

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-MidSouth 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 2007-2008 academic year was 12,447 students with 39.2% males and 60.8% females. Of the 12,447, 88.95% (11,072) of the students were residents and 11.05% (1,375) were nonresidents. The student population was 21% diverse and 79% Caucasian with the average age of 24.3 and 33.4 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 2007-2008 year was 2,451 students with 674 enrolled in graduate programs. Of the 2,451 students, 28% were male and 72% were female. The average age of the College of Education student was 27.6 with an average GPA of 2.92 for undergraduates and 3.65 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 (minimum of 3.00 for graduate students),
3. Complete specific courses with a grade of "C" or better in each,
4. Complete minimum of 30 undergraduate 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 2007-2008 year, there were 324 students admitted into the teacher education program. The average overall GPA was 3.24 with an average hour completion of 103. The average scores on the Pre-Professional Skills Test (PPST) of those admitted were as follows: Reading – 179, Math – 178, and Writing – 178. During the 2007-2008 school year, there were 4.63% diverse students, 84.88% white students, and 10.5% of students omitting the ethnicity data. There were 18.21% males and 81.79% females admitted into the teacher education program during the year.

Of the 324 students admitted during 2007-2008, the number of students enrolled in each program was as follows:

- Early Childhood – 138
- Early Childhood/Special Education – 17
- Middle Level Education – 69
- Secondary Education – 100
 - Agriculture – 4
 - Art – 9
 - Business – 6
 - English – 15
 - Foreign Languages – 1
 - General Science – 4
 - Mathematics – 9
 - Music – 8
 - Physical Education – 22
 - Social Studies – 21
 - Speech Communication - 1

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 three undergraduate degrees, early childhood education, early childhood/special education, and middle level education and graduate programs in Early Childhood Education, Early Childhood Services, Middle Level 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 nine standards. The standards expected of each student in the undergraduate programs were as follows: professionalism, diversity, communication skills, curriculum, subject matter, teaching models, classroom management, assessment, and reflective teaching. 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 (minimum of 3.00 for graduate students) 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 (minimum of 3.00 for graduate students) and successfully meeting a pre-internship portfolio review,
- Internship Check with students continuing to maintain a minimum GPA of 2.50 (minimum of 3.00 for graduate students) 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 (minimum of 3.00 for graduate students), 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 35%, Category 2 with student diversity population between 5-35%, 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 245 students who interned during the 2007-2008 school year, there were 105 early childhood, 9 early childhood/special education, 49 middle level, and 82 secondary education majors. The secondary education majors ranged from two languages education to 20 physical education students. Of those interning, 17.07% were male, 82.93% were female, 5.28% diverse, and 94.72% white.

Special Characteristics

Our students continue to be recognized for outstanding accomplishments, such as 99% of our graduates taking the Praxis III performance exam passing it. Of the 850 Nationally Board certified teachers in Arkansas, 397 (47%) are teachers in the ASU service area. 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 to 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 engender capabilities in communication, abstract inquiry, critical thinking, analyzing data, and logical reasoning. A 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 completes the requirements. 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, to 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 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, particularly but not exclusively, 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, which, in turn drive the conceptual framework, which guides the development of programs and the delivery of courses within each program. The core values are born of 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, they are 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 evidence, with emphasis on performance tasks and projects, needed to document and validate that the desired knowledge, performances, and dispositions have been achieved.

Special Characteristics

Arkansas Tech University is a state supported institution of higher education 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 and continues to experience enrollment growth.

Harding University

Overview of Institution

Harding University is a private, Christian, liberal arts institution dedicated to engaging the hearts and minds of its students. The 275-acre campus, located in Searcy, Arkansas, is 50 miles northeast of Little Rock, Ark. Enrollment for the 2007-2008 at Harding University was more than 6,300 students representing 49 states and 53 foreign nations. Undergraduate enrollment comprised 67% of the total enrollment. Approximately 73% of all undergraduate students live on campus while attending Harding. The overall student body is comprised of 55% females and 45% males.

In its quest for academic excellence, Harding attracts well-prepared students from public, private and home schools across the nation, all of whom flourish in more than 90 areas of study. The mission at Harding is integrating faith, learning, and living, and it challenges its students to pursue scholarship, practice citizenship and serve others. Harding produces individuals with character, conviction and a competitive edge who are prepared for success at prestigious graduate schools and companies throughout the nation. And with cost well below the national average at America's private colleges and universities, Harding provides quality and affordable higher education. The total basic cost for a typical student at Harding for the 2007-08 year was \$17,939. The National Association of Independent Colleges and Universities (NAICU) reports that the mean for their institutions, which Harding University is a member, was \$23,712 for the 2007-2008 academic year.

As pacesetters in global education, the University offers study-abroad programs in Australia, Chile, England, France/Switzerland, Greece, Italy and Zambia. Additionally, the American Studies Institute Lecture Series provides a unique approach to free enterprise education in contemporary affairs, offering insight into current political trends and economic development that affect the American way of life.

Harding is accredited by the Higher Learning Commission of the North Central Association and has seven academic colleges: Arts and Humanities, Bible and Religion, Business Administration, Education, Nursing, Pharmacy, and Sciences. Graduate and professional programs are offered in education, ministry, business administration, marriage and family therapy, counseling, pharmacy, and physician assistant studies.

Overview of Education Program

Harding University offers programs preparing teachers of children in preschool through high school under the oversight of the Cannon-Clary College of Education. The dean of the college is both chief administrator and certification officer. 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. The Committee on Admission and Retention to Teacher Education (CARTE) recommends criteria in this area, applies policies adopted by ACTE and, is directed by the chair of the Teacher Education Program.

Students should apply to the Program before the end of their sophomore year and should meet nine requirements:

- Be recommended by four faculty members.
- Submit a curriculum plan with an approved course of study.
- Make a minimum cumulative GPA of 2.5.
- Earn "C" or better in both ENG 113: Composition I and Grammar, and ENG 211: Composition II.
- Earn "C" or better in EDFD 202: The Teaching Profession and Technology – Field Experience I.
- Earn "C" or better in EDFD 203: Child and Adolescent Development.
- Earn "C" or better in COMO 101: Speech Communication.
- Earn "C" or better in Math 151: College Algebra.
- Earn Praxis I Test scores at or above 172 in Reading, 171 in Math, and 173 in Writing.
- Complete the Checklist for Teacher Education Program.

Since students interested in licensure do not apply to the program until they have satisfied the requirements, there is a 100 percent rate of acceptance.

Cannon-Clary 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: Art, Life science/Earth science, Physical science/Earth science, English/Language Arts, French, Kinesiology/Health/Coaching, Mathematics, Music education (Instrumental or Vocal), Social Science, Spanish, Drama/Speech, and Family & Consumer Sciences.

All teacher candidates must complete 55 credit hours of liberal arts courses required of all Harding students plus education courses covering human development and methods of teaching. Sixty-seven percent (67%) of the faculty at Harding hold terminal degrees, which include those teaching the liberal arts portions of the curriculum. Within the College of Education, 58% of faculty hold terminal degrees, but an additional 35% are ABD, currently working on dissertations for terminal degrees. Early childhood and middle-level teachers earn the bachelor of arts degree. They participate in field experiences in urban and rural classrooms, including 16 weeks of student teaching. Secondary teachers earn a degree within an academic discipline while meeting requirements for teacher licensure. Their experiences include classroom observation, tutoring, assisting in classrooms, and 12 weeks of student teaching. The teaching performance of all licensure candidates is assessed using a detailed research-based system.

Special Characteristics

The vision of Cannon-Clary 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, self-directed facilitators of student learning.

In keeping with the University's motto of "developing Christian Servants," the college 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 program in Scotland is an option for prospective early childhood and middle-level teachers. This program includes extensive field experiences in northern United Kingdom schools.

In addition to 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.

Educators trained at Harding University are teaching all across the United States, as well as in Brazil, China, Germany, Italy, Japan, Kenya, Togo, Uganda and other countries. Several are involved in domestic or international humanitarian aid work.

Within this 2007-2008 academic year, the Cannon-Clary College of Education had an associate professor promoted to full professor and an instructor promoted to assistant professor. One of the ABD faculty successfully defended her dissertation and achieved her terminal degree in spring 2008. In spring 2008, the College of Education had an NCATE continuing accreditation site visit and will remain nationally accredited until 2016.

Three faculty members within the College of Education are heavily dedicated to the special programs that they lead. Dr. Clara Carroll is a National Board Certified Teacher and leads the grant funded program to provide instruction to prepare currently licensed teachers wanting to pursue National Board Certification. Ken Stamatis leads the Literacy Lab, which is a teacher in-service training that provides the skills & knowledge needed to establish a readers and writers workshop within their classroom. Dr. Lewis "Tony" Finley is the project director for Literacy Lab. He is also the project director for both the Math Science Partnership Math grant and the Math Science Partnership Science Grant. These two grants are used to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers.

Henderson State University

Overview of Institution

Henderson State University is a multipurpose university with approximately 3,300 students enrolled in undergraduate and graduate programs of study. Females represent 56% of the total enrollment. Minority enrollment makes up about 24% of the student body, which includes about 5% international students. Graduate students comprise approximately 16% of the enrollment. 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 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, school leaders, and other school personnel, the university views teacher education as a total institutional responsibility. Teachers College, Henderson bears the primary responsibility for teacher education. To be admitted to the Teacher Education Program, candidates must successfully complete all parts of 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 and have a cumulative grade point average of 2.50 or higher. Additionally, participation in the internship experience requires a 2.50 or higher grade point average in the teaching field and a passing score on appropriate Praxis II content specialty area exams. Program completion requires a passing score on the appropriate Praxis II Principles of Learning and Teaching or Praxis II Specialty Area pedagogy exam and passing an exit interview with public school administrators and HSU faculty, including the presentation of an electronic portfolio.

TCH is composed of the departments of Curriculum and Instruction; Advanced Instructional Studies, Educational Leadership; Health, Physical Education, Recreation, and Athletic Training; Family and Consumer Sciences; and Counselor Education. The Office of Teacher Education Admissions and Field Experiences, the South Arkansas Math and Science Center, the M.H. Russell Economic Center, the Alliance for Continuing Excellence in Education, and the Southwest – A Educational Renewal Zone offer support for all aspects of the teacher preparation program. The Department of Curriculum and Instruction offers undergraduate programs leading to teacher licensure. A candidate interested in teaching preschool through the fourth grade may choose Early Childhood Education (P-4). A candidate who wishes to teach in grades 4-8 may choose Middle-Level Education and opt for a program of study in either language arts/social studies or mathematics/science. A candidate wishing to teach at the secondary level (grades 7-12) should contact the academic department in the content area (i.e. English, mathematics, social studies, music, art, physical education) for details concerning teacher education options. The ETS Pathwise Mentoring System's four domains and nineteen criteria provide the foundation for the performance assessment of all candidates in the initial licensure programs. Pathwise is aligned with INTASC and the Arkansas State Licensure Standards for Teachers. Moreover, each program is aligned with the standards of the national specialized professional association where applicable (i.e. NCTM, NCTE, NAEYC, etc.).

At the graduate level, candidates who are interested in adding a license or endorsement may choose an MSE in reading, special education, or advanced instructional studies, with options in ESL, early childhood, middle school, or physical education. The curriculum for each program is aligned with the appropriate national specialized professional association – IRA, CEC, NAEYC, NMSA, etc. Also included in the Department of Advanced Instructional Studies is the Master of Arts in Teaching degree which allows qualified candidates who already have a

bachelor of arts or a bachelor of science degree in a content area to earn an initial teaching license.

The Department of Health, Physical Education, Recreation, and Athletic Training (HPER/AT) offers undergraduate programs leading to a Bachelor of Science (BSE) degree in physical education, wellness, and leisure; a Bachelor of Science degree in Recreation; and a Bachelor of Science degree in Athletic Training (accredited by the Commission on the Accreditation of Athletic Training Education). The BSE in physical education, wellness, and leisure leads to teacher licensure from preschool through grade 8 and/or grades 7 through 12. Licensed teachers may complete a program of study to add a coaching endorsement.

The Department of Family and Consumer Sciences offers a Bachelor of Science Degree. Degree options include child care management, dietetics (accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association), fashion merchandising, foods and nutrition, and education. Candidates who wish to earn a license to teach in grades 7-12 choose the education option.

The Department of Counselor Education offers a Master of Science in Education for school counselors and a Master of Science in Community Counseling. Candidates for the MSE in School Counseling may qualify as counselors in the P-8 and/or 7-12 settings. The Department is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

In the Department of Educational Leadership, licensed teachers may earn an M.S.E. in Educational Leadership (building-level administrator). Moreover, graduates from these programs may earn additional licensure in Educational Examiner and/or Curriculum Program Administrator. Teachers College, Henderson also offers an Educational Specialist degree for candidates who hold an M.S.E. in Educational Leadership. This program prepares district-level administrators.

Special Characteristics

Teachers College, Henderson possesses several unique characteristics. Integrated throughout the teacher education curriculum are the four domains and nineteen criteria of the Pathwise Mentoring System. These domains (organizing content knowledge, creating an environment, teaching, and professionalism) provide the basis for the Praxis III performance assessment of new teachers in Arkansas allowing them to convert their initial teaching licenses to standard teaching licenses. Coursework focuses on the preparation of candidates for the Pathwise based Praxis I, II, and III teacher assessments. Teachers College, Henderson has a formal partnership, known as the Alliance for Continuing Excellence in Education, with twenty area school districts, four educational cooperatives, an educational renewal zone (ERZ), and four two-year colleges. Individuals from these districts and other education providers provide input on teacher education curricular and policy matters. The partner districts also provide sites for field placements in teacher education. Another characteristic of Teachers College, Henderson is the practice of providing all secondary teacher education interns with university supervisors from their content areas, as well as clinical supervisors, during their internships. This practice allows for content-specific mentoring in addition to professional education support during this extremely important phase of the teacher education candidates' preparation. A performance-based assessment system in teacher education now includes formal interviews of candidates both at admission to the program and at exit from the program. In both cases, rubrics are used by panels of public school and university personnel to assess such areas as personal presentation, dispositions, and portfolios. In addition to the traditional undergraduate teacher

preparation program, Teachers College, Henderson offers the Master of Arts in Teaching (MAT) Program. The MAT provides an alternative avenue for individuals who already have degrees to earn their teaching licenses.

All TCH faculty have received Pathwise Mentor training, four faculty are Praxis III assessors for the State of Arkansas, three faculty are certified scholastic auditors, and the dean of Teacher's College is a member of the NCATE Board of Examiners.

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 demonstrate competency in the following objectives:

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 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.
5. 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.
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 in depth.
10. Understand how technology is integrated throughout the curriculum.
11. Understand the importance of exhibiting enthusiasm in teaching.
12. Understand how to address different learning styles, cultural needs, and critical thinking.

Lyon College

Overview of Institution

Along with the institution overview, you may include demographic data on students (e.g., total student population, numbers by gender, numbers of residents v. nonresidents, etc.). 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. Its teacher education programs are accredited by the National Council for the Accreditation of Teacher Education.

2007 – 2008 Demographic Information

Demographics:-2007-8 (Full-time)	Males	Females
Non-resident alien students	07	04

Black, non-Hispanic students	08	05
American Indian\Native Alaskan students	04	04
Hispanic students	03	08
Asian or Pacific Islander	03	02
White, non-Hispanic students	181	210

Overview of Education Program

As part of the program overview, you can include: i) admission requirements, ii) a list of program areas offered and the number of students formally enrolled in each, iii) a brief description of each program (reflective of standards-based instruction), iv) a description of the credentials of the General Education and College of Education faculty.

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, and concentration requirements. We abide by the Arkansas Department of Education and NCATE minimum GPA of 2.5.)
- Interview with the Liberal Arts Teacher Education Committee (LATEC).
- 15-20 minute video with young people of the appropriate age or in an appropriate field of study
- Three (3) character references, including one from the student’s major advisor
- Student Information Form

Program Areas:

- P-4
- Middle School
- Secondary

Brief description of each program:

- **P-4:** This program entails a full academic major and a second major in early childhood education comprised of 39 credits. This program was approved by NCATE in 2002.

- **Middle School:** This program entails a full academic major either in English or a Social Studies discipline (History, Political Science, 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. The program was approved by NCATE in 2002.

- **Secondary:** For this group of candidates in 2007-2008, majors represented were: Mathematics, Spanish, English and Social Studies, supplemented by a 23 hour Secondary Education concentration. The Mathematics major comprises 39 credits, the Spanish major comprises 31-37 credits, the English major comprises 33 credits and the Social Studies major comprises 36-39 credits. This program was approved by NCATE in 2002.

Special Characteristics

In this section you can include special program characteristics and/or particular accomplishments of your graduates or your faculty, e.g., Awards, National Board Certifications, Recognitions, advanced degrees achieved, etc.

Description of the General Education and Education Concentration Faculty: All of the Education, Spanish and Social Studies faculty hold the doctorate in their respective fields. In Mathematics one faculty member holds a doctorate and one faculty member is completing his doctorate and is at this time ABD. Ninety percent of all Lyon College faculty hold doctorates.

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 undergirded 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 thirteen of its faculty chosen as Carnegie/CASE Professors of the Year out of the past nineteen years, one of them having been selected twice for the award. Four Lyon College teacher education graduates have been selected as Independence County Teachers of the Year in recent years.

Ouachita Baptist University

Overview of Institution

Ouachita Baptist University is a liberal arts institution. The total enrollment for Fall, 2008-2009 was 1495. The majority of the teacher education candidates are from Arkansas and Texas, although there are several who have had P-12 education in various states and in international locations.

Overview of Education Program

To be admitted into the teacher education program, a minimum of a 2.5 GPA is required. Other prerequisites include passing scores on the Praxis I and grades of "C" or better in Composition I and ii: Applied or higher level math class, and in Foundations of Education. Recommendations from faculty are also required along with a self-evaluation and an essay "Why I want to be a teacher." Candidates must maintain the minimum requirement of a 2.5 GPA to continue and to progress in all OBU teacher education programs.

Philander Smith College

Overview of Institution

Philander Smith College is a small, privately supported, historically black, four year liberal arts college related to the University Senate 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 positions 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 587 with 218 males and 343 females. Philander Smith College has approximately 229 resident students and 358 non-residents.

The College's emerging mission is to graduate academically accomplished students who are grounded as social advocates for social justice, determined to intentionally change the world for the better (Adopted by the Board of Trustees, February 15, 2007). The college also believes that it is important 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, intentionally committed to change the world for the better. 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 Level Generalist and Vocational Education/Business Technology, as well as a non-licensure program in Physical Education. 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 and learning.

The Early Childhood Education Program is designed to prepare teachers of young children birth to age 8, in early grades pre-kindergarten to 4th 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.

The Middle Level Generalist Program focuses on adolescence, which 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

The Vocational Education/Business Technology Program is designed to prepare highly qualified teachers of vocational/education/business technology for grades seven through twelve.

Special Characteristics

The Unit's Faculty is committed to increasing the production of highly qualified teachers. The Faculty has made visits to Teachers of Tomorrow high school programs and community colleges for recruitment purposes. The Unit has also participated in "High School Recruitment Day" for the College campus. The faculty revived the Student-Arkansas Education Association (S-AEA) and will assist majors to build leadership skills by sponsoring their 6th Annual conference next year in 2008-2009. Leadership awards and recognition of participation in governance will be encouraged.

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 provides 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. The Division of Education has a Teacher Education Lab that trains candidates and majors to acquire many of these technological skills.

All of the Division of Education Early Childhood Education and Middle Level Education graduates from the Class of 2008 are employed as school Teachers. Graduate accomplishments include the following: Former Graduate, Kim Streeter earned a Masters degree in Education in 2008. Fran McNeil named Teacher of the Year at Washington Elementary School. Former Graduate (2001), Shamonica West, 5th Grade Teacher at Clinton Elementary, earned a Master of Science Degree in Reading from University of Central Arkansas.

University of Arkansas – 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 224 academic programs and offers 90 bachelor's degrees, 108 master's degrees, 36 Ph.D./Ed.D. degrees, 4 Ed.S. degrees, and 2 law degrees. In 2007-2008, the university had a total enrollment of 18,648. This included 14,442 undergraduate students and 3,127 graduate students, 413 law students, and 666 non-degree students. There were 13,716 in-state students, 3,974 out of state, and 958 were international students. The number of female students was 49.28%, 1.9% were American Indian or Alaskan Native, 5.5%

were Black, non-Hispanic, 2.5% were Asian or Pacific Islander, 2.8% were Hispanic, 5.1% were International, 80.0% were Caucasian, non-Hispanic. Data on 2.6% of the student population 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: childhood education, middle level education, physical education, and secondary education.

Instead of working toward an M.A. T., prospective career and technical students, agriculture students, and art students complete various bachelor's degrees in their respective colleges (i.e., 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). Prospective music students complete a Bachelor of music degree offered through the Fulbright College of Arts and Sciences. 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, career & technical education, music, and agriculture education programs, must complete both a bachelor's and a master's degree.

For Agriculture Education, Art Education, Music Education, and Career and Technical Education (including family and consumer science, business education, and technology education), admission to teacher education occurs when students are formally admitted to either the Bachelor of Fine Arts program, the Bachelor of Music program, the Bachelor of Science in Agriculture, or the Bachelor of Education in Career & Technical Education program. Prospective agriculture, art, music, and career & technical education teachers must complete a semester-long internship in the public schools. Agriculture, Art, Career & Technical Education, 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 Elementary/Childhood Education, Middle Level Education, Secondary Education, and Physical Education/Health. 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 biology, chemistry, English, journalism, math, physics, social studies (anthropology, economics, geography, history, psychology, political science, and sociology), drama, and foreign languages must first obtain a bachelor's degree through the Fulbright College of Arts and Sciences-- completing 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 speech communication obtain their bachelor's degree through the College of Education and Health Professions Health Professions. In collaboration with public school faculty and administrators, the College of Education and Health Professions 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 B.S.E. and M.A.T. coursework. Four faculty members are Pathwise Assessors for the State. All University liaisons who work with the internship sites are Pathwise trained.

In addition to the Praxis assessments, teacher education students are required to successfully pass multiple assessments. These include: comprehensive examination, action research project, portfolio, summative and formative evaluations, electronic portfolio assessments, 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 – 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 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 2009 stood at 6351 with 42% being male and 58% being female. In terms of diversity in race/ethnicity, 4.8% of the student population is American Indian, 4.3% Black, 5.0% Asian, and 4.9% 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 must always be 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, Secondary Social Studies 7-12, and Secondary Spanish 7-12. Early Childhood Special Education, Special Education Grades 4-12, and the 5th/6th Grade Endorsement are also offered as endorsement programs. Students in the 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 1203 Introduction to Speech Communication, a grade of "C" or better in ENGL 1203 Freshman English I, MATH 1403 College Algebra, EDUC 2753 Introduction to Education, and EDUC 3003 Introduction to Educational Technology, 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 characteristic is the requirement that all teacher education students complete four hours of beginning Spanish. This better prepares future teachers to meet the educational needs of the growing population of Hispanic students and parents in P-12 schools.

A third special characteristic is the variety of field experiences required of prospective teachers. Almost all professional education courses require that some assignments be completed in a p-12 classroom setting. All prospective teachers must complete substantial field experiences in environments with diverse p-12 students. In addition, a significant service learning assignment is found in the field experience in the Practicum courses.

University of Arkansas – Little Rock

Overview of Institution

The University of Arkansas at Little Rock (UALR) is a public doctoral/research university, accredited by the North Central Higher Learning Commission, serving approximately 12,000 undergraduate and graduate students and offering certificate programs and degrees ranging from the Associate of Arts to the EdD and PhD. The University offers Associate degrees in seven fields, Bachelor's Degrees in 52 areas of study, Master's degrees in 47 fields of study, post graduate certificate programs in 12 subjects, Educational Specialist degrees in two areas of study, Ed.D degrees in two fields, Ph.D degrees in three areas of study, a Doctorate in Audiology and a Juris Doctor. Several of these degrees are offered on-line.

Located in Pulaski County, UALR draws primarily from the tri-county area consisting of Pulaski, Garland, and Saline counties. About 57.4% (Spring, 2008) of the University students are residents of Pulaski County, which has a population of approximately 361,474 (2000 U.S. Census). In Pulaski County, 31.8 % are African-American, 1.3 % are Asian and 2.4 % are Hispanic. Three of the state's largest school districts are located in the county. Pulaski County has a population of approximately 366,463. Approximately 34% of this population is African-American, 1.6% is Asian, and 3.2% 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. As of Spring 2008, 61.3% of the total institutional enrollment was female. In the 2007-2008 annual graduate enrollment was 18.6% of the total annual institutional enrollment.

The University mission is "to develop the intellect of students, to discover and disseminate knowledge, to serve and strengthen society by enhancing awareness in scientific, technical, and cultural arenas; and to promote humane sensitivities and understanding of interdependence. The average age of UALR's undergraduate students is 27 and the average age of graduate students is 35. In 2007-2008, the average ACT score for students admitted to the institution was 20.4. In the 2007-2008 academic year, the University served 12,135 (fall) students (unduplicated headcount) and in spring 2008, there were 11,443 students enrolled. In 2007-2008, 1,923 degrees were awarded by the institution. Of the students enrolled, 57.3% are residents of Pulaski County. In Spring 2008, 10,954 of the students served by UALR were Arkansas residents. Approximately 93% of UALR graduates remain in Arkansas.

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= 129, 105, 192, 127), and 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

Special Characteristics

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.

In 2007-08, Dr. John Burgin received the College Excellence Award in Service, Dr. Robert Bradley received the College Excellence Award in Research and Dr. Jennifer Hune received the College Excellence Awards in Teaching.

In 2007-08, the College of Education and the Reading Department received approval to begin the PhD program in Reading. The participants in this program are from across the nation.

In 2007-08, faculty presented at 31 refereed, professional meetings, published 25 peer-reviewed articles/books, and secured over \$3 million in grants and awards. In reference to the scholarship of application, faculty gave 15 lectures/presentations, engaged in 21 nonpaid

consultantships, sat on 36 advisory committees or review boards, and partnered with 37 different organizations/associations.

University of Arkansas – Monticello

Institutional Overview

The Mission and Vision of the Institution

The mission of the University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/ technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

The Vision of the UAM School of Education

The University of Arkansas at Monticello School of Education aspires to prepare multi-faceted, highly qualified professional educators who are caring individuals and are committed to addressing the challenges of educating a diverse population of P-12 students in an evolving technological world.

Education Program Overview

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 obtain a Bachelor's degree in a content area and licensure through the Master of Arts in Teaching program.

Programs leading to licensure:

P-4 Early Childhood Education

4-8 Middle Childhood Education

P-12 Art, music, and physical education

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

P-4 Special Education Instructional Specialist

4-12 Special Education Instructional Specialist

Teacher Education Program Requirements

Transition Point I: Pre-admission

Candidates 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 or

SPCH 2203 Interpersonal Communication

Candidates must complete the following courses with a grade of “B” or better in each course:

EDUC 2233 Instructional Technology (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 Transition Point I;
3. Maintain a cumulative GPA of 2.65 or better;
4. Completion of Application for Admission to Teacher Education: 2 letters of recommendation.

****NOTE:** Candidates will not be permitted to take education courses beyond EDUC 1143, EDUC 2233, and EDUC 2253 without being admitted to the Teacher Education Program

Transition Point II: Teacher Education Program

To be admitted to Transition Point II, Teacher Education Program, the student must:

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

Candidates 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. Acquire and 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 Transition Point II;
5. Completion of Application for Admission to Clinical Internship I.

To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.

Transition Point III: Clinical Internship

Clinical 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).

Clinical Internship II:

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

Transition Point IV: Graduation

1. Completion of all degree requirements
2. 2.75 GPA or better
Degree conferral.

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.

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.

Special Characteristics

The UAM School of Education has three members who are certified Pathwise trainers. Additionally, 100 percent faculty are Pathwise trained. All content supervisors and cooperating teachers are also Pathwise trained.

University of Arkansas – Pine Bluff

Overview of Institution

The University of Arkansas at Pine Bluff (UAPB) has served Southeast Arkansas and the state for approximately one hundred and thirty-five years. A historically black state supported land grant institution; it was created in the spring of 1873 by an Act of the General Assembly as a branch of Arkansas Industrial University (now the University of Arkansas). Originally known as Branch Normal College, the school opened on September 27, 1875, with an enrollment of seven (7) students, three (3) from Jefferson County and four (4) from Drew County.

In 1927 the Governor appointed an independent Board of Trustees for the college and the state legislature appropriated \$275,000 for the erection of a new physical plant just outside the city limits. To aid this project, the General Education Board contributed \$183,000 and the Rosenwald Fund donated \$33,000.00.

In 1929 the school was expanded into a standard four-year degree-granting institution and in 1933 was certified as a standard four-year college. Two years later, a building program provided eight (8) residences for instructors and a gymnasium, and in 1938 another building program provided two (2) more dormitories and a library. In 1942, as a result of a sudden and untimely death of John Brown Watson, Lawrence A. Davis, Sr. was named acting president. In April 1943, the Board of Trustees of the college named Davis as President of the Institution. Toward the end of the 1940's, an extensive building program doubled the college's facilities.

On July 1, 1972, Arkansas Agricultural, Mechanical and Normal College was merged with the University of Arkansas; its new name became the University of Arkansas at Pine Bluff. This merger joined the two oldest public higher education institutions in the state. The University of Arkansas at Pine Bluff offers forty-six baccalaureate programs, one (1) technical certificate program, one (1) associate program, five (5) master's programs, one (1) rehabilitation services (Bachelor of Science), two (2) applied mathematics (Bachelor of Science), and three (3) general studies (Bachelor of General Sciences).

The University of Arkansas at Pine Bluff is located in Jefferson County in the south central part of the state, approximately forty-five miles southwest of Little Rock and one hundred and thirty-eight miles west of Memphis, TN. The area is commonly known as the Delta. A majority of the institution's students come from schools in the surrounding counties. Demographically, as of the fall semester 2008 on-campus and off-campus enrollment totaled 3,525 students. The student body is comprised of 58% females and 42% males, representing 2,425 Arkansans and 1,100 non-residents. Of the total student population, 95% of the student body is black and 5% non-black. For more information about the campus, visit us on the world-wide-web at 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, life/earth sciences; mathematics, business, music, chemistry, elementary/early childhood/middle level, physical education, and social studies. Advanced degrees offered are the Master of Science in elementary/early childhood, and secondary education (English education, general science education, mathematics education, social studies education, and physical education) and the Master of Arts in Teaching. Additionally, degrees are offered in recreation and rehabilitation services. During academic year 2007-2008, forty-five (45) 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 2.75 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 2.75 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 specialty associations: 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 (16) full-time faculty and seventeen (17) part-time/adjunct faculty members. A majority of the faculty has public school teaching experience. Adjunct faculty, in general, are public school teachers in partnership school districts.

Special Characteristics

The School of Education has implemented a diverse and effective scholarship program through state and private foundations. The School also administers two of the three campus TRIO programs: Ronald McNair and Upward Bound.

The teacher education program is expanded to include 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.

Also, the School administers the South Central Arkansas Education Renewal Zone project which seeks to create a broad-based collaborative relationship that brings together geographically or technologically proximate stakeholders (schools, the University of Arkansas at Pine Bluff, Southeast Arkansas College, Arkansas River Education Service Cooperative, Crowley's Ridge Education Service Cooperative, community members, youth and support organizations) and concentrates its resources on improving and sustaining schools for the benefit of all students. This partnership is to serve as a model for learning, inquiry, reflections, innovation and professionalism.

Additionally, the Literacy Institute is a new initiative within the School of Education which serves as the research, planning, and implementation leader for eliminating illiteracy in the delta. Working with early childhood, public schools, and adult education programs, the Literacy Institute develops proto-types and models to assist teachers, faculty, and parent organizations, and provides training and symposiums for administrators and staff operating programs in the delta. The major areas of research and program development include developing a proto-type for exemplary programs and continuation of "seamless service delivery" in early childhood

education, adult literacy (adult basic – and secondary-level education); parenting education; and work place literacy. The program provides technical assistance to program providers in developing grants and securing other program resources for the delivery of services within the delta. The program will also assist faith-based groups in becoming more involved in the efforts to eradicate illiteracy. The institute serves as a “clearinghouse” for programs to obtain and share information.

University of Central Arkansas

University of the Ozarks

Overview of Institution

The University of the Ozarks is located in Clarksville, Arkansas, a town of approximately 7,500 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 operated 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 2007-08 academic year of 643 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 Growth of the American Republic and culminate with directed teaching.

Candidates must satisfy university requirements for 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 with additional assistance from 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 Teacher Education Program is required for 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 directed teaching. Prior to graduation, candidates are expected to take and report scores to the Division of Education office for all PRAXIS examinations 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. Candidates must spend part of the placement in a diverse setting and an urban setting. The field experience is completed during Phase IV when the candidate completes 16 weeks of supervised teaching in an assigned classroom.

Special Characteristics

University of the Ozarks has been ranked as a "top tier" university for ten consecutive years in U.S. News and World Report's annual publication, America's Best Colleges. In the 2009 edition of the magazine that analyzes institutions of higher education, Ozarks was ranked 7th overall

among more than 100 universities in the category of Best Baccalaureate Colleges in the South Region. Ozarks has been ranked in the top 10 among its Southern peers in each of the past five years. In addition, U.S. News and World Report in 2009 ranked Ozarks No. 3 in the South Region in its "Great Schools, Great Prices" category. That category evaluates the cost of attending a university relative to the educational quality of the institution.

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 five-year, \$40 million Promise of Excellence Campaign. A major component of the lead gift went to create a Teacher Education Program of Excellence that emphasizes the linkages between teacher education and other academic disciplines at Ozarks. Specific elements of the gift included the creation of professorships in science education, business education and computer sciences, as well as an endowment for the chair's position in the Teacher Education Division. The Walton gift also created funding for the dedicated 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 as a teacher or school administrator for at least four years. Implementation of all of these strategic and tactical elements is currently underway.

As of March 2009, the university's Promise of Excellence Campaign had raised in excess of \$36.5 million. In addition to Mrs. Walton's lead gift, the Willard and Pat Walker Charitable Foundation of Fayetteville, Ark., donated an additional \$3 million to endow the maintenance and operations of Walker Hall, the University's state of the art teacher education and communication center that was built in 2002 with a \$7 million gift from the Walker family. This facility has many of the latest technological innovations available in the educational arena, such as smart classrooms, a microteaching laboratory, state of the art video and audio production capability, and a specially designed electronic and digital infrastructure that allows the building to be constantly upgraded with the latest technological advances. In recognition of the Walker's tireless, tremendously generous support of teacher education, the University held a dedication ceremony on April 20, 2007, to name its teacher education program in honor of Mrs. Pat Walker.

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.

Williams 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 2007-2008 was 505. There were 271 females and 234 males. 344 of the student population were residents, and 161 were non-residents. The racial breakdown of the student population was as follows:

- Non-resident aliens: 3
- Black: 9
- Asian/Pacific Islander: 2
- Hispanic: 13
- White: 478

Overview of Education Program

The Education Department of Williams Baptist College 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 Education Department 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-semester 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). 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 or Pedagogy test to qualify for graduation. Candidates will be granted a degree but will not be a program completer until all Praxis tests are passed.

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

The number of students currently enrolled in the initial teacher education preparation program is 51.

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

1. Have completed 45 semester hours. Included in those 45 semester hours must be EN1113 English Composition I; EN1123 English Composition II; SP2183 Speech and Communication; MT1133 College Algebra OR MT1153 Contemporary Math; and

ED2203 Intro to Teaching. Each of these courses must have been completed with a minimum grade of 2.00 (4.00 grade scale).

2. Have and maintain a grade point average (GPA) of 2.5 (4.00) scale.
3. 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.
4. Demonstrate communication skills by expressing personal observations and expectations concerning education. This requires an autobiographical sketch, a portfolio, two letters of recommendation to the Williams Baptist College Education Department, 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. In the fall of 2007, a Williams Baptist College mid-level education student received a high enough score on the Praxis II Content test to receive the ETS Recognition of Excellence. In the spring 2008 semester, a student majoring in Early Childhood Education scored perfect on the Praxis II Principles of Learning and Teaching test. Also, in the spring 2008 semester, one of WBC's English Education teacher candidates presented her juried paper at the Collegiate English Honor Society's Annual International Convention of Sigma Tau Delta.

ADE Non-Traditional Licensure Program

Overview of Institution

In 1987 The Non-Traditional Licensure Program (NTLP) was initiated to attract and train well-qualified individuals to address a growing teacher shortage in Arkansas (AR Code Ann. 6-17-409). The NTLP is a developmentally appropriate teacher preparation program for persons who have a four-year degree or higher. It includes 322 hours of intensive specialized instructional modules, two years of support, and a site-based Pathwise trained mentor to assist with the guidance and professional growth for the novice teacher during the first two years of teaching.

Overview of Program

The admission requirements for this cohort of Non-Traditional Licensure Program candidates were as follows:

First Year

- Official transcripts (showing a four year or higher degree awarded) documenting a 2.5 overall GPA or 2.75 in the last 60 hours completed
- Praxis I passing score report
- Praxis II passing score report in the specific licensure area
- Summary of work history or resume
- Three professional references

- NTLP application with \$1200.00 program fee payment
- Arkansas and FBI Background Check
- Verification of employment by an Arkansas school district (public or private)
- Mandatory attendance of all NTL Instructional Modules w/satisfactory completion of all assignments and testing
- Successful completion w/proper documentation of Pathwise mentoring assignment

Second Year

- Verification of employment by an Arkansas school district (public or private)
- NTLP second year application with \$1200.00 program fee payment
- Mandatory attendance of all NTL Instructional Modules w/satisfactory completion of all assignments and testing
- Praxis II Principles of Learning and Teaching passing score report OR
- Praxis II Content Area Pedagogical passing score report
- Successful completion w/proper documentation of Pathwise mentoring assignment for second year of program

The Non-Traditional Licensure Program strives for best practice instructional delivery to the NTLP candidates 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
- Reading and 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 for 2 years in the program
- Pass the Praxis II Principles of Learning and Teaching OR
- Pass the Praxis II pedagogical portion of the participant s content area.

Instructors for the NTLP include a diverse group of accomplished educators who are considered as having expertise and experience in the area that they were invited to teach.

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 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 medical doctors, engineers, nurses, lawyers, business managers, business owners, and many other types of professionals that want to give something back to their community.