants and school administrators who have employed candidates enrolled in the program. Use of current MAT candidates in recruiting events and quality advertising to school administrators will be used to target licensure shortage areas. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The UCA College of Education is using an on-campus resource with marketing expertise to assist with the development of recruiting materials.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: NA-See explanation below</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA-See explanation below</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Other	Academic year: Goal: Goal met? Description of strategies used to achieve goal:
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All program completers, 2009-10	82	82	100	99
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Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Other (specify: Higher Learning Commission/North Central Association)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates are expected to incorporate computer technology in planning, teaching, and/or evaluating instruction in the public school classroom. Proficiencies in technology, based on ITSE standards, are evidenced by the inclusion of artifacts in the exit portfolio. The technology and its incorporation will depend upon the particular internship setting. Candidates use Chalk-n-Wire to upload key assessments, online, throughout the Master of Arts in Teaching program.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

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

The field experiences for the Master of Arts in Teaching program are designed to give candidates a variety of opportunities to observe and engage in teaching experiences so that all are well-prepared to be successful in all settings and with all student populations. Experiences are tracked to ensure that all candidates have worked with English language learners, , multiple ethnicities, and students with exceptionalities. Through these field experiences, candidates have the opportunity to put into practice their textbook knowledge in authentic settings with the guidance of supervisors, mentors, and university faculty.

Does your program prepare **special education** teachers to:

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

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

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Title II, Higher Education Act

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