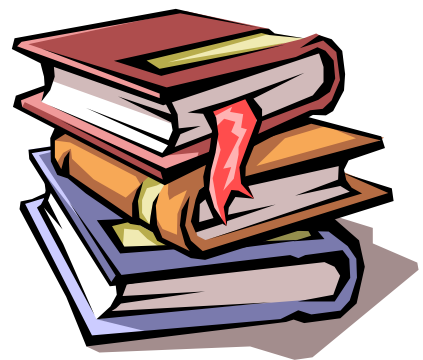




*Arkansas*  
*HEA Title II*  
*State Report*  
*2004*



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# 1) Introduction

In October 1998 Congress enacted Title II, Sections 207 and 208 (as amendments to the Higher Education Act) which support the efforts of States, Institutions of Higher Education, and their School District partners to improve the recruitment, preparation, and support of new teachers. The Title II report includes specifications, conditions and requirements for institutions and states on teacher preparation and licensure. Section 207 of Title II requires the annual preparation and submission of three reports on teacher preparation and licensure: one from institutions to states, a second from states to the U. S. Secretary of Education, and a third from the Secretary to Congress and the public.

Prior to implementing the three-stage reporting process, Arkansas produced, approved, and submitted a plan to the U. S. Office of Education, for the purpose of outlining the process and procedures the state used to meet the reporting requirements. According to the plan, the institutions of higher education (IHE) that have teacher preparation programs, and the state's non-traditional (NTL) teacher preparation program, submitted Institutional Reports containing select items related to their teacher preparation programs. The Arkansas Department of Education (ADE) has since compiled this information into this comprehensive report, which describes the teacher preparation programs in the state, and includes information on state assessments, requirements for licensure, and numbers of licensed teachers in the State. Topical areas include demographic data (numbers of teachers, areas of licensure, numbers in high poverty areas), teacher preparation in Arkansas (individual IHE reports, criteria for assessing performance of programs), provisional license data, alternative routes to licensure, state licensure requirements (assessment requirements, pass rates on assessments) and efforts to improve teacher quality.

The demographic data indicate that there were **32,155** licensed teachers teaching in Arkansas during the 2003-2004 school year. This number includes only classroom teachers, and does not include administrators or auxiliary faculty, such as counselors or library specialists. Of the **15,251** Arkansas teaching licenses issued in 2003 (including renewals), **2,053** were for new teachers; **1,963** of which were prepared in Arkansas. Of the total, **X** were in Early Childhood (**960** new), **1,911** were in Social Studies (**116** new), **1,434** were in English/Language Arts (**136** new), **1,317** were in the Sciences (**81** new), and **1,518** were in Math (**78** new). High-poverty school districts were identified (defined as the highest 25% of the calculated child poverty rates according to U.S. Census data). There were **5,308** teachers in those schools (**X%** of the total). For Arkansas, this was **78** school districts (out of the **310** school districts in the state). Child poverty rate was calculated as the number of children living in poverty as a percentage of the number of children in the school district. There were **533** teachers in Arkansas public schools who were designated as being on a waiver (**X** %) or on a provisional license (**784**) and working toward completing requirements for full licensure.

Individual IHE reports indicated there were **3,583** students in teacher preparation, with **1,412** of these in the clinical experience (student teaching). The mean student: teacher ratio for the clinical experience was **3.9** students per faculty member designated as student teaching faculty. **All** IHEs were **accredited**, with **none** on **probation**, and **none** being designated as **low performing**.

Two alternative routes to licensure were identified. One is the Master of Arts in Teaching degree being offered at five institutions, and the other is the Non-traditional route to licensure offered by ADE. There were **133** program completers in the ADE Non-Traditional program for the reporting year.

The state's licensure requirements include passing assessments in Basic Skills (Praxis I), Pedagogy and Professional Knowledge (Praxis II PLT), and Academic Content Area Knowledge (Praxis II). Title II required the reporting of pass rates on these assessments for the 2002-2003 school year cohort. The State defined program completers as those who passed the Praxis I and Praxis II assessments. Arkansas' teacher preparation program completers' pass rate on these assessments was **100 %**.

The State's efforts to improve teacher quality were also included. Arkansas' action in this arena includes having developed standards and criteria for teacher performance; changing requirements for initial teacher licensure; revising required assessments for initial teacher licensure; modifying policies for renewals of teacher licenses; re-developing and enhancing the non-traditional route to licensure; and changing the grounds for waivers of teacher licensure. Arkansas has:

- reviewed and validated the cut scores of all Praxis assessments for all teaching fields,
- restructured the Non-traditional teacher preparation program to be in line with the state's teaching standards,
- passed a new State Law requiring that all teachers be fully licensed in the field in which they are teaching by the year 2006,
- instituted an induction program for all new teachers, which includes mentoring support and performance assessment, and
- installed and enhanced significant incentives and rewards for National Board Certification.

## 2) Standards

1) Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?

**Yes**

Description:

**State of Arkansas Department of Education licensure competencies documents.**

Web Address: [http://arkedu.state.ar.us/teachers/competency\\_areas\\_p1.html](http://arkedu.state.ar.us/teachers/competency_areas_p1.html)

2) Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?

**Yes**

Description:

**State of Arkansas Department of Education licensure competencies documents.**

Web Address: [http://arkedu.state.ar.us/teachers/competency\\_areas\\_p1.html](http://arkedu.state.ar.us/teachers/competency_areas_p1.html)

3) Are there distinct state standards for elementary education?

**No**

4) Are there distinct state teacher standards for early elementary education (e.g., grades K-3)?

**Yes**

Web Address: [http://arkedu.state.ar.us/pdf/competency\\_areas/early\\_childhood.pdf](http://arkedu.state.ar.us/pdf/competency_areas/early_childhood.pdf)

5) Are there distinct state teacher standards for upper elementary education (e.g., grades 4-6)?  
**No**

6) Are there distinct state teacher standards for middle grades education?  
**Yes**

Web Address: [http://arkedu.state.ar.us/teachers/competency\\_areas\\_p1.html](http://arkedu.state.ar.us/teachers/competency_areas_p1.html)

7) Are there distinct state teacher standards for secondary education?  
**Yes**

Web Address: [http://arkedu.state.ar.us/teachers/competency\\_areas\\_p1.html](http://arkedu.state.ar.us/teachers/competency_areas_p1.html)

8) Please specify where there are state teacher standards for the following specific fields.  
**There are state teacher standards for the following specific fields, at all appropriate grade levels.**

- Agriculture**
- Arts**
- Bilingual Education, ESL**
- Coaching Education**
- Drama/Speech**
- Early Childhood Education**
- English/Language Arts**
- Family and Consumer Sciences**
- Languages Other Than English**
- Gifted and Talented**
- Marketing Technology**
- Mathematics**
- Music, Instrumental**
- Music, Vocal**
- PE/Health**
- Reading Education**
- Science**
- Social Studies**
- Special Education**
- Technology in Teaching**
- Vocation/Technical Education**

9) Please specify and provide documentation and references for any fields not listed in question 8 above. State-specific fields already provided are listed below.  
**NA**

### **3) Policy, Process, and Status**

1) Has the state established content standards for K-12 students?  
**Yes**

Description:

**Act 1108 passed by the Arkansas General Assembly, 1997.**

Reference:

**K-12 Content Standards**

Web Address: <http://arkedu.state.ar.us/standards>

2) Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?

**Yes**

Description:

**Act 1108 passed by the Arkansas General Assembly, 1997.**

Reference:

**Prospective Teacher Standards**

Web Address: [http://arkedu.state.ar.us/teachers/competency\\_areas\\_p1.html](http://arkedu.state.ar.us/teachers/competency_areas_p1.html)

3) Are plans currently being formulated to link, align, or coordinate teacher certification or licensure standards with state content standards for students?

**Yes**

4) Have one or more linkage, alignment, or coordination committees or working groups met, but not yet produced a report or a set of recommendations?

**Yes**

5) Has a report or set of recommendations been developed to address linkage, alignment, or coordination between teacher certification or licensure requirements and state content standards for students?

**No**

6) Has the state established a policy that links, aligns, or coordinates teacher certification or licensure standards with state content standards for students?

**No**

7) Has a date been set by which the recommendations will be implemented?

**No**

8) Has an implementation group been established?

**No**

9) Are other steps being taken to develop or implement standards and align teacher preparation, certification or licensure standards with content standards?

**Yes**

Description:

**All teacher preparation programs are required to use:**

**1. The P-12 student curriculum frameworks.**

<http://arkedu.state.ar.us/curriculum/index.html>

**2. ADE individual license area competency documents.**

[http://arkedu.state.ar.us/teachers/competency\\_areas\\_p1.html](http://arkedu.state.ar.us/teachers/competency_areas_p1.html)

<http://arkedu.state.ar.us/teachers/index.html>

3. Test specifications (requirements) for success on Praxis assessments (found in Tests-at-a-Glance).

All Institutions of Higher Education are required to develop Unit Assessment Plans demonstrating adherence to the above criteria.

## 4) Number Licensed

1) Total number of persons receiving initial certification or licensure in the state during this academic year.

2,053

2) Total number of persons receiving initial certification or licensure in the state who completed their teacher preparation program in another state.

90

## 5) Type A Certificates Initial Teaching License

1) Certificate Name: **Initial Teaching License**

2) Is this the initial certificate? **Yes**

3) Is this a permanent certificate? **No**

Please provide any amplifying information below. Include, if not permanent, the duration of the certificate.

**In Arkansas, the Initial Teaching License is issued following completion of preparation, and obtaining employment (although a teacher may elect to start the clock before obtaining employment). The license is non-renewable, and valid for one-to-three-years, during which time the teacher must successfully complete a performance assessment to convert the initial license into a standard five-year renewable license.**

4) Is this certificate renewable? **No**

Please provide any amplifying information below. Include, if renewable, the number of times the certificate may be renewed.

**The license is non-renewable, and valid for one-to-three-years, during which time the teacher must successfully complete an on-the-job performance assessment to convert the initial license into a standard five-year renewable license.**

5) Is a bachelor's degree required? **Yes**

- 6) Is a bachelor's degree in education required? **No**
- 7) Is a bachelor's degree in a subject area or academic content area required? **No**
- 8) Are there other degree requirements? **No**
- 9) Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?  
**Yes**

- 10) Is a state approved teacher education program required?  
**Yes**

- 11) Are pedagogy or professional knowledge classes required?  
**Yes**  
Please describe the required pedagogy or professional knowledge classes.  
**As required by NCATE**

- 12) Is there a credit hour requirement for general and/or professional education coursework?  
**No**

- 13) Is there a grade point average (GPA) requirement for general and/or professional education coursework?  
**Yes**  
Please describe the GPA requirement.  
**As required by NCATE**

- 14) Are tests or assessments required?  
**Yes**  
Please describe the required tests or assessments.  
**Praxis I Basic Skills Assessments (Reading, Writing and Math) are required, as well as the Praxis II Content Area tests specific to the license area.**

- 15) Are performance assessments (such as portfolios of assessment center activities) required?  
**No**

- 16) Is there a recency of credit requirement?  
**No**

- 18) Are teachers accepted based on reciprocal agreements (reciprocity agreements) with other states?  
**Yes**

Which states have reciprocity agreements in place? Those which do are listed below.

|                   |                 |                       |                 |
|-------------------|-----------------|-----------------------|-----------------|
| <b>Alabama</b>    | <b>Alaska</b>   | <b>American Samoa</b> | <b>Arizona</b>  |
| <b>California</b> | <b>Colorado</b> | <b>Connecticut</b>    | <b>Delaware</b> |
| <b>Wash D.C.</b>  | <b>Florida</b>  | <b>Georgia</b>        | <b>Guam</b>     |
| <b>Hawaii</b>     | <b>Idaho</b>    | <b>Illinois</b>       | <b>Indiana</b>  |



|                    |                     |                       |                     |
|--------------------|---------------------|-----------------------|---------------------|
| <b>Iowa</b>        | <b>Kansas</b>       | <b>Kentucky</b>       | <b>Louisiana</b>    |
| <b>Maine</b>       | <b>Maryland</b>     | <b>Massachusetts</b>  | <b>Michigan</b>     |
| <b>Minnesota</b>   | <b>Mississippi</b>  | <b>Missouri</b>       | <b>Montana</b>      |
| <b>Nebraska</b>    | <b>Nevada</b>       | <b>New Hampshire</b>  | <b>New Jersey</b>   |
| <b>New Mexico</b>  | <b>New York</b>     | <b>North Carolina</b> | <b>North Dakota</b> |
| <b>Ohio</b>        | <b>Oklahoma</b>     | <b>Oregon</b>         | <b>Pennsylvania</b> |
| <b>Puerto Rico</b> | <b>Rhode Island</b> | <b>South Carolina</b> | <b>South Dakota</b> |
| <b>Tennessee</b>   | <b>Texas</b>        | <b>Utah</b>           | <b>Vermont</b>      |
| <b>Virginia</b>    | <b>Washington</b>   | <b>West Virginia</b>  | <b>Wisconsin</b>    |
| <b>Wyoming</b>     |                     |                       |                     |

18) Is passing state prescribed course work and/or written assignments required? **No**

19) Is completion of preservice teaching (student teaching) under clinical supervision required?  
**Yes**

Please describe the nature and amount of required student teaching.

**Student teaching is to be full-time, for a minimum of 12 weeks.**

20) Is an individual, supervised professional development program (including coursework, mentoring, and clinical supervision of teaching) required?

**Yes**

Please describe the course work and/or GPA requirements, mentoring and supervised teaching activity requirements.

**Coursework as prescribed within the approved teacher preparation program.**

**Supervision as prescribed in the preservice teaching. Mentoring occurs after the license is received.**

21) Of fingerprinting, background check or police record examination, which are required?

**Fingerprinting**

**Background Check**

**Police Record Examination**

22) Is United States citizenship required? **Yes**

## **6) Type B Certificates Standard Teaching License**

1) Certificate Name: **Standard Teaching License**

2) Is this the initial certificate? **No**

3) Does the state have a Type A certificate? **Yes**

4) Is this a permanent certificate? **No**

Please provide any amplifying information below. Include the duration of the certificate.  
**The license is valid for five years.**

5) Is this certificate renewable? **Yes**

Please provide any amplifying information below. Include, if renewable, the number of times the certificate may be renewed.

**Unlimited number of renewals**

6) Is a bachelor's degree required? **Yes**

7) Is a bachelor's degree in education required? **No**

8) Is a bachelor's degree in a subject area or academic content area required? **No**

Please describe which certification areas require a subject-specific academic content degree.

**However, the candidate would be required to demonstrate competency.**

9) Is a master's or other post-baccalaureate program or coursework in professional education required? **No**

10) Is a state approved teacher education program required? **Yes**

11) Are pedagogy or professional knowledge classes required? **Yes**

Please describe the required pedagogy or professional knowledge classes.

**As required by NCATE**

12) Is professional employment as a teacher required? **No**

13) Is there a credit hour requirement for general and/or professional education coursework? **No**

14) Is there a grade point average (GPA) requirement for general and/or professional education coursework? **No**

15) Are tests or assessments required? **Yes**

Please describe the required tests or assessments.

**Praxis III performance assessment**

16) Are performance assessments (such as portfolios of assessment center activities) required?

**Yes**

Please describe all required performance assessments.

**Praxis III performance assessment**

17) Is there a recency of credit requirement? **No**

18) Are teachers accepted based on reciprocal agreements (reciprocity agreements) with other states? **Yes**

Which states have reciprocity agreements in place? Those which do are listed below.

|                    |                     |                       |                     |
|--------------------|---------------------|-----------------------|---------------------|
| <b>Alabama</b>     | <b>Alaska</b>       | <b>American Samoa</b> | <b>Arizona</b>      |
| <b>California</b>  | <b>Colorado</b>     | <b>Connecticut</b>    | <b>Delaware</b>     |
| <b>Wash D.C.</b>   | <b>Florida</b>      | <b>Georgia</b>        | <b>Guam</b>         |
| <b>Hawaii</b>      | <b>Idaho</b>        | <b>Illinois</b>       | <b>Indiana</b>      |
| <b>Iowa</b>        | <b>Kansas</b>       | <b>Kentucky</b>       | <b>Louisiana</b>    |
| <b>Maine</b>       | <b>Maryland</b>     | <b>Massachusetts</b>  | <b>Michigan</b>     |
| <b>Minnesota</b>   | <b>Mississippi</b>  | <b>Missouri</b>       | <b>Montana</b>      |
| <b>Nebraska</b>    | <b>Nevada</b>       | <b>New Hampshire</b>  | <b>New Jersey</b>   |
| <b>New Mexico</b>  | <b>New York</b>     | <b>North Carolina</b> | <b>North Dakota</b> |
| <b>Ohio</b>        | <b>Oklahoma</b>     | <b>Oregon</b>         | <b>Pennsylvania</b> |
| <b>Puerto Rico</b> | <b>Rhode Island</b> | <b>South Carolina</b> | <b>South Dakota</b> |
| <b>Tennessee</b>   | <b>Texas</b>        | <b>Utah</b>           | <b>Vermont</b>      |
| <b>Virginia</b>    | <b>Washington</b>   | <b>West Virginia</b>  | <b>Wisconsin</b>    |
| <b>Wyoming</b>     |                     |                       |                     |

19) Is passing state prescribed course work and/or written assignments required? **No**

20) Is completion of preservice teaching (student teaching) under clinical supervision required?  
**Yes; 12 weeks, full-time**

21) Is an individual, supervised professional development program (including coursework, mentoring, and clinical supervision of teaching) required? **Yes**

Please describe the course work and/or GPA requirements, mentoring and supervised teaching activity requirements.

**The novice teacher Induction program incorporates mentoring, supervision, and professional development of new teachers.**

<http://arkedu.state.ar.us/teachers/index.html#Mentoring>

22) Of fingerprinting, background check or police record examination, which are required?

**Fingerprinting**

**Background Check**

**Police Record Examination**

23) Is United States citizenship required? **Yes**

## 7) Alternative Routes

1) Has the state approved one or more alternative routes to certification? (Descriptions are covered in Section VII.b.) **Yes**

Web Address: <http://arkedu.state.ar.us/teachers/index.html#Traditional>

2) Has the state approved alternative routes to certification, but is not currently implementing them? **No**

3) Is the state considering or has the state proposed alternative routes to certification? **No**

### Master of Arts in Teaching

1) Alternative route or program name. **Master of Arts in Teaching**

2) What kind of person, with what qualifications, is recruited for this alternative route or program?  
**Recent graduates of the institution are usually recruited, as are persons who are mid- or end- career and considering a career change.**

3) Please describe the selection process.  
**Those who meet entrance requirements are selected. These are a minimum of a Bachelor's Degree, passage of Praxis I, and Praxis II Content Area test(s), passage of criminal background check, and an employment offer.**

4) Describe the program of study.  
**Approximately three semesters; graduate courses in Foundations of Teaching, Instructional Technology, Teaching Diverse Learners, Literacy, Assessment, and Psychology; Portfolio and Internship.**

5) Is practice teaching required?

**Yes**

**Total Hours = 1,000**

Description:

**Either 30 hrs per week for 34 weeks or 40 hrs per week for 30 weeks**

6) Are assessments required, other than those required for initial licensure or certification?  
**No**

7) Must alternative route completers take regular state assessments? **Yes**

8) Is this program supported by a private organization (such as Teach for America)? **No**

9) Who administers the program (e.g. the state, an institution of higher education, a district, a non-profit organization)?

**Institution of Higher Education**

10) Please select those institutions offering this alternative route.

**HARDING UNIVERSITY  
HENDERSON STATE UNIVERSITY  
SOUTHERN ARKANSAS UNIVERSITY  
UNIVERSITY ARKANSAS FAYETTEVILLE  
UNIVERSITY ARKANSAS LITTLE ROCK  
UNIVERSITY ARKANSAS MONTICELLO**

## **Non-Traditional Route to Licensure**

1) Alternative route or program name.                      **Non-traditional Licensure Program**

2) What kind of person, with what qualifications, is recruited for this alternative route or program.

**TeachArkansas is recruiting highly-motivated recent college grads, mid-career changers and all types of people who demonstrate high achievement in their past endeavors and who possess the character and motivation necessary to be successful teachers. TeachArkansas is the teacher recruitment office for the Arkansas Department of Education.**

3) Please describe the selection process.

**Eligibility requirements for the NTLP are as follows:**

**Candidates must:**

- 1) hold a four-year degree from an accredited institution;**
- 2) have earned a 2.5 GPA or a 2.75 in the last 60 hours of course work;**
- 3) passed both the Praxis I and Praxis II Content Area assessments;**
- 4) complete both a state and federal background check;**
- 5) secure a full-time teaching position, teaching at a minimum of four periods or the equivalent per day, in the area where an assessment has been passed.**

4) Describe the program of study.

**The NTLP teacher preparation modules address necessary knowledge and skills for new teachers to be successful in the classroom. They are offered during the summer, and on monthly Saturdays, over the course of two years. The modules cover the four broad areas of learning that are the key components of the mentoring model used for all new teachers. They are: Standards, Assessments, Accountability, and Professional Knowledge.**

**Each NTLP teacher of record is assigned a site-based, Pathwise certified mentor to provide support and guidance during the program. Each mentor has been identified by the employing school district as a master level teacher who has chosen to serve in that capacity. Novice teachers and mentors work together on a weekly basis.**

- 5) Is practice teaching required? **No**
- 6) Are assessments required, other than those required for initial licensure or certification?  
**No**
- 7) Must alternative route completers take regular state assessments? **Yes**
- 8) Is this program supported by a private organization (such as Teach for America)? **No**
- 9) Who administers the program (e.g. the state, an institution of higher education, a district, a non-profit organization)?  
**Arkansas Department of Education**

## **8) Temporary & Emergency Certification or Licensure**

1) Please provide descriptions of the different categories or terms your state uses for temporary waivers of state certification or licensure requirements, such as "emergency permit certificate".

Category or Term: **Provisional Credential (1082)**

Duration (years): **1**

Renewable: **No**

Description:

**Candidates hold an expired, out-of-state, standard teaching license, but do not meet testing requirements and/or lack an Arkansas History course.**

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

Category or Term: **Provisional Credential (1083)**

Duration (years): **1**

Renewable: **No**

Description:

**Candidates holding an expired, standard Arkansas teaching license are issued this license while working to meet the requirement(s) for renewal of standard licensure.**

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

Category or Term: **Provisional Credential (1084)**

Duration (years): **1**

Renewable: **No**

Description:

**Candidates have a bachelor's degree in a content area and are enrolled in the non-traditional route to licensure program, or if the candidate has completed a traditional Arkansas teacher preparation program, but lacks passing required exams.**

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

Category or Term: **Provisional Credential (1085)**

Duration (years): **1**

Renewable: **No**

Description:

**This provisional license is available to out-of-country or out-of-state applicants who have completed a teacher preparation program but have not licensed.**

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

Category or Term: **Provisional Credential (1282)**

Duration (years): **1**

Renewable: **Yes, 2 times**

Renewal Duration (years):**1**

Description:

**Candidates are out-of-state applicants who lack coursework or test requirements.**

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

Category or Term: **Provisional Credential (1284)**

Duration (years): **1**

Renewable: **Yes, 2 times**

Renewal Duration (years): **1**

Description:

**This certificate is valid for 1 year, and is renewable up to 2 times for a candidate from a traditional Arkansas teacher preparation program who passed required exams but lacks education coursework.**

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

Category or Term: **Waiver**

Duration (years): **1**

Renewable: **No**

Description:

**If a school district suffers undue hardship in attempting to provide a fully qualified teacher in a classroom, the district may apply to the State Board of Education for a waiver. The regulations are enacted pursuant to the authority of the SBE under Act 1623 of 2001 and Ark. Code Ann. 6-11-105.**

Web Address: [http://arkedu.state.ar.us/pdf/act\\_1623%20part2.pdf](http://arkedu.state.ar.us/pdf/act_1623%20part2.pdf)

2) Please provide information about the extent to which local education authorities are involved in deciding whether an individual shall receive a waiver of certification or licensure requirements. In some states, for instance, schools or school districts must request that an individual be given a waiver before that state authority will consider granting it. (Please include references to applicable regulations or manuals.)

The local education authorities (school districts) may apply to the State Board of Education for a waiver. The State Board of Education makes the decision.  
Reference: Act 1623 of 2001 and Ark. Code 6-11-105

3)Waivers may be requested by: School District

## 9) Reciprocity/Interstate Agreements

Arkansas has license reciprocity agreements with the following:

| <b>Type A Certificates</b> |                               | <b>Type B Certificates</b> |                                |
|----------------------------|-------------------------------|----------------------------|--------------------------------|
| <b><u>STATE</u></b>        | <b><u>Initial License</u></b> | <b><u>STATE</u></b>        | <b><u>Standard License</u></b> |
| Alabama                    | √                             | Alabama                    | √                              |
| Alaska                     | √                             | Alaska                     | √                              |
| American Samoa             | √                             | American Samoa             | √                              |
| Arizona                    | √                             | Arizona                    | √                              |
| California                 | √                             | California                 | √                              |
| Colorado                   | √                             | Colorado                   | √                              |
| Connecticut                | √                             | Connecticut                | √                              |
| Delaware                   | √                             | Delaware                   | √                              |
| District of Columbia       | √                             | District of Columbia       | √                              |
| F S Micronesia             |                               | F S Micronesia             |                                |
| Florida                    | √                             | Florida                    | √                              |
| Georgia                    | √                             | Georgia                    | √                              |
| Guam                       | √                             | Guam                       | √                              |
| Hawaii                     | √                             | Hawaii                     | √                              |
| Idaho                      | √                             | Idaho                      | √                              |
| Illinois                   | √                             | Illinois                   | √                              |
| Indiana                    | √                             | Indiana                    | √                              |
| Iowa                       | √                             | Iowa                       | √                              |
| Kansas                     | √                             | Kansas                     | √                              |
| Kentucky                   | √                             | Kentucky                   | √                              |
| Louisiana                  | √                             | Louisiana                  | √                              |
| Maine                      | √                             | Maine                      | √                              |
| Maryland                   | √                             | Maryland                   | √                              |
| Massachusetts              | √                             | Massachusetts              | √                              |
| Michigan                   | √                             | Michigan                   | √                              |
| Minnesota                  | √                             | Minnesota                  | √                              |
| Mississippi                | √                             | Mississippi                | √                              |
| Missouri                   | √                             | Missouri                   | √                              |



| <b>Type A Certificates</b> |                               | <b>Type B Certificates</b> |                                |
|----------------------------|-------------------------------|----------------------------|--------------------------------|
| <b><u>STATE</u></b>        | <b><u>Initial License</u></b> | <b><u>STATE</u></b>        | <b><u>Standard License</u></b> |
| Montana                    | √                             | Montana                    | √                              |
| Nebraska                   | √                             | Nebraska                   | √                              |
| Nevada                     | √                             | Nevada                     | √                              |
| New Hampshire              | √                             | New Hampshire              | √                              |
| New Jersey                 | √                             | New Jersey                 | √                              |
| New Mexico                 | √                             | New Mexico                 | √                              |
| New York                   | √                             | New York                   | √                              |
| North Carolina             | √                             | North Carolina             | √                              |
| North Dakota               | √                             | North Dakota               | √                              |
| Northern Marianas          |                               | Northern Marianas          |                                |
| Ohio                       | √                             | Ohio                       | √                              |
| Oklahoma                   | √                             | Oklahoma                   | √                              |
| Oregon                     | √                             | Oregon                     | √                              |
| Pennsylvania               | √                             | Pennsylvania               | √                              |
| Puerto Rico                | √                             | Puerto Rico                | √                              |
| Rhode Island               | √                             | Rhode Island               | √                              |
| South Carolina             | √                             | South Carolina             | √                              |
| South Dakota               | √                             | South Dakota               | √                              |
| Tennessee                  | √                             | Tennessee                  | √                              |
| Texas                      | √                             | Texas                      | √                              |
| Utah                       | √                             | Utah                       | √                              |
| Vermont                    | √                             | Vermont                    | √                              |
| Virgin Islands             |                               | Virgin Islands             |                                |
| Virginia                   | √                             | Virginia                   | √                              |
| Washington                 | √                             | Washington                 | √                              |
| West Virginia              | √                             | West Virginia              | √                              |
| Wisconsin                  | √                             | Wisconsin                  | √                              |
| Wyoming                    | √                             | Wyoming                    | √                              |

## 10) Assessment Criteria

1) Has the state implemented criteria for assessing teacher preparation program performance?

**Yes**

Implementation Date:

**9/8/1986**

List the entities involved in implementation.

**National Council for Accreditation of Teacher Education.  
Arkansas Department of Education.**

Specify any national organizations whose criteria are being used or that are involved in some other way.

**National Council for Accreditation of Teacher Education.**

Describe the criteria.

**The National Council for Accreditation of Teacher Education (NCATE) is the accrediting agency used for the review and approval of all Arkansas teacher preparation programs. Arkansas' partnership agreement with NCATE is described as an all-NCATE-review; i.e., all NCATE standards, and all state/NCATE standards are used for reviewing institutional programs.**

**The NCATE review is a performance-based review. This matches Arkansas' shift in focus of teacher preparation and licensure to a performance-based credentialing system. Thus, the Arkansas/NCATE partnership collects and analyzes data and information on educational candidate performance as a part of the state approval and NCATE accreditation process.**

**All 18 teacher preparation programs in Arkansas (9 public and 9 private institutions) currently hold full NCATE accreditation status. All institutions are on a five-year review cycle.**

Reference: NCATE 2000 – Performance-based Teacher Education Accreditation

Web Address: <http://arkedu.state.ar.us/teachers/index.html>

- 2) If state has not implemented criteria, has state proposed implementing criteria for assessing teacher program performance? **NA**
- 3) Do state criteria include a determination of passing rates on state certification and licensure assessments? **No**
- 4) Do state criteria include indicators of teachers' knowledge and skills? **No**
- 5) Are there any other criteria? **No**

## **11) Low Performing Schools**

- 1) Please provide a description of the procedure your state uses to identify and assist (through the provision of technical assistance) low-performing programs of teacher preparation. (See HEA Title II, Section 208(a).)

**Advice, resources or other assistance will be provided to low-performing programs and programs at-risk of becoming low performing by individuals who have demonstrated expertise in quality teacher preparation. These may include representatives from state departments, institutions of higher education, consulting firms and/or professional organizations. As each case may be anticipated to be unique, when necessary, technical assistance will be tailored to the specific needs of the institution.**

2) Please provide a list of the criteria your state has defined for classifying teacher preparation programs as "low performing." (See HEA Title II, Section 208(a).) \

**A low-performing program is a teacher preparation program which fails three of the six criteria listed below.**

**Criteria 1: Summary pass rate of at least 80% on the Praxis Series Assessments.**

**Criteria 2: A content major is required for secondary education program completers.**

**Criteria 3: The student - supervising faculty ratio does not exceed 18 students to 1 faculty (FTE).**

**Criteria 4: The number of weeks of student teaching is not less than 12 weeks.**

**Criteria 5: The institution conducts an annual comprehensive unit assessment of teacher preparation.**

**Criteria 6: The institution is NOT placed on probation by NCATE.**

3) Please provide a list of teacher preparation programs in your state that are currently classified as low performing, or as being at risk of being so classified. (See HEA Title II, Section 208(a).) Please give the program name and institution, date so designated, and whether the program is considered at risk or is classified as low-performing. Those programs already provided are listed below.

**There are no Arkansas teacher preparation programs currently classified as low performing.**

## 12) Waivers

1) Please provide the numbers of teachers with waivers, for each school district and for each grade level and subject area, as of October 1, 2002. Please note that full-time, part-time and long-term substitute teachers are to be included in this count.

| Category                                     | Total number of teachers | Number of teachers not fully certified (on a waiver) |
|--|--------------------------|--|
| State Totals                                 | 32,155                   | 533  |
| High-poverty districts                       | 5,308                    | 112  |
| All other districts                          | 26,847                   | 421  |
| Arts (all levels)                            | 1,849                    | 28   |
| Special education (all levels)               | 3,034                    | 131  |
| Bilingual/ESL (all levels)                   | 799                      | 17   |
| English (secondary)                          | 1,434                    | 28   |
| Reading/language arts (elementary)           | 13,179                   | 35   |
| Mathematics (secondary)                      | 1,518                    | 41   |
| Science (secondary)                          | 1,317                    | 43   |
| Foreign language (secondary)                 | 545                      | 27   |
| Civics and government (secondary)            | NA                       | NA   |
| Economics (secondary)                        | NA                       | NA   |
| History (secondary)                          | NA                       | NA   |
| Geography (secondary)                        | NA                       | NA   |
| Career/technical education (secondary)       | 2,527                    | 22   |
| Drama/Speech                                 | 505                      | 23   |
| Family and Consumer Sciences                 | 496                      | 4  |
| Gifted and Talented                          | 502                      | 33   |
| Health                                       | 732                      | 13   |
| Journalism                                   | 340                      | 20   |
| Physical Education, Wellness & Leisure       | 1,713                    | 24   |
| Social Studies (Hist., Geog., Econ., Civics) | 1,911                    | 44   |

2) Data are collected as: **Full Year**

3) Did you exclude persons certified in other states? **No**

If persons certified in other states were not excluded, please explain why they were not.

**This database was queried by job code. The teachers have AR licenses. If certified in other states, they would have AR licenses through reciprocity, indistinguishable in this database from teachers prepared in AR.**

4) Please provide any other descriptions or comments.

**If a school district suffers undue hardship in attempting to provide a fully qualified teacher in a classroom, the district may apply to the State Board of Education for a waiver. The regulations are enacted pursuant to the authority of the SBE under Act 1623 of 2001 and Ark. Code Ann. 6-11-105.**

**"Teachers not fully certified" includes those on waivers, and those teaching on a provisional license. Individuals who are teaching on a provisional license are considered to be "not fully certified, but with content expertise". These are individuals who minimally lack completion of either Praxis II assessments or coursework to complete teacher preparation program requirements.**

## **13) Efforts to Improve Teacher Quality**

1) List and describe steps taken by the state to improve teacher quality. Efforts might include: developing standards or criteria for teacher performance; changing requirements for initial teacher certification or licensure; revising required assessments for initial teacher certification or licensure; modifying policies for renewals, certificates or licenses; developing alternative routes to certification; changing the grounds for waivers of teacher certification or licensure.

The legislation calling for this data collection (Higher Education Act, section 207(d)(2)(A)) states: The Secretary shall report to Congress ... a comparison of States efforts to improve teaching quality.

During the past ten years the State of Arkansas has performed the following actions and initiated the following activities which have demonstrated profound effect on improving teacher quality in the state. We have developed standards and/or criteria for teacher performance, changed requirements for initial teacher licensure, revised required assessments for initial teacher licensure (currently modifying policies for renewals of teacher licenses), re-developed and enhanced the non-traditional routes to licensure, and changed the grounds for waivers of teacher licensure.

We have:

- Reviewed and validated the cut scores of all Praxis assessments for all teaching fields,
- Built what amounts to a new Non-traditional program which is in line with the state's teaching standards,
- Passed new State Law requiring that all teachers be fully licensed in the field in which they are teaching by the year 2006,
- Instituted an Induction and Mentoring program for all new teachers, and
- Installed significant incentives and rewards for National Board Certification.

2) References for the above.

**State Law Act 1623 of 2001**

**State Law Act 1382 of 1999**

**Current State Rules and Regulations,  
the Non-Traditional licensure documentation,  
the Induction Mentoring documentation, and  
NBPTS documentation**

Website: <http://arkedu.state.ar.us/teachers/index.html>

## 14) Pass Rates for Traditional Routes

\* An asterisk indicates less than 10 test takers or program completers.

\*\* Two asterisks indicate less than 10 test takers or no test takers.

### Summary Pass Rates

| Institution                        | Number Tested    | Number Passed | Pass Rate | Quartile |
|------------------------------------|------------------|---------------|-----------|----------|
| ARKANSAS STATE UNIVERSITY          | 301              | 260           | 86        | IV       |
| ARKANSAS TECH UNIVERSITY           | 135              | 135           | 100       | I        |
| HARDING UNIVERSITY                 | 102              | 100           | 98        | II       |
| HENDERSON STATE UNIVERSITY         | 97               | 89            | 92        | IV       |
| HENDRIX COLLEGE                    | *                | *             | *         | *        |
| JOHN BROWN UNIVERSITY              | 27               | 27            | 100       | I        |
| LYON COLLEGE                       | 15               | 14            | 93        | III      |
| OUACHITA BAPTIST UNIVERSITY        | 38               | 37            | 97        | II       |
| PHILANDER SMITH COLLEGE            | *                | *             | *         | *        |
| SOUTHERN ARKANSAS UNIVERSITY       | 54               | 54            | 100       | I        |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 107              | 107           | 100       | I        |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 62               | 62            | 100       | I        |
| UNIVERSITY ARKANSAS MONTICELLO     | 26               | 26            | 100       | I        |
| UNIVERSITY ARKANSAS PINE BLUFF     | 19               | 18            | 95        | III      |
| UNIVERSITY CENTRAL ARKANSAS        | 94               | 94            | 100       | I        |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 30               | 30            | 100       | I        |
| UNIVERSITY OF THE OZARKS           | 12               | 12            | 100       | I        |
| WILLIAMS BAPTIST COLLEGE           | 18               | 18            | 100       | I        |
| <b>Arkansas Summary</b>            | <b>1,145</b>     | <b>1,091</b>  | <b>95</b> |          |
| Quartile I -- Range, Mean          | 100 - 100, 100.0 |               |           |          |
| Quartile II -- Range, Mean         | 97 - 98, 97.5    |               |           |          |
| Quartile III -- Range, Mean        | 93 - 95, 94.0    |               |           |          |
| Quartile IV -- Range, Mean         | 86 - 92, 89.0    |               |           |          |

### Professional Knowledge

| Institution               | Number Tested | Number Passed | Pass Rate | Quartile |
|---------------------------|---------------|---------------|-----------|----------|
| ARKANSAS STATE UNIVERSITY | 296           | 264           | 89        | IV       |
| ARKANSAS TECH UNIVERSITY  | 134           | 134           | 100       | I        |

|                                    |                  |              |           |     |
|------------------------------------|------------------|--------------|-----------|-----|
| HARDING UNIVERSITY                 | 102              | 100          | 98        | II  |
| HENDERSON STATE UNIVERSITY         | 97               | 90           | 93        | III |
| HENDRIX COLLEGE                    | *                | *            | *         | *   |
| JOHN BROWN UNIVERSITY              | 27               | 27           | 100       | I   |
| LYON COLLEGE                       | 15               | 14           | 93        | III |
| OUACHITA BAPTIST UNIVERSITY        | 38               | 37           | 97        | II  |
| PHILANDER SMITH COLLEGE            | *                | *            | *         | *   |
| SOUTHERN ARKANSAS UNIVERSITY       | 54               | 54           | 100       | I   |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 107              | 107          | 100       | I   |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 62               | 62           | 100       | I   |
| UNIVERSITY ARKANSAS MONTICELLO     | 27               | 26           | 96        | II  |
| UNIVERSITY ARKANSAS PINE BLUFF     | 19               | 18           | 95        | III |
| UNIVERSITY CENTRAL ARKANSAS        | 94               | 94           | 100       | I   |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 30               | 30           | 100       | I   |
| UNIVERSITY OF THE OZARKS           | 13               | 13           | 100       | I   |
| WILLIAMS BAPTIST COLLEGE           | 18               | 18           | 100       | I   |
| <b>Arkansas Summary</b>            | <b>1,141</b>     | <b>1,096</b> | <b>96</b> |     |
| Quartile I -- Range, Mean          | 100 - 100, 100.0 |              |           |     |
| Quartile II -- Range, Mean         | 96 - 98, 97.0    |              |           |     |
| Quartile III -- Range, Mean        | 93 - 95, 93.7    |              |           |     |
| Quartile IV -- Range, Mean         | 89 - 89, 89.0    |              |           |     |

### Academic Content Areas

| Institution                 | Number Tested | Number Passed | Pass Rate | Quartile |
|-----------------------------|---------------|---------------|-----------|----------|
| ARKANSAS STATE UNIVERSITY   | 259           | 246           | 95        | II       |
| ARKANSAS TECH UNIVERSITY    | 133           | 133           | 100       | I        |
| HARDING UNIVERSITY          | 106           | 106           | 100       | I        |
| HENDERSON STATE UNIVERSITY  | 79            | 76            | 96        | II       |
| HENDRIX COLLEGE             | *             | *             | *         | *        |
| JOHN BROWN UNIVERSITY       | 28            | 28            | 100       | I        |
| LYON COLLEGE                | 15            | 14            | 93        | III      |
| OUACHITA BAPTIST UNIVERSITY | 34            | 34            | 100       | I        |
| PHILANDER SMITH COLLEGE     | *             | *             | *         | *        |



|                                    |                  |              |           |    |
|------------------------------------|------------------|--------------|-----------|----|
| SOUTHERN ARKANSAS UNIVERSITY       | 37               | 37           | 100       | I  |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 97               | 97           | 100       | I  |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 62               | 62           | 100       | I  |
| UNIVERSITY ARKANSAS MONTICELLO     | 20               | 19           | 95        | II |
| UNIVERSITY ARKANSAS PINE BLUFF     | 17               | 17           | 100       | I  |
| UNIVERSITY CENTRAL ARKANSAS        | 89               | 89           | 100       | I  |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 30               | 30           | 100       | I  |
| UNIVERSITY OF THE OZARKS           | 12               | 12           | 100       | I  |
| WILLIAMS BAPTIST COLLEGE           | 18               | 18           | 100       | I  |
| <b>Arkansas Summary</b>            | <b>1,044</b>     | <b>1,026</b> | <b>98</b> |    |
| Quartile I -- Range, Mean          | 100 - 100, 100.0 |              |           |    |
| Quartile II -- Range, Mean         | 95 - 96, 95.3    |              |           |    |
| Quartile III -- Range, Mean        | 93 - 93, 93.0    |              |           |    |
| Quartile IV -- Range, Mean         |                  |              |           |    |

#### Other Content Areas

| Institution                      | Number Tested    | Number Passed | Pass Rate  | Quartile |
|----------------------------------|------------------|---------------|------------|----------|
| ARKANSAS STATE UNIVERSITY        | *                | *             | *          | *        |
| ARKANSAS TECH UNIVERSITY         | 17               | 17            | 100        | I        |
| HARDING UNIVERSITY               | *                | *             | *          | *        |
| HENDERSON STATE UNIVERSITY       | *                | *             | *          | *        |
| HENDRIX COLLEGE                  | *                | *             | *          | *        |
| OUACHITA BAPTIST UNIVERSITY      | *                | *             | *          | *        |
| SOUTHERN ARKANSAS UNIVERSITY     | 14               | 14            | 100        | I        |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 15               | 15            | 100        | I        |
| UNIVERSITY ARKANSAS MONTICELLO   | *                | *             | *          | *        |
| UNIVERSITY ARKANSAS PINE BLUFF   | *                | *             | *          | *        |
| UNIVERSITY CENTRAL ARKANSAS      | *                | *             | *          | *        |
| UNIVERSITY OF THE OZARKS         | *                | *             | *          | *        |
| WILLIAMS BAPTIST COLLEGE         | *                | *             | *          | *        |
| <b>Arkansas Summary</b>          | <b>83</b>        | <b>83</b>     | <b>100</b> |          |
| Quartile I -- Range, Mean        | 100 - 100, 100.0 |               |            |          |

### Teaching Special Populations

| Institution                    | Number Tested | Number Passed | Pass Rate  | Quartile |
|--------------------------------|---------------|---------------|------------|----------|
| HARDING UNIVERSITY             | *             | *             | *          | *        |
| UNIVERSITY ARKANSAS MONTICELLO | *             | *             | *          | *        |
| UNIVERSITY OF THE OZARKS       | *             | *             | *          | *        |
| <b>Arkansas Summary</b>        | <b>12</b>     | <b>12</b>     | <b>100</b> |          |

### Individual Assessments

| AGRICULTURE                      |               |               |            |
|----------------------------------|---------------|---------------|------------|
| Institution                      | Number Tested | Number Passed | Pass Rate  |
| ARKANSAS STATE UNIVERSITY        | *             | *             | *          |
| SOUTHERN ARKANSAS UNIVERSITY     | *             | *             | *          |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *             | *             | *          |
| <b>Arkansas Summary</b>          | <b>18</b>     | <b>18</b>     | <b>100</b> |

| ART CONTENT KNOWLEDGE            |               |               |            |
|----------------------------------|---------------|---------------|------------|
| Institution                      | Number Tested | Number Passed | Pass Rate  |
| ARKANSAS TECH UNIVERSITY         | *             | *             | *          |
| HARDING UNIVERSITY               | *             | *             | *          |
| OUACHITA BAPTIST UNIVERSITY      | *             | *             | *          |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *             | *             | *          |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *             | *             | *          |
| UNIVERSITY ARKANSAS MONTICELLO   | *             | *             | *          |
| UNIVERSITY CENTRAL ARKANSAS      | *             | *             | *          |
| <b>Arkansas Summary</b>          | <b>10</b>     | <b>10</b>     | <b>100</b> |

| ART CONTENT TRAD CRITIC AESTHETICS |               |               |           |
|------------------------------------|---------------|---------------|-----------|
| Institution                        | Number Tested | Number Passed | Pass Rate |
| ARKANSAS TECH UNIVERSITY           | *             | *             | *         |
| HARDING UNIVERSITY                 | *             | *             | *         |
| OUACHITA BAPTIST UNIVERSITY        | *             | *             | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | *             | *             | *         |
| UNIVERSITY ARKANSAS LITTLE ROCK    | *             | *             | *         |
| UNIVERSITY ARKANSAS MONTICELLO     | *             | *             | *         |

|                             |           |           |            |
|-----------------------------|-----------|-----------|------------|
| UNIVERSITY CENTRAL ARKANSAS | *         | *         | *          |
| <b>Arkansas Summary</b>     | <b>10</b> | <b>10</b> | <b>100</b> |

| <b>ART MAKING</b>                |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY      | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO   | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS      | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | <b>10</b>            | <b>10</b>            | <b>100</b>       |

| <b>BIOLOGY AND GENERAL SCIENCE</b> |                      |                      |                  |
|------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HENDERSON STATE UNIVERSITY         | *                    | *                    | *                |
| <b>Arkansas Summary</b>            | *                    | *                    | *                |

| <b>BIOLOGY CONTENT KNOWLEDGE</b> |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | *                    | *                    | *                |

| <b>BUSINESS EDUCATION</b>        |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY       | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF   | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS      | *                    | *                    | *                |

|                         |           |           |            |
|-------------------------|-----------|-----------|------------|
| <b>Arkansas Summary</b> | <b>15</b> | <b>15</b> | <b>100</b> |
|-------------------------|-----------|-----------|------------|

| <b>CBT MATHEMATICS</b>             |                      |                      |                  |
|------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY          | 238                  | 238                  | 100              |
| ARKANSAS TECH UNIVERSITY           | 70                   | 70                   | 100              |
| HARDING UNIVERSITY                 | 22                   | 22                   | 100              |
| HENDERSON STATE UNIVERSITY         | 61                   | 61                   | 100              |
| JOHN BROWN UNIVERSITY              | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY        | 30                   | 30                   | 100              |
| PHILANDER SMITH COLLEGE            | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY       | 40                   | 40                   | 100              |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 31                   | 31                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 36                   | 36                   | 100              |
| UNIVERSITY ARKANSAS MONTICELLO     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF     | 10                   | 10                   | 100              |
| UNIVERSITY CENTRAL ARKANSAS        | 56                   | 56                   | 100              |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 15                   | 15                   | 100              |
| UNIVERSITY OF THE OZARKS           | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE           | *                    | *                    | *                |
| <b>Arkansas Summary</b>            | <b>628</b>           | <b>628</b>           | <b>100</b>       |

| <b>CBT READING</b>               |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | 240                  | 240                  | 100              |
| ARKANSAS TECH UNIVERSITY         | 72                   | 72                   | 100              |
| HARDING UNIVERSITY               | 19                   | 19                   | 100              |
| HENDERSON STATE UNIVERSITY       | 62                   | 62                   | 100              |
| JOHN BROWN UNIVERSITY            | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY      | 29                   | 29                   | 100              |
| PHILANDER SMITH COLLEGE          | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY     | 43                   | 43                   | 100              |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 32                   | 32                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK  | 32                   | 32                   | 100              |

|                                    |            |            |            |
|------------------------------------|------------|------------|------------|
| UNIVERSITY ARKANSAS MONTICELLO     | *          | *          | *          |
| UNIVERSITY ARKANSAS PINE BLUFF     | 12         | 12         | 100        |
| UNIVERSITY CENTRAL ARKANSAS        | 56         | 56         | 100        |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 15         | 15         | 100        |
| UNIVERSITY OF THE OZARKS           | *          | *          | *          |
| WILLIAMS BAPTIST COLLEGE           | *          | *          | *          |
| <b>Arkansas Summary</b>            | <b>632</b> | <b>632</b> | <b>100</b> |

| <b>CBT WRITING</b>                 |                      |                      |                  |
|------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY          | 240                  | 239                  | 100              |
| ARKANSAS TECH UNIVERSITY           | 76                   | 76                   | 100              |
| HARDING UNIVERSITY                 | 21                   | 21                   | 100              |
| HENDERSON STATE UNIVERSITY         | 56                   | 56                   | 100              |
| JOHN BROWN UNIVERSITY              | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY        | 30                   | 30                   | 100              |
| PHILANDER SMITH COLLEGE            | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY       | 38                   | 38                   | 100              |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 33                   | 33                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 30                   | 30                   | 100              |
| UNIVERSITY ARKANSAS MONTICELLO     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF     | 10                   | 10                   | 100              |
| UNIVERSITY CENTRAL ARKANSAS        | 61                   | 61                   | 100              |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 16                   | 16                   | 100              |
| UNIVERSITY OF THE OZARKS           | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE           | *                    | *                    | *                |
| <b>Arkansas Summary</b>            | <b>634</b>           | <b>633</b>           | <b>100</b>       |

| <b>COMPUTERIZED PPST MATHEMATICS</b> |                      |                      |                  |
|--------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                   | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY            | 11                   | 11                   | 100              |
| ARKANSAS TECH UNIVERSITY             | *                    | *                    | *                |
| HARDING UNIVERSITY                   | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY           | *                    | *                    | *                |

|                                  |           |           |            |
|----------------------------------|-----------|-----------|------------|
| LYON COLLEGE                     | *         | *         | *          |
| SOUTHERN ARKANSAS UNIVERSITY     | *         | *         | *          |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 13        | 13        | 100        |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *          |
| UNIVERSITY ARKANSAS MONTICELLO   | *         | *         | *          |
| UNIVERSITY ARKANSAS PINE BLUFF   | *         | *         | *          |
| UNIVERSITY CENTRAL ARKANSAS      | *         | *         | *          |
| UNIVERSITY OF THE OZARKS         | *         | *         | *          |
| WILLIAMS BAPTIST COLLEGE         | *         | *         | *          |
| <b>Arkansas Summary</b>          | <b>48</b> | <b>48</b> | <b>100</b> |

| <b>COMPUTERIZED PPST READING</b> |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY       | *                    | *                    | *                |
| LYON COLLEGE                     | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 12                   | 12                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF   | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS         | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE         | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | <b>38</b>            | <b>38</b>            | <b>100</b>       |

| <b>COMPUTERIZED PPST WRITING</b> |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | 10                   | 10                   | 100              |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY       | 15                   | 15                   | 100              |
| LYON COLLEGE                     | *                    | *                    | *                |

|                                  |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| SOUTHERN ARKANSAS UNIVERSITY     | *         | *         | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 11        | 11        | 100       |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *         |
| UNIVERSITY ARKANSAS MONTICELLO   | *         | *         | *         |
| UNIVERSITY ARKANSAS PINE BLUFF   | *         | *         | *         |
| UNIVERSITY OF THE OZARKS         | *         | *         | *         |
| WILLIAMS BAPTIST COLLEGE         | *         | *         | *         |
| <b>Arkansas Summary</b>          | <b>57</b> | <b>56</b> | <b>98</b> |

| <b>EARLY CHILDHOOD EDUCATION</b>   |                      |                      |                  |
|------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY          | 165                  | 162                  | 98               |
| ARKANSAS TECH UNIVERSITY           | 80                   | 80                   | 100              |
| HARDING UNIVERSITY                 | 49                   | 49                   | 100              |
| HENDERSON STATE UNIVERSITY         | 46                   | 45                   | 98               |
| JOHN BROWN UNIVERSITY              | 14                   | 14                   | 100              |
| LYON COLLEGE                       | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY        | 21                   | 21                   | 100              |
| PHILANDER SMITH COLLEGE            | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY       | 24                   | 24                   | 100              |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 47                   | 47                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 38                   | 38                   | 100              |
| UNIVERSITY ARKANSAS MONTICELLO     | 12                   | 12                   | 100              |
| UNIVERSITY ARKANSAS PINE BLUFF     | 10                   | 10                   | 100              |
| UNIVERSITY CENTRAL ARKANSAS        | 54                   | 54                   | 100              |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 30                   | 30                   | 100              |
| UNIVERSITY OF THE OZARKS           | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE           | *                    | *                    | *                |
| <b>Arkansas Summary</b>            | <b>614</b>           | <b>610</b>           | <b>99</b>        |

| <b>EARTH SCIENCE CONTENT KNOWLEDGE</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                     | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS TECH UNIVERSITY               | *                    | *                    | *                |

|                                  |   |   |   |
|----------------------------------|---|---|---|
| HARDING UNIVERSITY               | * | * | * |
| UNIVERSITY ARKANSAS FAYETTEVILLE | * | * | * |
| <b>Arkansas Summary</b>          | * | * | * |

| <b>EDUCATION IN THE ELEMENTARY SCHOOL</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                        | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HENDERSON STATE UNIVERSITY                | *                    | *                    | *                |
| PHILANDER SMITH COLLEGE                   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO            | *                    | *                    | *                |
| <b>Arkansas Summary</b>                   | *                    | *                    | *                |

| <b>ENG LANG LIT COMP CONTENT KNOWLEDGE</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                         | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                  | 11                   | 11                   | 100              |
| ARKANSAS TECH UNIVERSITY                   | *                    | *                    | *                |
| HARDING UNIVERSITY                         | 12                   | 12                   | 100              |
| HENDERSON STATE UNIVERSITY                 | *                    | *                    | *                |
| LYON COLLEGE                               | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY                | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY               | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE           | *                    | *                    | *                |
| UNIVERSITY ARKANSAS LITTLE ROCK            | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF             | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS                | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS                   | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE                   | *                    | *                    | *                |
| <b>Arkansas Summary</b>                    | <b>55</b>            | <b>55</b>            | <b>100</b>       |

| <b>ENG LANG LIT COMP ESSAYS</b> |                      |                      |                  |
|---------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>              | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY       | 11                   | 10                   | 91               |
| ARKANSAS TECH UNIVERSITY        | *                    | *                    | *                |
| HARDING UNIVERSITY              | 12                   | 12                   | 100              |
| HENDERSON STATE UNIVERSITY      | *                    | *                    | *                |



|                                  |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| LYON COLLEGE                     | *         | *         | *         |
| OUACHITA BAPTIST UNIVERSITY      | *         | *         | *         |
| SOUTHERN ARKANSAS UNIVERSITY     | *         | *         | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *         | *         | *         |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *         |
| UNIVERSITY ARKANSAS PINE BLUFF   | *         | *         | *         |
| UNIVERSITY CENTRAL ARKANSAS      | *         | *         | *         |
| UNIVERSITY OF THE OZARKS         | *         | *         | *         |
| WILLIAMS BAPTIST COLLEGE         | *         | *         | *         |
| <b>Arkansas Summary</b>          | <b>55</b> | <b>53</b> | <b>96</b> |

| <b>ENG LANG LIT COMP PEDAGOGY</b> |                      |                      |                  |
|-----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY         | 11                   | 9                    | 82               |
| ARKANSAS TECH UNIVERSITY          | *                    | *                    | *                |
| HARDING UNIVERSITY                | 12                   | 12                   | 100              |
| HENDERSON STATE UNIVERSITY        | *                    | *                    | *                |
| LYON COLLEGE                      | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY       | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY      | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE  | *                    | *                    | *                |
| UNIVERSITY ARKANSAS LITTLE ROCK   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF    | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS       | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS          | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE          | *                    | *                    | *                |
| <b>Arkansas Summary</b>           | <b>55</b>            | <b>52</b>            | <b>95</b>        |

| <b>FAMILY AND CONSUMER SCIENCES</b> |                      |                      |                  |
|-------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                  | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY                  | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY          | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE    | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF      | *                    | *                    | *                |

|                             |           |           |            |
|-----------------------------|-----------|-----------|------------|
| UNIVERSITY CENTRAL ARKANSAS | *         | *         | *          |
| <b>Arkansas Summary</b>     | <b>15</b> | <b>15</b> | <b>100</b> |

| <b>FRENCH CONTENT KNOWLEDGE</b> |                      |                      |                  |
|---------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>              | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY              | *                    | *                    | *                |
| <b>Arkansas Summary</b>         | *                    | *                    | *                |

| <b>FRENCH PRODUCTIVE LANGUAGE SKILLS</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                       | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY                       | *                    | *                    | *                |
| <b>Arkansas Summary</b>                  | *                    | *                    | *                |

| <b>HEALTH &amp; PE: CK</b>       |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS TECH UNIVERSITY         | 17                   | 17                   | 100              |
| OUACHITA BAPTIST UNIVERSITY      | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF   | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS      | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS         | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE         | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | <b>34</b>            | <b>34</b>            | <b>100</b>       |

| <b>HEALTH EDUCATION</b>        |                      |                      |                  |
|--------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>             | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| SOUTHERN ARKANSAS UNIVERSITY   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO | *                    | *                    | *                |
| <b>Arkansas Summary</b>        | *                    | *                    | *                |

| <b>MATH PROOFS MODELS PROBLEMS PART 1</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                        | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                 | 10                   | 8                    | 80               |
| ARKANSAS TECH UNIVERSITY                  | *                    | *                    | *                |

|                                  |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| HARDING UNIVERSITY               | *         | *         | *         |
| HENDERSON STATE UNIVERSITY       | *         | *         | *         |
| JOHN BROWN UNIVERSITY            | *         | *         | *         |
| LYON COLLEGE                     | *         | *         | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *         | *         | *         |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *         |
| UNIVERSITY ARKANSAS MONTICELLO   | *         | *         | *         |
| UNIVERSITY ARKANSAS PINE BLUFF   | *         | *         | *         |
| UNIVERSITY CENTRAL ARKANSAS      | *         | *         | *         |
| UNIVERSITY OF THE OZARKS         | *         | *         | *         |
| <b>Arkansas Summary</b>          | <b>36</b> | <b>34</b> | <b>94</b> |

| <b>MATHEMATICS PEDAGOGY</b>      |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | 10                   | 6                    | 60               |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY       | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY            | *                    | *                    | *                |
| LYON COLLEGE                     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF   | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS      | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS         | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | <b>36</b>            | <b>32</b>            | <b>89</b>        |

| <b>MATHEMATICS: CONTENT KNOWLEDGE</b> |                      |                      |                  |
|---------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                    | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY             | 10                   | 8                    | 80               |
| ARKANSAS TECH UNIVERSITY              | *                    | *                    | *                |
| HARDING UNIVERSITY                    | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY            | *                    | *                    | *                |

|                                  |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| JOHN BROWN UNIVERSITY            | *         | *         | *         |
| LYON COLLEGE                     | *         | *         | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *         | *         | *         |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *         |
| UNIVERSITY ARKANSAS MONTICELLO   | *         | *         | *         |
| UNIVERSITY ARKANSAS PINE BLUFF   | *         | *         | *         |
| UNIVERSITY CENTRAL ARKANSAS      | *         | *         | *         |
| UNIVERSITY OF THE OZARKS         | *         | *         | *         |
| <b>Arkansas Summary</b>          | <b>36</b> | <b>34</b> | <b>94</b> |

| <b>MIDDLE SCHOOL SUBJECTS: CK</b> |                      |                      |                  |
|-----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY         | 48                   | 45                   | 94               |
| ARKANSAS TECH UNIVERSITY          | *                    | *                    | *                |
| HARDING UNIVERSITY                | 22                   | 22                   | 100              |
| HENDERSON STATE UNIVERSITY        | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY             | *                    | *                    | *                |
| LYON COLLEGE                      | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY       | *                    | *                    | *                |
| PHILANDER SMITH COLLEGE           | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY      | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE  | 16                   | 16                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF    | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS       | 10                   | 10                   | 100              |
| UNIVERSITY OF THE OZARKS          | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE          | *                    | *                    | *                |
| <b>Arkansas Summary</b>           | <b>129</b>           | <b>126</b>           | <b>98</b>        |

| <b>MUSIC ANALYSIS</b>     |                      |                      |                  |
|---------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>        | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY | 12                   | 11                   | 92               |
| ARKANSAS TECH UNIVERSITY  | *                    | *                    | *                |
| HARDING UNIVERSITY        | *                    | *                    | *                |

|                                  |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| HENDERSON STATE UNIVERSITY       | *         | *         | *         |
| JOHN BROWN UNIVERSITY            | *         | *         | *         |
| OUACHITA BAPTIST UNIVERSITY      | *         | *         | *         |
| SOUTHERN ARKANSAS UNIVERSITY     | *         | *         | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *         | *         | *         |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *         |
| UNIVERSITY CENTRAL ARKANSAS      | *         | *         | *         |
| <b>Arkansas Summary</b>          | <b>56</b> | <b>55</b> | <b>98</b> |

| <b>MUSIC CONCEPTS AND PROCESSES</b> |                      |                      |                  |
|-------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                  | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY           | 12                   | 10                   | 83               |
| ARKANSAS TECH UNIVERSITY            | *                    | *                    | *                |
| HARDING UNIVERSITY                  | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY          | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY               | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY         | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY        | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE    | *                    | *                    | *                |
| UNIVERSITY ARKANSAS LITTLE ROCK     | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS         | *                    | *                    | *                |
| <b>Arkansas Summary</b>             | <b>56</b>            | <b>53</b>            | <b>95</b>        |

| <b>MUSIC CONTENT KNOWLEDGE</b>   |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | 12                   | 10                   | 83               |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY       | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY            | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY      | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *                    | *                    | *                |

|                             |           |           |           |
|-----------------------------|-----------|-----------|-----------|
| UNIVERSITY CENTRAL ARKANSAS | *         | *         | *         |
| <b>Arkansas Summary</b>     | <b>56</b> | <b>53</b> | <b>95</b> |

| <b>PHYSICAL ED ANALYSIS AND DESIGN</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                     | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS TECH UNIVERSITY               | 17                   | 17                   | 100              |
| OUACHITA BAPTIST UNIVERSITY            | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE       | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF         | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS            | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS               | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE               | *                    | *                    | *                |
| <b>Arkansas Summary</b>                | <b>32</b>            | <b>32</b>            | <b>100</b>       |

| <b>PHYSICAL EDUCATION</b>    |                      |                      |                  |
|------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>           | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY    | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY   | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY | *                    | *                    | *                |
| <b>Arkansas Summary</b>      | <b>10</b>            | <b>10</b>            | <b>100</b>       |

| <b>PHYSICAL SCIENCE CONTENT KNOWLEDGE</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                        | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY                        | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE          | *                    | *                    | *                |
| <b>Arkansas Summary</b>                   | *                    | *                    | *                |

| <b>PHYSICAL SCIENCE PEDAGOGY</b> |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | *                    | *                    | *                |

|                         |
|-------------------------|
| <b>PPST MATHEMATICS</b> |
|-------------------------|

| <b>Institution</b>                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
|------------------------------------|----------------------|----------------------|------------------|
| ARKANSAS STATE UNIVERSITY          | 49                   | 49                   | 100              |
| ARKANSAS TECH UNIVERSITY           | 63                   | 63                   | 100              |
| HARDING UNIVERSITY                 | 76                   | 76                   | 100              |
| HENDERSON STATE UNIVERSITY         | 23                   | 23                   | 100              |
| HENDRIX COLLEGE                    | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY              | 26                   | 26                   | 100              |
| LYON COLLEGE                       | 14                   | 14                   | 100              |
| OUACHITA BAPTIST UNIVERSITY        | *                    | *                    | *                |
| PHILANDER SMITH COLLEGE            | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY       | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 63                   | 63                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 22                   | 22                   | 100              |
| UNIVERSITY ARKANSAS MONTICELLO     | 14                   | 14                   | 100              |
| UNIVERSITY ARKANSAS PINE BLUFF     | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS        | 32                   | 32                   | 100              |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 14                   | 14                   | 100              |
| UNIVERSITY OF THE OZARKS           | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE           | *                    | *                    | *                |
| <b>Arkansas Summary</b>            | <b>439</b>           | <b>439</b>           | <b>100</b>       |

| <b>PPST READING</b>              |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | 50                   | 50                   | 100              |
| ARKANSAS TECH UNIVERSITY         | 61                   | 61                   | 100              |
| HARDING UNIVERSITY               | 77                   | 77                   | 100              |
| HENDERSON STATE UNIVERSITY       | 27                   | 27                   | 100              |
| HENDRIX COLLEGE                  | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY            | 26                   | 26                   | 100              |
| LYON COLLEGE                     | 14                   | 14                   | 100              |
| OUACHITA BAPTIST UNIVERSITY      | *                    | *                    | *                |
| PHILANDER SMITH COLLEGE          | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 63                   | 63                   | 100              |

|                                    |            |            |            |
|------------------------------------|------------|------------|------------|
| UNIVERSITY ARKANSAS LITTLE ROCK    | 26         | 26         | 100        |
| UNIVERSITY ARKANSAS MONTICELLO     | 14         | 14         | 100        |
| UNIVERSITY ARKANSAS PINE BLUFF     | *          | *          | *          |
| UNIVERSITY CENTRAL ARKANSAS        | 34         | 34         | 100        |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 14         | 14         | 100        |
| UNIVERSITY OF THE OZARKS           | *          | *          | *          |
| WILLIAMS BAPTIST COLLEGE           | *          | *          | *          |
| <b>Arkansas Summary</b>            | <b>446</b> | <b>446</b> | <b>100</b> |

| <b>PPST WRITING</b>                |                      |                      |                  |
|------------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY          | 48                   | 48                   | 100              |
| ARKANSAS TECH UNIVERSITY           | 56                   | 56                   | 100              |
| HARDING UNIVERSITY                 | 76                   | 76                   | 100              |
| HENDERSON STATE UNIVERSITY         | 22                   | 22                   | 100              |
| HENDRIX COLLEGE                    | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY              | 25                   | 25                   | 100              |
| LYON COLLEGE                       | 14                   | 14                   | 100              |
| OUACHITA BAPTIST UNIVERSITY        | *                    | *                    | *                |
| PHILANDER SMITH COLLEGE            | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY       | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE   | 63                   | 63                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK    | 28                   | 28                   | 100              |
| UNIVERSITY ARKANSAS MONTICELLO     | 11                   | 11                   | 100              |
| UNIVERSITY ARKANSAS PINE BLUFF     | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS        | 29                   | 29                   | 100              |
| UNIVERSITY OF ARKANSAS, FORT SMITH | 13                   | 13                   | 100              |
| UNIVERSITY OF THE OZARKS           | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE           | *                    | *                    | *                |
| <b>Arkansas Summary</b>            | <b>427</b>           | <b>427</b>           | <b>100</b>       |

| <b>PRINCIPLES LEARNING &amp; TEACHING 5-9</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                            | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                     | 49                   | 45                   | 92               |



|                                  |            |            |           |
|----------------------------------|------------|------------|-----------|
| ARKANSAS TECH UNIVERSITY         | *          | *          | *         |
| HARDING UNIVERSITY               | 14         | 14         | 100       |
| HENDERSON STATE UNIVERSITY       | *          | *          | *         |
| JOHN BROWN UNIVERSITY            | *          | *          | *         |
| LYON COLLEGE                     | *          | *          | *         |
| OUACHITA BAPTIST UNIVERSITY      | *          | *          | *         |
| PHILANDER SMITH COLLEGE          | *          | *          | *         |
| SOUTHERN ARKANSAS UNIVERSITY     | *          | *          | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 16         | 16         | 100       |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *          | *          | *         |
| UNIVERSITY ARKANSAS PINE BLUFF   | *          | *          | *         |
| UNIVERSITY CENTRAL ARKANSAS      | 11         | 11         | 100       |
| UNIVERSITY OF THE OZARKS         | *          | *          | *         |
| WILLIAMS BAPTIST COLLEGE         | *          | *          | *         |
| <b>Arkansas Summary</b>          | <b>125</b> | <b>121</b> | <b>97</b> |

| <b>PRINCIPLES LEARNING &amp; TEACHING 7-12</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                             | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                      | 63                   | 48                   | 76               |
| ARKANSAS TECH UNIVERSITY                       | 38                   | 38                   | 100              |
| HARDING UNIVERSITY                             | 23                   | 21                   | 91               |
| HENDERSON STATE UNIVERSITY                     | 42                   | 36                   | 86               |
| HENDRIX COLLEGE                                | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY                          | *                    | *                    | *                |
| LYON COLLEGE                                   | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY                    | 12                   | 12                   | 100              |
| SOUTHERN ARKANSAS UNIVERSITY                   | 24                   | 24                   | 100              |
| UNIVERSITY ARKANSAS FAYETTEVILLE               | 32                   | 32                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK                | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO                 | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF                 | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS                    | 21                   | 21                   | 100              |
| UNIVERSITY OF THE OZARKS                       | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE                       | *                    | *                    | *                |

|                         |            |            |           |
|-------------------------|------------|------------|-----------|
| <b>Arkansas Summary</b> | <b>299</b> | <b>274</b> | <b>92</b> |
|-------------------------|------------|------------|-----------|

| <b>PRINCIPLES LEARNING &amp; TEACHING K-6</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                            | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                     | 167                  | 160                  | 96               |
| ARKANSAS TECH UNIVERSITY                      | 80                   | 80                   | 100              |
| HARDING UNIVERSITY                            | 52                   | 52                   | 100              |
| HENDERSON STATE UNIVERSITY                    | 49                   | 49                   | 100              |
| JOHN BROWN UNIVERSITY                         | 14                   | 14                   | 100              |
| LYON COLLEGE                                  | *                    | *                    | *                |
| OUACHITA BAPTIST UNIVERSITY                   | 22                   | 21                   | 95               |
| PHILANDER SMITH COLLEGE                       | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY                  | 25                   | 25                   | 100              |
| UNIVERSITY ARKANSAS FAYETTEVILLE              | 50                   | 50                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK               | 39                   | 39                   | 100              |
| UNIVERSITY ARKANSAS MONTICELLO                | 19                   | 19                   | 100              |
| UNIVERSITY ARKANSAS PINE BLUFF                | 10                   | 10                   | 100              |
| UNIVERSITY CENTRAL ARKANSAS                   | 56                   | 56                   | 100              |
| UNIVERSITY OF ARKANSAS, FORT SMITH            | 30                   | 30                   | 100              |
| UNIVERSITY OF THE OZARKS                      | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE                      | *                    | *                    | *                |
| <b>Arkansas Summary</b>                       | <b>638</b>           | <b>630</b>           | <b>99</b>        |

| <b>PROFESSIONAL KNOWLEDGE</b>  |                      |                      |                  |
|--------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>             | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| SOUTHERN ARKANSAS UNIVERSITY   | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO | *                    | *                    | *                |
| <b>Arkansas Summary</b>        | <b>*</b>             | <b>*</b>             | <b>*</b>         |

| <b>SE APPLIC OF CORE PRINCIPLES ACROSS</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                         | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY                         | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO             | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS                   | *                    | *                    | *                |

|                         |   |   |   |
|-------------------------|---|---|---|
| <b>Arkansas Summary</b> | * | * | * |
|-------------------------|---|---|---|

| <b>SE KNOWLEDGE-BASED CORE PRINCIPLES</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                        | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| HARDING UNIVERSITY                        | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO            | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS                  | *                    | *                    | *                |
| <b>Arkansas Summary</b>                   | <b>10</b>            | <b>10</b>            | <b>100</b>       |

| <b>SOCIAL STUDIES: ANALYTICAL ESSAYS</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                       | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY                 | *                    | *                    | *                |
| HARDING UNIVERSITY                       | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY               | *                    | *                    | *                |
| HENDRIX COLLEGE                          | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY                    | *                    | *                    | *                |
| LYON COLLEGE                             | *                    | *                    | *                |
| SOUTHERN ARKANSAS UNIVERSITY             | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE         | 10                   | 10                   | 100              |
| UNIVERSITY ARKANSAS LITTLE ROCK          | *                    | *                    | *                |
| UNIVERSITY ARKANSAS PINE BLUFF           | *                    | *                    | *                |
| UNIVERSITY CENTRAL ARKANSAS              | *                    | *                    | *                |
| WILLIAMS BAPTIST COLLEGE                 | *                    | *                    | *                |
| <b>Arkansas Summary</b>                  | <b>58</b>            | <b>57</b>            | <b>98</b>        |

| <b>SOCIAL STUDIES: CONTENT KNOWLEDGE</b> |                      |                      |                  |
|--|----------------------|----------------------|------------------|
| <b>Institution</b>                       | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY                 | *                    | *                    | *                |
| HARDING UNIVERSITY                       | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY               | *                    | *                    | *                |
| HENDRIX COLLEGE                          | *                    | *                    | *                |
| JOHN BROWN UNIVERSITY                    | *                    | *                    | *                |

|                                  |           |           |           |
|----------------------------------|-----------|-----------|-----------|
| LYON COLLEGE                     | *         | *         | *         |
| SOUTHERN ARKANSAS UNIVERSITY     | *         | *         | *         |
| UNIVERSITY ARKANSAS FAYETTEVILLE | 10        | 10        | 100       |
| UNIVERSITY ARKANSAS LITTLE ROCK  | *         | *         | *         |
| UNIVERSITY ARKANSAS PINE BLUFF   | *         | *         | *         |
| UNIVERSITY CENTRAL ARKANSAS      | *         | *         | *         |
| WILLIAMS BAPTIST COLLEGE         | *         | *         | *         |
| <b>Arkansas Summary</b>          | <b>58</b> | <b>57</b> | <b>98</b> |

| <b>SPANISH CONTENT KNOWLEDGE</b> |                      |                      |                  |
|----------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY        | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY         | *                    | *                    | *                |
| HARDING UNIVERSITY               | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY       | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | *                    | *                    | *                |

| <b>SPANISH PRODUCTIVE LANGUAGE SKILLS</b> |                      |                      |                  |
|---|----------------------|----------------------|------------------|
| <b>Institution</b>                        | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY                 | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY                  | *                    | *                    | *                |
| HARDING UNIVERSITY                        | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY                | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO            | *                    | *                    | *                |
| <b>Arkansas Summary</b>                   | *                    | *                    | *                |

| <b>SPANISH: PEDAGOGY</b>       |                      |                      |                  |
|--------------------------------|----------------------|----------------------|------------------|
| <b>Institution</b>             | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
| ARKANSAS STATE UNIVERSITY      | *                    | *                    | *                |
| ARKANSAS TECH UNIVERSITY       | *                    | *                    | *                |
| HARDING UNIVERSITY             | *                    | *                    | *                |
| HENDERSON STATE UNIVERSITY     | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO | *                    | *                    | *                |
| <b>Arkansas Summary</b>        | *                    | *                    | *                |

**SPECIAL ED PRESCHOOL/EARLY CHILD**

| <b>Institution</b>       | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
|--------------------------|----------------------|----------------------|------------------|
| HARDING UNIVERSITY       | *                    | *                    | *                |
| UNIVERSITY OF THE OZARKS | *                    | *                    | *                |
| <b>Arkansas Summary</b>  | *                    | *                    | *                |

**SPEECH COMMUNICATION**

| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
|----------------------------------|----------------------|----------------------|------------------|
| ARKANSAS STATE UNIVERSITY        | *                    | *                    | *                |
| HENDRIX COLLEGE                  | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO   | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | *                    | *                    | *                |

**TECHNOLOGY EDUCATION**

| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
|----------------------------------|----------------------|----------------------|------------------|
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | *                    | *                    | *                |

**THEATRE**

| <b>Institution</b>               | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate</b> |
|----------------------------------|----------------------|----------------------|------------------|
| ARKANSAS STATE UNIVERSITY        | *                    | *                    | *                |
| HENDRIX COLLEGE                  | *                    | *                    | *                |
| UNIVERSITY ARKANSAS FAYETTEVILLE | *                    | *                    | *                |
| UNIVERSITY ARKANSAS MONTICELLO   | *                    | *                    | *                |
| <b>Arkansas Summary</b>          | *                    | *                    | *                |

## 15) Pass Rates for Alternative Routes

(\* An asterisk indicates less than 10 test takers.)

| <b>Program</b>                                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate (%)</b> |
|--|----------------------|----------------------|----------------------|
| <b>Summary Pass Rates</b>                      | 119                  | 112                  | 94                   |
| <b>Basic Skills</b>                            | 84                   | 81                   | 96                   |
| <b>Professional Knowledge</b>                  | 109                  | 106                  | 97                   |
| <b>Academic Content Areas</b>                  | 100                  | 98                   | 98                   |
| <b>Other Content Areas</b>                     | 11                   | 11                   | 100                  |
| <b>Teaching Special Populations</b>            | *                    | *                    | *                    |
| <b>Individual Assessments</b>                  | *                    | *                    | *                    |
| <b>ART CONTENT KNOWLEDGE</b>                   | *                    | *                    | *                    |
| <b>ART CONTENT TRAD CRITIC<br/>AESTHETICS</b>  | *                    | *                    | *                    |
| <b>ART MAKING</b>                              | *                    | *                    | *                    |
| <b>BIOLOGY AND GENERAL SCIENCE</b>             | 16                   | 16                   | 100                  |
| <b>BUSINESS EDUCATION</b>                      | 15                   | 15                   | 100                  |
| <b>CBT MATHEMATICS</b>                         | 64                   | 63                   | 98                   |
| <b>CBT READING</b>                             | 66                   | 65                   | 98                   |
| <b>CBT WRITING</b>                             | 64                   | 62                   | 97                   |
| <b>CHEM PHYSICS AND GENERAL<br/>SCIENCE</b>    | *                    | *                    | *                    |
| <b>COMPUTERIZED PPST<br/>MATHEMATICS</b>       | *                    | *                    | *                    |
| <b>COMPUTERIZED PPST READING</b>               | *                    | *                    | *                    |
| <b>COMPUTERIZED PPST WRITING</b>               | *                    | *                    | *                    |
| <b>EARLY CHILDHOOD EDUCATION</b>               | 13                   | 13                   | 100                  |
| <b>EDUCATION IN THE<br/>ELEMENTARY SCHOOL</b>  | *                    | *                    | *                    |
| <b>ENG LANG LIT COMP CONTENT<br/>KNOWLEDGE</b> | 11                   | 11                   | 100                  |
| <b>ENG LANG LIT COMP ESSAYS</b>                | 11                   | 11                   | 100                  |
| <b>ENG LANG LIT COMP PEDAGOGY</b>              | 11                   | 11                   | 100                  |
| <b>FAMILY AND CONSUMER<br/>SCIENCES</b>        | *                    | *                    | *                    |
| <b>FRENCH CONTENT KNOWLEDGE</b>                | *                    | *                    | *                    |
| <b>FRENCH PRODUCTIVE<br/>LANGUAGE SKILLS</b>   | *                    | *                    | *                    |
| <b>HEALTH EDUCATION</b>                        | *                    | *                    | *                    |
| <b>MATH PROOFS MODELS</b>                      | *                    | *                    | *                    |

| <b>Program</b>                                 | <b>Number Tested</b> | <b>Number Passed</b> | <b>Pass Rate (%)</b> |
|--|----------------------|----------------------|----------------------|
| <b>PROBLEMS PART 1</b>                         |                      |                      |                      |
| <b>MATHEMATICS PEDAGOGY</b>                    | *                    | *                    | *                    |
| <b>MATHEMATICS: CONTENT KNOWLEDGE</b>          | *                    | *                    | *                    |
| <b>MIDDLE SCHOOL SUBJECTS: CK</b>              | *                    | *                    | *                    |
| <b>MUSIC ANALYSIS</b>                          | *                    | *                    | *                    |
| <b>MUSIC CONCEPTS AND PROCESSES</b>            | *                    | *                    | *                    |
| <b>MUSIC CONTENT KNOWLEDGE</b>                 | *                    | *                    | *                    |
| <b>PHYSICAL EDUCATION</b>                      | *                    | *                    | *                    |
| <b>PPST MATHEMATICS</b>                        | <b>16</b>            | 16                   | 100                  |
| <b>PPST READING</b>                            | <b>16</b>            | 16                   | 100                  |
| <b>PPST WRITING</b>                            | <b>14</b>            | 14                   | 100                  |
| <b>PRINCIPLES LEARNING &amp; TEACHING 5-9</b>  | *                    | *                    | *                    |
| <b>PRINCIPLES LEARNING &amp; TEACHING 7-12</b> | <b>59</b>            | 57                   | 97                   |
| <b>PRINCIPLES LEARNING &amp; TEACHING K-6</b>  | <b>20</b>            | 19                   | 95                   |
| <b>PROFESSIONAL KNOWLEDGE</b>                  | *                    | *                    | *                    |
| <b>SP ED APPLIC OF CORE PRINCIPLES ACROSS</b>  | *                    | *                    | *                    |
| <b>SP ED KNOWLEDGE-BASED CORE PRINCIPLES</b>   | *                    | *                    | *                    |
| <b>SOCIAL STUDIES: ANALYTICAL ESSAYS</b>       | *                    | *                    | *                    |
| <b>SOCIAL STUDIES: CONTENT KNOWLEDGE</b>       | *                    | *                    | *                    |
| <b>SPANISH CONTENT KNOWLEDGE</b>               | *                    | *                    | *                    |
| <b>SPANISH PRODUCTIVE LANGUAGE SKILLS</b>      | *                    | *                    | *                    |
| <b>SPANISH: PEDAGOGY</b>                       | *                    | *                    | *                    |
| <b>SPEECH COMMUNICATION</b>                    | *                    | *                    | *                    |
| <b>TECHNOLOGY EDUCATION</b>                    | *                    | *                    | *                    |

# 16) Supplemental Institutional Data

| October '04 | Institution       | Trad. Bach. Prog. | Trad. M.Ed. Prog. | Trad. M.A.T. prog. | Non-trad. M.A.T. prog. | Non-trad M.Ed | Ed. Spec. prog. | Admit. GPA | hours/wk of student teaching | weeks of student teaching | hours of student teaching | Number enrolled in 02-03 | Number of Grad Students enrolled | # who did student teaching | number of completers | ETS # completers | # currently enrolled in teacher prep program | Avg. GPA (current) |
|-------------|-------------------|-------------------|-------------------|--------------------|------------------------|---------------|-----------------|------------|------------------------------|---------------------------|---------------------------|--------------------------|----------------------------------|----------------------------|----------------------|------------------|--|--------------------|
| 1           | <b>ASU</b>        | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 16                        | 640                       | 313                      | 0                                | 320                        | 301                  | 301              | 750  | 3.1                |
| 2           | <b>ATU</b>        | Y                 |                   |                    |                        |               |                 | 2.5        | 30                           | 14                        | 420                       | 644                      | 0                                | 156                        | 135                  | 135              | 596  | 3.3                |
| 3           | <b>Harding</b>    | Y                 | Y                 | Y                  |                        |               | Y               | 2.5        | 41                           | 14.6                      | 599                       | 228                      | 3                                | 119                        | 103                  | 102              | 249  | 3.5                |
| 4           | <b>HSU</b>        | Y                 |                   |                    | Y                      |               |                 | 2.5        | 35                           | 15                        | 525                       |                          |                                  | 105                        | 97                   | 97               | 1014   | 3.3                |
| 5           | <b>Hendrix</b>    | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 12                        | 480                       | 14                       | 0                                | 5                          | 5                    | 5                | 25   | 3.3                |
| 6           | <b>John Brown</b> | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 15                        | 600                       | 133                      | 0                                | 30                         | 27                   | 27               | 120  | 3.4                |
| 7           | <b>Lyon</b>       | Y                 |                   |                    |                        |               |                 |            | 2.5                          | 18                        | 34                        | 614                      | 15                               | 0                          | 15                   | 15               |  | 15                 |
| 8           | <b>OBU</b>        | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 12                        | 480                       | 139                      | 0                                | 45                         | 38                   | 38               | 185  | 3.3                |
| 9           | <b>PSC</b>        | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 14                        | 560                       | 99                       | 0                                | 2                          | 3                    | 3                | 104  | 2.5                |
| 10          | <b>SAU</b>        | Y                 |                   |                    | Y                      |               |                 | 2.5        | 40                           | 12                        | 480                       | 609                      | 15                               | 63                         | 55                   | 54               |  |                    |
| 11          | <b>U of A F</b>   | Y                 |                   |                    |                        |               |                 | 2.7        | 30                           | 34                        | 1020                      | 116                      | 109                              | 116                        | 107                  | 107              | 123  | 3.9                |
| 12          | <b>U of A FS</b>  | Y                 |                   |                    |                        |               |                 | 2.8        | 35                           | 16                        | 560                       | 454                      | 0                                | 30                         | 30                   | 30               | 542  | 3                  |
| 13          | <b>U of A LR</b>  | Y                 | Y                 |                    |                        | Y             | Y               | 2.7        | 35                           | 13.8                      | 481                       | 125                      | 50                               | 64                         | 62                   | 62               | 221  | 3.4                |
| 14          | <b>U of A M</b>   | Y                 |                   |                    | Y                      |               |                 | 2.8        | 40                           | 21                        | 840                       | 79                       | 29                               | 32                         | 26                   | 26               | 49   | 3.3                |
| 15          | <b>U of A PB</b>  | Y                 | Y                 |                    |                        |               |                 | 2.5        | 30                           | 12                        | 360                       | 27                       | 0                                | 20                         | 19                   | 19               | 21   | 3.5                |
| 16          | <b>Ozarks</b>     | Y                 |                   |                    |                        |               |                 | 2.8        | 40                           | 16                        | 640                       | 18                       | 0                                | 13                         | 12                   | 12               | 29   | 3.4                |
| 17          | <b>UCA</b>        | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 15                        | 600                       | 346                      | 0                                | 107                        | 94                   | 94               | 329  | 3.4                |
| 18          | <b>WBC</b>        | Y                 |                   |                    |                        |               |                 | 2.5        | 40                           | 14                        | 560                       | 92                       | 0                                | 38                         | 18                   | 18               | 63   | 3.3                |
| 19          | <b>NTL</b>        |                   |                   |                    |                        |               |                 |            |                              |                           |                           | 132                      |                                  | 132                        | 132                  | 119              |  |                    |
|             | Totals            |                   |                   |                    |                        |               |                 |            |                              |                           |                           | 3583                     | 206                              | 1412                       | 1279                 | 1249             | 4435   |                    |
|             | Average           |                   |                   |                    |                        |               |                 | 2.6        | 36                           | 16.7                      | 581                       |                          |                                  |                            |                      |                  |  | 3.3                |



| October '04 | Institution       | full-time faculty | part-time faculty | auxiliary faculty | Total faculty | Student:faculty ratio | # fac w current teaching lic | State Accreditation | NCATE Accreditation | Low performing | Praxis I required for entry | Praxis II CONTENT required for entry | Praxis II CONTENT required for completion | Praxis II PLT or PK required for entry | Praxis II PLT or PK required for completion |
|-------------|-------------------|-------------------|-------------------|-------------------|---------------|-----------------------|------------------------------|---------------------|---------------------|----------------|-----------------------------|--------------------------------------|---|--|---|
| 1           | <b>ASU</b>        | 29                | 13                | 6                 | 48            | 6.67                  | 48                           | Y                   | Y                   | N              | Y                           | N                                    | N   | N                                      | N   |
| 2           | <b>ATU</b>        | 12                | 2                 | 57                | 65            | 2.4                   | 61                           | Y                   | Y                   | N              | Y                           | Y                                    | Y   | N                                      | N   |
| 3           | <b>Harding</b>    | 15                | 11                | 6                 | 32            | 3.72                  | 21                           | Y                   | Y                   | N              | Y                           | N                                    | Y   | N                                      | Y   |
| 4           | <b>HSU</b>        | 9                 | 6                 | 7                 | 22            | 4.77                  |                              | Y                   | Y                   | N              | Y                           | N                                    | N   | N                                      | N   |
| 5           | <b>Hendrix</b>    | 2                 | 0                 | 1                 | 3             | 1.66                  | 3                            | Y                   | Y                   | N              | Y                           | N                                    | Y   | N                                      | Y   |
| 6           | <b>John Brown</b> | 4                 | 2                 | 1                 | 7             | 4.28                  | 7                            | Y                   | Y                   | N              | Y                           | N                                    | Y   | N                                      | Y   |
| 7           | <b>Lyon</b>       | 3.1               | 2                 | 1                 | 3             | 4.6                   | 2                            | Y                   | Y                   | N              | Y                           | N                                    | Y   | N                                      | Y   |
| 8           | <b>OBU</b>        | 6                 | 2                 | 0                 | 8             | 5.6                   | 6                            | Y                   | Y                   | N              | Y                           | N                                    | Y   | Y                                      | Y   |
| 9           | <b>PSC</b>        | 8                 | 2                 | 1                 | 11            | 0.18                  | 5                            | Y                   | Y                   | N              | Y                           | N                                    | Y   | Y                                      | Y   |
| 10          | <b>SAU</b>        | 7                 | 6                 | 5                 | 18            | 3.5                   |                              | Y                   | Y                   | N              | Y                           | Y                                    | Y   | Y                                      | Y   |
| 11          | <b>U of A F</b>   | 16                | 1                 | 0                 | 17            | 6.82                  |                              | Y                   | Y                   | N              | Y                           | N                                    | N   | N                                      | N   |
| 12          | <b>U of A FS</b>  | 2                 | 0                 | 1                 | 3             | 10                    | 3                            | Y                   | Y                   | N              | Y                           | Y                                    | Y   | N                                      | Y   |
| 13          | <b>U of A LR</b>  | 15                | 7                 | 6                 | 28            | 2.29                  | 14                           | Y                   | Y                   | N              | Y                           | N                                    | Y   | N                                      | Y   |
| 14          | <b>U of A M</b>   | 6                 | 3                 | 1                 | 10            | 3.2                   | 3                            | Y                   | Y                   | N              | Y                           | Y                                    | Y   | Y                                      | Y   |
| 15          | <b>U of A PB</b>  | 12                | 0                 | 1                 | 13            | 1.5                   | 1                            | Y                   | Y                   | N              | Y                           | Y                                    | Y   | N                                      | Y   |
| 16          | <b>Ozarks</b>     | 3                 | 1                 | 1                 | 5             | 4.65                  | 12                           | Y                   | Y                   | N              | Y                           | Y                                    | Y   | N                                      | Y   |
| 17          | <b>UCA</b>        | 9                 | 14                | 7                 | 23            | 2.6                   | 1                            | Y                   | Y                   | N              | Y                           | N                                    | Y   | N                                      | Y   |
| 18          | <b>WBC</b>        | 1                 | 13                | 7                 | 21            | 1.8                   | 10                           | Y                   | Y                   | N              | Y                           | Y                                    | Y   | N                                      | Y   |
| 19          | <b>NTL</b>        |                   |                   |                   |               |                       |                              | Y                   | N                   |                | Y                           | Y                                    | Y   | N                                      | Y   |
|             |                   |                   |                   |                   |               |                       |                              |                     |                     |                |                             |                                      |   |  |   |
|             |                   |                   |                   |                   |               |                       |                              |                     |                     |                |                             |                                      |   |  |   |

## **17) Supplemental IHE Narratives**

The following pages contain supplemental information that was optional and was voluntarily submitted by 13 of the teacher preparation institutions in Arkansas and the ADE Non-Traditional Licensure Program (NTLP).

### **ARKANSAS STATE UNIVERSITY**

#### **Teacher Education Programs**

##### Elementary Education - 1990-2004

The Department of Teacher Education has a long-standing tradition of educating Arkansas elementary and early childhood teachers. The curriculum has undergone several changes in order to maintain and improve the teacher preparation program. In the late 1980's, both programs underwent a change with the addition of an extended field experience during which ASU students work directly with elementary school students and clinical supervisors for the entire semester. The early childhood education program was expanded to include additional course work focused specifically on the educational need of infants, toddlers, and preschoolers. In anticipation of future revisions in Arkansas teacher licensure and national trends in light of educational renewal, changes were made in the curriculum and organization of several departments. Specifically, the early childhood education program broadened its focus by concentrating all course work on children from birth to grade four. The middle level initiative, that targets school children enrolled in grades 4 through 8 and provides a greater emphasis on subject matter content, and the transitional needs of this aged student. New state licensure requirements, new research, professional learned societies, and ASU faculty all prompted the redesign of programs into P-4 and 4-8 configuration. Field experiences continue to be a focus of both early childhood and middle-level programs.

In December of 2000, the faculty and courses that comprise the generic components of the secondary (7-12) program were merged with the Elementary and Early Childhood programs to create a Department of Teacher Education.

##### Secondary Education - 1990-2004

The College of Education presently offers professional secondary education (7-12) courses for students majoring in the following disciplines: Agriculture, Art, Business, English, Foreign Languages (French and Spanish), General Science with emphasis areas in Biology, Chemistry or Physics, Mathematics, Instrumental and Vocal Music, Physical Education, Social Studies and Speech Communications/Theatre. In the 1990-91 academic year, a thirty-hour professional education program was required of all secondary education majors. A twelve-week student teaching program was the capstone experience (SCED 4825) and garnered ten semester hours of credit.

The professional secondary education program remained in place for eight years. Beginning with the 2000-01 academic term, two alterations were made that increased the professional secondary education package from thirty semester hours to thirty-three semester credits.

A junior level course, Performance Based Instruction Design (SCED 3515), was implemented, and initiated a performance based field experience devoted to individual instructing, and assessing student outcomes from an outcome based approach. The twelve-week student teaching experience was replaced with Teaching Internship in the Secondary School (TI-4826),

which increased the internship to a sixteen-week teaching experience. The credit for the teaching internship experience (student teaching) was increased from ten credits to twelve credits.

### **Student Demographics**

There were approximately 2000 undergraduate and graduate students enrolled in the College of Education (COE) during the fall semester at ASU in 2003. This enrollment figure has been fairly stable over the past decade. The vast majority of students, 77%, are undergraduates, while the remaining 23% are graduate students. Approximately 83% of the entire COE student population is Caucasian, 15% are African American, and the remaining 2% are comprised of other ethnic minorities. Females outnumber males by a ratio of almost 3 to 1.

The average age of an undergraduate student enrolled in the COE is 23. COE graduate students average 35 in age. Full-time undergraduate students outnumbered part-time students 4 to 1; however, the trend was reversed for graduate students with 87.5% attending part-time.

Approximately 83% of the students enrolled in the COE are residents of Arkansas. Craighead County, the location of ASU, and the contiguous Arkansas counties of Mississippi, Greene, and Poinsett contribute over a third of the entire COE student population. The state of Missouri provides 9.44% of the enrollment while 2.31% of the students come from Tennessee. The remaining 5.0% of the students are classified as non-residents from a variety of national and international locations.

### **Student Profile**

The Grade Point Average (GPA) for Teacher Education candidates in the last ten years ranged from a low of 3.00 in 1995/96 to a high of 3.49 in 1999/00. To be admitted to any Teacher Education program in the state of Arkansas, the following qualifying scores on the Praxis I Exams (Pre-Professional Skills Test-PPST) must be met: Reading -172, Writing -173, and Math -171. Passing scores on the Praxis I CBT (Computer Based Testing) include: Reading -319, Writing -319, and Math -316. Praxis I scores of students admitted into the ASU Teacher Education program during the last ten years ranged from 178-180 in Reading, 174-176 in Writing, and 177-180 in Math. The CBT scores for the COE students beginning in the 1995/96 academic year ranged from 327-330 in Reading, 323-325 in Writing, and 323-327 in Math.

### **Branches and Degree Centers**

ASU has branch campuses and degree centers that offer undergraduate and graduate level programs at ASU-Beebe, ASU-Mountain Home, Mid-South Community College at West Memphis (MSCC), Mississippi County Community College at Blytheville (MCCC), and East Arkansas Community College at Forrest City (EACC). The College of Education offers the BSE P-4 and 4-8 in Mathematics/Science and History/Language Arts/English at ASU-Beebe and ASU-Mountain Home. Other sites for the BSE P-4 include MSCC and MCCC.

The Master's degree in Educational Administration is located at ASU-Beebe, ASU-Mountain Home, MSCC, MCCC, and EACC. The Master of Science in Education degree in Elementary Education is offered at ASU-Mountain Home and MCCC. There are a total of 74 graduate and 189 undergraduate students enrolled at the branches and degree centers.

## **Graduate Programs**

The College of Education offers an array of graduate programs on the main campus, at branch campuses, and degree centers. Students may pursue Master's degrees in Counselor Education, Early Childhood, Educational Administration, Elementary Education, Reading, Secondary Education, and Special Education on the Jonesboro campus. The Specialist in Community College Teaching (SCCT) partners with academic departments throughout campus and allows students to choose from minors from 14 academic areas. The second Specialist Degree (EdS) is offered in two areas, the first in Educational Administration, and the second in Psychology and Counseling. The highest-level degree offered in the COE is the Doctorate in Educational Leadership (EdD).

## **Employment**

Approximately 75% of the graduates in the COE are employed in the field of education, while the remaining 25% pursue careers in non-teaching jobs. Most graduates are employed as teachers within the northeast quadrant of the state marked by the cities of Little Rock, Batesville, Jonesboro, and West Memphis. Students not employed in the Northeast but desiring to stay in Arkansas will find positions throughout the state. Approximately 25% of those pursuing careers in education will secure employment in Tennessee, Texas, and Missouri.

Employment areas in high demand are special education, mathematics, science, counseling, and educational administration. Upper level science majors are recruited heavily; however, the demand for early childhood and elementary education majors is low to moderate in most school districts.

## **Cultural Context**

Arkansas State University is located in Jonesboro, Arkansas, which is geographically located at a point where the foothills of the Ozarks meet the Mississippi Delta. Diversity issues are 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 black/white in counties to the southeast. In the report prepared for President Clinton about the Delta, *Delta Vision, Delta Voices: The Mississippi Delta Beyond 2000*, "The annual average unemployment for the entire 219 - county region declined from 7.5 percent in 1993 to 4.2 percent in December 1999." However, in rural areas and inner cities, unemployment continued to be a dilemma, and "lagged far behind the national unemployment rate." In 1998, "the Department of Education allocated \$350 million to high-poverty school districts in the Delta," which included hiring more teachers, and providing funding for technological advancements in the classroom.

Homelessness has been a factor in the Delta for a number of years. From 1992 to 1999, The Department of Housing and Urban Development (HUD) targeted homelessness by providing significant funding. However, African-Americans and low-income seniors living in the Delta region consistently live in poverty, and Arkansas alone has a 51 percent poverty rate for African-Americans. Health care has been improved in the region by targeting "rural hospitals and inadequate access to health care in rural areas," and by implementing programs aimed at senior citizens, minorities and HIV/AIDS patients in the Delta. Childcare and Youth initiatives have been implemented to "prevent youth from dropping out of school, provide temporary shelter to runaways and reunite them with their families when possible, and help teenage parents make the transition from unemployment to self-sufficiency". Teen pregnancy declined in Arkansas from 1991 to 1995.

Although low-income people still suffer from malnutrition in the Delta region, a number of initiatives were implemented to decrease that rate including: school lunch programs, food stamps, the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), Cooperative Extension programs, and food recovery and gleaning.

## **ARKANSAS TECH UNIVERSITY**

### **Overview of Institution**

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

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

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

### **Overview of Education Program**

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

The School of Education at Arkansas Tech University provides several undergraduate and graduate professional education programs designed to positively impact student learning through the preparation of *Professionals for the Future*. Due to the variety of programs offered to accomplish this mission, the School of Education has actively, consistently, and collaboratively worked with a variety of stakeholders in the learning community to determine what our core values should be to anchor the unit, the programs within it, and the assessment throughout. We believe these core values to be central in our vision of “impacting learners in diverse learning communities” and in preparing *Professionals for the Future* to do just that. These core values are lasting beliefs that when adopted by our students as their own will assist our graduates in becoming “professionals who interact effectively within dynamic educational systems to impact learners in those diverse learning communities.”

The core values are the context for how professional, state, and institutional standards are addressed within the programs as we prepare *Professionals for the Future*. The core values direct the development and refinement of programs, courses, design of instruction, research, service, and assessment. Our assessment of student learning (both of our students and the students they work with) then drives the process in the other direction to assist us in improving each of the aforementioned factors and in revisiting and/or the reconsideration of the outworking of these core values within our students. The core values include the following statements of belief:

1. All human beings grow, develop, and learn.
2. Educational processes have key components.
3. Educational practices are systemically coherent and developmentally appropriate.
4. Educators are moral and ethical professionals.
5. Educators focus on maximizing growth, development, and learning opportunities for all students.

Founded upon these core values our mission, vision, and conceptual framework – *Professionals for the Future*, have been developed. The framework emphasizes the *Professional for the Future* as a continuously learning individual with a strong and developing knowledge of the school culture; with an increasing level of professional and pedagogical knowledge, skills, and dispositions; with a strong and growing liberal arts background; and with growing expertise concerning systemic and developmentally appropriate practices. As candidates progress through their undergraduate preparation and as they then pursue their graduate preparation, these areas of expertise are expected to grow. Ultimately, this preparation is centered-upon the improvement of student learning.

This framework agrees with the expressed mission of Arkansas Tech University. By considering our students as life-long learners (continuous learning professionals), and by assessing our students’ knowledge and skills carefully and consistently, the mission of Arkansas Tech University and the mission and vision of the Arkansas Tech University School of Education are aligned. Further, the fulfillment of our mission by modeling best practices, by being committed to continuous learning and purposeful reflection, and by working collaboratively with internal and external constituencies not only serves in the preparation of our candidates as *Professionals for the Future* but improves our teaching as well, which is the primary function of Arkansas Tech University.

To summarize, the *Professional for the Future* is a continuously learning expert with a(n):

- ◆ Increasing level of professional and pedagogical knowledge, skills, and dispositions;
- ◆ Strong and developing knowledge of the school culture;
- ◆ Growing expertise concerning systemic and developmentally appropriate practices; and
- ◆ Strong and developing liberal arts background.

These four foundations are unified through the following factors:

- Diversity
- Leadership
- Oral and Written Communication
- Technology
- Purposeful Reflection
- Parents and Community

In other words a strong and developing knowledge of the school culture should include the understanding of the diversity within the school culture, leadership structures and processes within the school culture, the key role of technology in the school culture, and so forth. An increasing level of professional and pedagogical knowledge, skills, and dispositions should include emphasis upon issues of diversity, technology, oral and written communication, and so forth. The emphasis of these same unifying aspects throughout each of the four foundations of the conceptual framework is present and is evidenced in each separate program that seeks to prepare *Professionals for the Future*. As our candidates progress through each program (undergraduate through graduate) their expertise in these aforementioned unifying forces and foundations should continually grow.

In addition to the Arkansas Standards for Beginning Licensure, Pathwise Criteria, and National Educational Technology Standards used as benchmarks in the undergraduate teacher education programs, undergraduate programs also use national standards from their respective program areas as benchmark indicators. For instance the Middle Level Program uses the aforementioned standards and criteria as well as the National Middle School Association standards as benchmarks in the development of the Middle Level Program and in the assessment of candidates within the program.

Each undergraduate and graduate program is standards-based in the development and refinement of programs, courses, design of instruction, and assessment. In summary the Arkansas standards and Pathwise Criteria serve as the basic benchmarks for program development, student assessment, and so forth. Further benchmarks are developed through the examination and alignment of programs with their respective national standards.

Based upon this alignment to state and national standards, the Arkansas Tech University School of Education has three primary goals:

- ◆ Our *Professionals for the Future* will meet and/or exceed the standards of the State of Arkansas and the respective national standards for their particular program of studies.
- ◆ Our *Professionals for the Future* will impact learners in diverse learning communities.
- ◆ We as a faculty will exhibit professionalism by modeling best practices, by being committed to continuous learning and purposeful reflection, and by working collaboratively with internal and external constituencies.

# **HARDING UNIVERSITY**

## **Overview of Institution**

Harding University is composed of a Colleges of Arts and Humanities, Sciences, Bible and Religion, Business, Education and Nursing. Graduate programs are offered in education, business, nursing, and religion. Harding's purpose is to provide a quality education which will lead to an understanding and philosophy of life consistent with Christian ideals. The mission of the university involves the following:

- \* The integration of faith, learning, and living (developing the whole person through a commitment to Christ and to the Bible as the word of God and emphasizing Christian service, world missions, and the development of a servant-leadership-ministry lifestyle).

- \* The development of Christian scholarship (stressing dependence on God, while acknowledging the Christian commitment to intellectual excellence, through a strong liberal arts foundation and effective professional preparation).

- \* The promotion of Christian ethics (creating an atmosphere that emphasizes integrity, purity of thought and action, modest dress, abstinence from use of illegal drugs, alcohol, tobacco, and exclusion of all forms of sexual immorality).

- \* The development of lasting relationships (fostering social, personal and family relationships through interaction among faculty, staff and students, stressing a lifelong commitment to marriage and the Christian family).

- \* The promotion of wellness (emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life).

- \* The promotion of citizenship within a global perspective (developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice).

Harding University serves a diverse group of over 5000 students who come from 49 states of the U.S. and from many other countries.

Harding University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The teacher education program is accredited by the National Council for Accreditation of Teacher Education.

Harding College began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian College at Morrilton, Arkansas. Harper College had been founded in 1915 in Harper, Kansas, and Arkansas Christian College had been chartered in 1919 in Morrilton, Arkansas. The college was named in memory of James A. Harding, co-founder and first president of Nashville Bible School (now David Lipscomb University) in Nashville, Tennessee. Preacher, teacher, and Christian educator, James A. Harding gave his co-workers and associates an enthusiasm for Christian education that remains a significant tradition at Harding University. In 1934, Harding College was moved to its present site in Searcy, Arkansas, on the campus of a former women's institution, Galloway College. Searcy, a city with a population of 20,000, is the seat of White County. Located in East Central Arkansas, about 50 miles northeast of Little Rock and 105 miles west of Memphis, Tennessee. Searcy is reached by U.S. Highway 67 from the north and south and by U.S. Highway 64 from the east and west. The nearest commercial passenger plane service is at Little Rock.

## **Overview of Program**



Harding University offers programs preparing teachers of children in preschool through high school, all under the oversight of the College of Education. The vision of the College of Education is to develop lifelong, professional learners who influence the lives of their students in positive, lasting ways. To that end, the mission of the Teacher Education Program and the Educational Leadership and School Counseling Programs is to prepare candidates who are scholarly, nurturing, and self-directed facilitators of student learning. All teacher candidates must complete the same 60 credit hours of general education required of all students plus education courses covering human development and methods of teaching. Early childhood and middle level teachers earn a degree in education. They participate in field experiences in urban and rural classrooms, including a 16-week student teaching semester. Secondary teachers earn a degree in an academic discipline while meeting requirements for teacher licensure. Their experiences include classroom observations, tutoring, assisting in classrooms, and a 12-week student teaching semester. Students may also earn a license endorsement in special education. The teaching performance of all teacher candidates is assessed using a detailed research-based system. Teacher candidates are required to complete a course called Principles of Learning and Teaching to prepare for the Praxis II Principles of Learning and Teaching exam. In addition to their academic work, teacher candidates participate in a variety of preservice professional organizations. Scholars Advancing Teaching and Learning (S.A.L.T.) is a unique student organization that involves educational service to the community, professional enhancement, recruitment of potential teachers, and mentoring. Students also participate in Kappa Delta Pi and Student Council for Exceptional Children.

### **Special Characteristics**

Harding University is affiliated with the Churches of Christ, and all full-time undergraduate students attend daily chapel services. Harding's motto, "Developing Christian Servants" guides the multitude of service activities, including 23 domestic and 23 international campaigns in 2003 and many state and local charitable projects. Harding's intercollegiate women's and men's athletic program is top ranked in the western division of the Great South Conference – NCAA Division II. Harding's award winning intramural athletic program involves 80% of the undergraduate students.

Five international study programs have been developed for Harding University students and faculty. Harding University in Florence, Italy, is in session every semester (fall, spring, and summer) in a villa owned by Harding University. Harding University in Greece operates every semester in facilities near Athens purchased in 2000. Harding University in Latin America is held during the fall semester of even-numbered years in Vina del Mar, Chile. Harding University in England is located in London and is in session during the fall semester in odd-numbered years. Harding University in Australia, located in Brisbane, is in session every spring.

Teachers trained at Harding University are teaching in many states as well as the People's Republic of China, Kenya, Uganda, and other countries. Several are involved in international humanitarian aid work.

## **HENDERSON STATE UNIVERSITY**

### **Overview of Institution**

Henderson State University is a multipurpose institution with an enrollment of approximately 3,500 students, offering both graduate and undergraduate programs of study. Females represent approximately 58% of the total enrollment. Minority enrollment makes up about 21% of the student body, which includes about 3% international students. Degree programs are offered through the Matt Locke Ellis College of Arts and Sciences, the School of Business, Teachers College, Henderson, and the Graduate School. The university operates the only aviation degree program in Arkansas and offers pre-professional studies. HSU is Arkansas's public liberal arts university. True to the century-long tradition that has distinguished Henderson since its founding, the university remains dedicated to providing excellent undergraduate curricula in the arts

and sciences. Further, the university is committed to offering strong professional programs in teacher education and business administration at both the undergraduate and graduate levels. Teacher education has in particular been an integral part of the mission of Henderson State University. In fact, for a large part of the history of the institution, Henderson was known as Henderson State Teachers College (1929-1967).

### **Overview of Education Program**

Recognizing the importance of preparing the highest quality teachers and school service personnel, the university views teacher education as a total institutional responsibility. Teachers College, Henderson bears the primary responsibility for teacher education. TCH is composed of the departments of Curriculum and Instruction; Advanced Educational Studies; Health, Physical Education, and Recreation; Family and Consumer Sciences; Counseling; and the Office of Teacher Education Admissions and Field Experiences. The curriculum in teacher education was developed for the purpose of preparing competent teachers for early childhood, middle level, and secondary school classroom and has the following objectives: (1) to give prospective teachers an understanding of the history and development of public education; (2) to give prospective teachers competency in the various techniques and methods of instruction; (3) to make prospective teachers aware of the differences among school age children; (4) to give prospective teachers a knowledge of teaching materials available to them; and (5) to give prospective teachers practicum experiences, including a full-time teacher internship in the public schools. Above all, Teachers College, Henderson values excellence in its educational endeavors. It further cherishes an academic environment, which exemplifies professional conduct, cooperation, integrity, and industry within the context of a democratic ethic. Finally, it seeks to perpetuate these ideals as they are personified in future generations of teacher to whom its faculty would gladly and willingly entrust their own children. Admission requirements reflect this emphasis on educational excellence and professionalism. To be admitted to the teacher education program, candidates must successfully complete the Praxis I exam, an interview with public school and university professionals, College Algebra or Math for Liberal Arts, Oral Communication, and Freshman English A and B, as well as a cumulative grade point average of 2.50. Additionally, participation in the internship experience requires a 2.5 grade point average in the teaching field and scores on appropriate Praxis II exams (Principles of Learning and Teaching and specialty) representing at least 95% of the required scores.

## **HENDRIX COLLEGE**

### **Overview of Institution**

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

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

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

Hendrix thereby intends to cultivate among students:

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

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

### **Overview of Education Program**

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

The constructivist philosophy is based on the “assumption that learners do not passively absorb knowledge but rather construct it from their experiences” (Asthenia, *Journal of Teacher*

*Education*, Nov./Dec., 1992, p. 322). The passive absorption of knowledge refers to the traditional practices of teaching and learning where rote learning is emphasized.

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

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

1. Understand the social, philosophical, and organizational base of American education, past and present.
2. Understand the fundamental principles of educational psychology, including early childhood and adolescent development.
3. Understand the fundamental principles of organizing content knowledge for student learning.
  - a. Understand and exhibit awareness of students' background of knowledge and experiences.
  - b. Articulate clear learning goals and objectives that are appropriate for student learning.
  - c. Demonstrate an understanding of the content that was covered in the past, present, and future.
  - d. Create and/or select teaching methods, learning activities, and instructional materials and other resources that align with the lesson objectives, and are developmentally appropriate.
  - e. Create evaluation strategies that align with the objectives of the lesson.
4. Understand the fundamental principles of teaching for student learning.
  - a. Make learning objectives and instructional procedures clear to students.
  - b. Make content comprehensible to students.
  - c. Encourage students to extend their thinking.
  - d. Monitor students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.
  - e. Making the physical environment conducive to learning.
5. Understand how to create an environment for student learning.
  - a. Create a climate that promotes fairness.
  - b. Establish and maintain rapport with students.

- c. Communicate challenging learning expectations to each student.
  - d. Establish and maintain consistent standards of classroom behavior and management.
  - e. Make the physical environment conducive to learning.
6. Understand the need for continued teacher professionalism.
    - a. Reflect on the extent to which the learning objectives were met.
    - b. Use practical actions to help students who are not meeting the learning objectives.
    - c. Build professional relationships to share teaching insights and learning activities.
    - d. Understand the importance of communicating with parents or guardians about students.
  7. Understand the necessity of being able to teach all children in a multicultural society.
  8. Understand the integration of content through field experience.
  9. Understand one academic discipline (English) in depth.
  10. Understand how technology is integrated throughout the curriculum.

## **LYON COLLEGE**

### **Overview of Program**

Lyon College is a four-year liberal arts college associated with the Presbyterian Church U.S.A. Founded in 1872, Lyon College offers a 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 curriculum is accredited by the National Council for the Accreditation of Teacher Education.

| <u>Demographics – 2002-3:</u>              | <u>Males</u> | <u>Females</u> |
|--|--------------|----------------|
| Non-resident alien students                | 10           | 8              |
| Black, non-Hispanic students               | 10           | 7              |
| American Indian or Alaskan native students | 5            | 2              |
| Hispanic students                          | 5            | 5              |
| White, non-Hispanic students               | 185          | 201            |
| Race, ethnicity unknown                    | 3            | 4              |
| TOTAL                                      | 218          | 233            |

## **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.

- i. **Admission Requirements:**
  - ACT or SAT scores
  - Demonstrated proficiency in reading, writing, and speaking (evaluated in EDU 202, Overview of Teaching)
  - Passing scores on Praxis I (Pre-Professional Skills Test/PPST) (Math- 171; Reading – 172; Writing – 173)
  - Current transcript (normally, students admitted to the program 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
- ii. **Program Areas:**
  - P-4 – 8 enrolled
  - Middle School – 1 enrolled (English/Social Studies emphasis)
  - Secondary – 6 enrolled (2 English; 3 Social Studies; 1 Math)
- iii. **Brief description of each program:**
  - P-4 – This program entails a full academic major and a 28 credit-hour P-4 concentration. It was approved by NCATE in March 2002.
  - Middle School – This program entails a full academic major in either English or a Social Studies discipline (History, Political Science, Economics) and a minimum of 24 credits in the complementary non-major discipline. The major is complemented by a 25 hour Middle School Education concentration. It was approved by NCATE in March 2002.
  - Secondary – For this group of candidates, majors represented were: English, History and Mathematics, complemented by a 22 hour Secondary Education Concentration. The English major comprises 33 semester credits; the History major entails 34 semester credits; and the Mathematics major requires 39 semester credits. Programs were approved by NCATE in March 2002.

**Description of the General Education and Education Concentration Faculty:** All of the English faculty hold the doctorate; likewise, all History faculty hold the doctorate; the same is true of all but one of the Mathematics faculty, who is currently working on his doctorate; all of the Education faculty hold the doctorate supplemented by one field-based supervisor who hold a master’s degree. Ninety percent of all Lyon College faculty hold doctorates.

## **Special Characteristics**

The Lyon College teacher education program is unique in that candidates spend an entire year in their student internships. They begin in August when students return to school and complete their assignments in April. 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 the young.

Lyon College has been honored to have had nine of its faculty chosen as Carnegie/CASE Professors of the Year out of the past eleven years, one of them having been selected twice for the award. Three Lyon teacher education graduates have been selected as Independence County Teachers of the Year in the past four years.

## **NON-TRADITIONAL LICENSURE PROGRAM (ADE)**

### **Overview of Program**

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

The 2000-2001 NTLP participants helped to alleviate some of the shortage in 50 counties.

The Non -Traditional Licensure Program license candidates not only from the Non-Traditional Licensure Program but also candidates from the University Education M.A.T. Programs, Teach For America, Troops For Teachers, and all out of country university graduates and teachers. Teachers from American Samoa, Department of Defense Schools, Guam, New Zealand, Ontario, Canada, British Columbia, Canada, Puerto Rico and Saipan have reciprocity with the Arkansas Department of Education. All other teachers from out of country must participate in the Non-Traditional Licensure Program.

### **Overview of Education 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 award)
- Praxis I passing scores
- Praxis II passing tests scores in content.
- Summary of work history or resume
- Three letters of reference
- NTLP application
- The NTLP Writing Assignment t must be completed in longhand.

- Arkansas and FBI Background Check
- Verification of employment by an Arkansas School (public or private)
- Payment of the \$500 NTLP fee
- Mandatory Attendance of all training sessions.

#### Second Year

- Verification of employment by an Arkansas School (public or private)
- Payment of the \$500 NTLP fee
- Mandatory Attendance of all training sessions
- Praxis II Principles of Learning and Teaching passing scores
- Praxis II Content Area Pedagogical passing scores

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
- 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 120 days for two years
- Pass the Praxis II Principles of Learning and Teaching
- 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. Out of the fourteen instructors one holds a Bachelors degree and is a Certified Prevention Consultant, eight hold Masters degrees, and four have Doctorate degrees.

#### **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.

## **PHILANDER SMITH COLLEGE**

### **Overview of Institution**

Philander Smith College is a small, privately supported, historically black, four-year liberal arts, career- oriented college, related to the Board of Higher Education and Ministry of The United Methodist Church. The College maintains an academic environment that fosters a love of learning, a spirit of independent inquiry, the free exchange of ideas, a broad and active Christian life, and a concern for the world at large.

Philander Smith College's mission is to grant access to higher education to individuals who are, or who have the potential to be, academically talented, regardless of their social, economic, or educational background. This includes the holistic development of students, the goal of helping them reach their potential as human beings, and contributing members of society, the preparation of students for life in this pluralistic, complex, and technological society, and enabling students to understand other cultures.

A 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. The College currently offers four degrees: the Bachelor of Arts Degree, the Bachelor of Science Degree, the Bachelor of Business Administration Degree, and the Bachelor of Social Work Degree.

Philander Smith College has a population of 807 students. That number is comprised of 539 female students (67%) and 268 male students (33%). Arkansas residents make up 84%, or 677, of the student population. The remaining 16% (130 students) hails from outside the state.

### **Overview of Education Program**

The Division of Education builds upon the College's philosophy as well as human, physical, and financial resources for the implementation of its programs and services. Further, the Division is committed to providing outstanding educators who will become community, national, and world leaders committed to life-long learning.

Education candidates are prepared for both school and non-school settings. 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, and Middle Childhood/Early Adolescence Education (Language Arts/Social Studies), as well as non-licensure programs in Physical Education and Early Childhood Administration. Each program is built upon a sound liberal arts foundation, an appropriate content area foundation, and is

designed to enable candidates to acquire skills, knowledge, performance and disposition, which are crucial to effective teaching.

All candidates interested in pursuing a Teacher Education Degree leading to licensure must meet Philander Smith College graduation and Arkansas Teacher Licensure requirements.

Admission to the College does not automatically admit the candidate to the Teacher Education Program. Declared Education licensure majors must obtain candidacy by meeting the published guidelines for each program. All interested persons should file a formal Application for Candidacy with the Chair of the Division by March 15<sup>th</sup> during the second semester of the Sophomore year for Fall admittance, and October 15<sup>th</sup> for Spring admittance.

Acceptance to candidacy in the Teacher Education Program is based on the following criteria and procedures. The applicant must:

1. Complete and earn grades of C or better in English Composition 113 and 123, Basic Speech 103, College Algebra 113, and Arkansas History 103.
2. Have a minimum GPA of 2.50 or better on all course work.
3. File a Declaration of Major Form in the Office of Enrollment Management and Records and the appropriate department or division office.
4. Successfully pass Introduction to Education (EDUC 203) and The Exceptional Learner (SPED 213) with a grade of “C” or better and complete a minimum of 30 clock hours of pre-professional field experience in an approved education setting. Three weeks of EDUC 203 will prepare candidates to pass the Computerized Pre-Professional Skills Test (CPPST). To be admitted to the Teacher Education Program, candidates must obtain the following scores or better on the CPPST: Reading-172; Math-171; and Writing-173. Those who do not successfully pass the course and/or the exam will be placed in Testing Seminar 300X.
5. Pass an entry interview with the Teacher Education Committee.
6. Apply for candidacy and be admitted into the Division of Education.

The Philander Smith College Division of Education has 89 candidates formally enrolled in its Early Childhood Education Program and 11 students formally enrolled in its Middle Childhood/Early Adolescence (Social Sciences/Language Arts) Programs.

Currently, there are eight full-time faculty within the Teacher Education Program. Four have doctoral degrees and four have master’s degrees. Five of these faculty members hold current licenses to teach k-12 within the state of Arkansas. In addition, there are three other faculty members holding doctoral degrees that hold academic rank within and bolster the Teacher Education Program. These faculty include the College President, The Associate Dean of Instruction, and the Dean of Developmental Studies who is also a member of the Little Rock School District School Board.

Early childhood is the period of human development from birth to age eight. During this time, persons 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. The Early Childhood Teacher Education Program is designed to prepare teachers of young children from birth to age eight, in early grades pre-kindergarten to 4<sup>th</sup> grade in

both self-contained and departmentalized classrooms. The teacher emerging from an Early Childhood Program will be a reflective practitioner 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 curricula. Key components and goals of the program that bind the courses together to achieve the philosophy and purpose are:

1. An in-depth study of young children's development and the implications for early childhood teachers;
2. Professional, content, and technology courses designed exclusively for prospective early childhood teachers;
3. Integrated content courses are designed and team taught across the curriculum; and,
4. Field practicum taken concurrently with the content courses is a strong emphasis in this program.

The Early Childhood Program at Philander Smith College provides numerous and varied opportunities for teacher candidates to apply their knowledge of the developmental needs and characteristics of young children to their own beliefs regarding the teaching and learning process. In order to become an effective teacher, one must not only have a knowledge of teaching, but also be able to take knowledge and develop a belief system which he or she can act upon.

Middle childhood is the period of human development experienced in persons between the ages 9-14. During this time, persons 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 nine to fourteen, in middle grades 4-8 in both self contained and departmentalized classrooms. The teacher emerging from a Middle Level Program will be a reflective practitioner with an understanding of human growth and development, a repertoire of effective teaching strategies appropriate for young adolescents, knowledge of the middle level reform movement, and the capacity to implement developmentally appropriate, integrative and interdisciplinary middle level curriculum. Key components of the program include:

1. An in-depth study of young adolescent development and the implications for middle childhood teachers;
2. Professional, content and technology courses designed exclusively for prospective middle childhood teachers;
3. Integrated content and methods courses are designed and team-taught across the curriculum; and,
4. Field internships taken concurrently with the content courses are a strong emphasis in this program.

The Middle Childhood/Early Adolescence Program at Philander Smith College provides numerous and varied opportunities for teacher candidates to apply their knowledge of the developmental needs and characteristics of young adolescents to their own beliefs about the teaching and learning process. In order to become an effective teacher, one must not only have a knowledge of teaching, but also be able to take knowledge and develop a belief system upon which he or she can act.

## **Special Characteristics**

The quality of the faculty has enabled our candidates to excel in many areas. Our candidates are well-prepared for the PRAXIS exam series, evidenced by PSC's 100% Praxis II pass rate for all Teacher Education Program Completers for the last three years.

Faculty in the unit have attended annual many local, regional and national conferences, such as the NCATE/AACTE annual national conference, Dean's Symposium, NCATE workshops, and Arkansas Teacher Education Conference.

Faculty Achievements include:

- A faculty member has been certified as a PRAXIS III Assessor.
- Pathwise training has been completed for all Education faculty and 25 of PSC's 40+ faculty members.

A National Board Facilitator PSC Teacher Education Candidates have many accomplishments of which to speak:

- Teacher Education Candidates have graduated first-in-class, *sum cum laude*, for 2001-2002 and 2002-2003.
- PSC Teacher Education Candidates have been named S-AEA State president two of the last four years.
- In 2003, PSC Teacher Education Candidates also organized first S-AEA State Conference held on the Philander Smith College campus.
- PSC Teacher Education Candidates spoke at a great public school rally in support of public education.
- PSC Teacher Education Candidates volunteer for the BOOST program organized by the Little Rock School District to tutor homeless students.

In the last two years, PSC candidates have participated in the pre-service teacher conference organized by NASA and Norfolk State University of Virginia with first and second place finishes the last two years in the financial competition.

Arkansas Teacher of the Year in 2002-2003 is a Philander Smith College Teacher Education Program completer. She gives credit to the PSC Teacher Education Program for not only preparing her for licensure in the State of Arkansas, but for equipping her to be an effective educator.

## **UNIVERSITY OF ARKANSAS - FAYETTEVILLE**

### **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 appropriated to their discipline: access and use knowledge: generate knowledge: use and model best practices: approach learning as developmental and lifelong: be skillful in interpersonal relations: practice on the basis of professional standards and ethical conduct: and honor diversity.

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

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

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

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

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

### **Special Characteristics**

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

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

The Association of Teacher Educators awarded the 2001 Distinguished Program in Teacher Education the Department of Curriculum and Instruction. 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 educational program opportunities. The stated vision of UA Fort Smith is to be a leader in the learning enterprise, locally, statewide, and nationally. The University holds a set of core values based on the belief that we can and should be the best of learning organizations, by centering our focus and efforts on the learner and learning, and by practicing and modeling integrity and ethical behavior, responsibility for results, service to our fellow citizens and the communities we serve, and cooperation and collaboration with others in the betterment of the world in which we live.

UA Fort Smith is a vibrant learning community with a growing student body. Enrollment in 2003 stood at 6,358 with 3,733 being female (58.7%) and 2,625 being male (41.3%). In terms of diversity in race/ethnicity, 3.6% of the student population is American Indian, 4.1% Black, 3.8% Asian, and 2.4% Hispanic.

### **Overview of Education Program**

The vision of the professional teacher education unit is to graduate professionals united to ensure continuous learning and success. This vision reflects our belief that our focus is on student success, that learning never ceases, and that education must include professionals who unite with others to see that learners are successful. The professional teacher education unit has a shared commitment to excellence in teacher preparation through both classroom instruction and field experiences. Designed to serve public and private schools as well as other educational agencies in western Arkansas and eastern Oklahoma, the unit strives to enhance the capacity of the teaching profession to provide equal educational opportunities for all segments of the culture as it directs efforts and resources toward the learner and learning.

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

## **Special Characteristics**

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

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

## **UNIVERSITY OF ARKANSAS – LITTLE ROCK**

### **Overview of Institution**

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

Located in Pulaski County, the University draws its greatest numbers of students from Pulaski, Saline, Faulkner, Lonoke, Jefferson, and Garland counties. Approximately 66% of students are from Pulaski County. Pulaski County is home to the state capitol, the financial center of the state, the state medical school, the UALR School of Law, and three of the state's largest school districts. Pulaski County has a population of approximately 361,474. Thirty two percent of this population is African-American, 1.2% is Asian, and 2.4% is Hispanic. The student population at UALR reflects not only the diversity of the county (29% are African-American, 2% are Hispanic, and 3% is 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. Approximately 2 % of UALR's student population is classified as non-resident/alien. In 2003-2003, approximately 29% of students in graduate or undergraduate education programs were members of a minority group. Males represent 20% of students in graduate or undergraduate programs. UALR's mission is to "develop the intellect of students; discover and disseminate knowledge; serve and strengthen society by enhancing awareness in scientific, technical and cultural arenas; and promote humane sensitivities and understanding of interdependence." As is typical of institutions that are metropolitan in nature and service, most of the students who enroll at UALR can be classified as "non-traditional." That is, they attend UALR while working full time and/or supporting families; they seek course offerings at nights, on weekends, and through online delivery of instruction. In 2002-2003, the mean age of UALR undergraduates was 27; for graduates, the mean age was 36. Approximately 63% of students are female. Graduate enrollment in 2003-2003 was approximately 17% of the total enrollment at UALR—an increase of 1% over 2001-2002. Female students outnumber male students at all levels of education (undergraduate, graduate, and law

school). In 2002-2003, UALR granted 1600 degrees, including 29 doctoral degrees and 487 other graduate degrees.

### **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 area 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= 98, 25, 34, and 64 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 at UALR)
- 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
- the institution is not on probation by NCATE (UALR has received continuing accreditation for all teacher education and professional education programs until 2009, at which time it will undergo a continuing accreditation visit)

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

Faculty in the College of Education hold doctoral degrees in the appropriate disciplines. Only one faculty member of 15 full-time faculty members who supervise student teachers is ABD. All other 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 (24/27), who teach content areas for students pursuing the secondary education minor, hold doctoral degrees. Faculty in the College published approximately 45 journal articles, presented at 135 professional meetings, received over 2.75 million dollars in grant funds, and provided non-paid consulting services to a variety of organizations. Additionally, the College faculty serve on a number of professional associations and state boards.

### **Special Characteristics**

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

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

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

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

## **UNIVERSITY OF ARKANSAS - MONTICELLO**

### **Overview of Institution**

The mission of the University of Arkansas-Monticello is to prepare learners for successful careers, successful lives, and to become meaningful and productive citizens in society. UAM's mission includes preparing students for the changing needs of business, industry, education, and society. Recognizing the importance of knowledge, values, and aesthetic enrichment, the University of Arkansas-Monticello is committed to teaching students to think critically, act ethically, and communicate effectively. The University fosters scholarly inquiry, and an integrative and interdisciplinary approach to learning. The University provides opportunities for continuing personal growth, and professional development, intellectual discovery, social awareness, and cultural enrichment. The University offers a broad array of academic, professional, and technical programs, including certificates, bachelor's and select master's degrees. These programs are enriched by faculty scholarship, research, creative activities and service. The University serves the post-secondary needs of area citizens, business, industry, and government.

Additional information can be found at [www.uamont.edu](http://www.uamont.edu) .

### **Overview of Education Program**

#### **School of Education Mission Statement**

The University of Arkansas-Monticello School of Education is committed to the development of high quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The UAM School of Education faculty and teacher education students serve their communities through active participation in academic studies and field experiences that develop high-level competencies in content knowledge, pedagogy, professionalism, and equity. The UAM School of Education, in close partnership and collaboration

with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence in southeast Arkansas.

### **Conceptual Framework**

The Conceptual Framework of the School of Education is organized around four strands which promote the following in teacher candidates: acquisition of a knowledge base; development of pedagogical skills; demonstration of equity and social justice; and attainment of professionalism. Because programs within the School of Education target P-12 student achievement and learning as its critical mission, the academic needs of the learner are placed at the core of the four strands of the Conceptual Framework. Each strand represents an essential component of the teacher education program that is further refined through the identification of indicators of competence within each strand. Realizing that the acquisition of skills to become an exemplary teacher are developmental and cumulative, the School of Education faculty have identified three stages through which candidates progress—Stage One, which is the pre-admission stage of teacher candidacy; Stage Two, during which teacher candidates are admitted to the teacher preparation program; and Stage Three, the internship phase of teacher preparation.

### **Programs Leading to Teacher Licensure**

The School of Education offers quality programs leading to teacher licensure in early childhood special education, middle level education, and health and physical education. Students interested in teaching at the secondary level combine their majors with the School’s professional education program to prepare for careers as secondary teachers. Areas of preparation for secondary teaching include English, business, mathematics, physical education, science, social studies, and speech. Additionally, students majoring in P-12 art or music complete the professional education core (science, social studies, and speech) P-12 Art, music, and physical education

Additional information can be found at [www.uamont.edu/education/](http://www.uamont.edu/education/) .

### **Special Characteristics**

#### **Teacher Education Field Experiences and Internships**

A special program characteristic of the teacher education program at the University of Arkansas-Monticello is the focus on early involvement of its candidates in field experiences with P-12 students and the year-long internship. Field experiences are sequenced, developmental, and focused on the practical application of content covered in education classes. Most students complete approximately 180 hours of field work prior to their year-long senior year internship. During the internship, students complete 600 hours of “practice” teaching during the Internship II experience, and across the total program students complete more than 1,000 hours of field-based work.

Additional information can be found at [www.uamont.edu/catalog/Catalog0304.pdf](http://www.uamont.edu/catalog/Catalog0304.pdf) .

## **UNIVERSITY OF ARKANSAS – PINE BLUFF**

### **Overview of Institution**

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

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

The graduates of UAPB traditionally develop excellence through its varied programs: forty-three Baccalaureate Programs, one (1) Technical Certificate Program, one (1) Associate Program, and three (3) Master's Programs. Our students pursue a variety of academic and career goals through diverse curricula, ranging from a certificate program through selected Master degree programs. Undergraduate degrees are awarded by four schools: School of Agriculture, Fisheries and Human Sciences, School of Business and Management, School of Arts and Sciences and School of Education. Demographically, as of the fall semester 2003, on-campus and off-campus enrollment totaled more than 3,200 students. The student body is comprised of 55% females and 45% males, representing 2,625 Arkansans and 626 non-residents. UAPB consistently maintains a minority (non-Black) student population of around 5.5%. For more information about our campus, visit us on the world-wide-web at [www.uapb.edu](http://www.uapb.edu).

### **Overview of Education Program**

The goal of the School of Education is to provide for the educational, social, intellectual, vocational and career needs of its students. The School includes two departments, Curriculum and Instruction & Health, Physical Education and Recreation and offers undergraduate degree programs which lead to licensure in the following areas: agriculture, English; art, human sciences, biology; mathematics, business, music, chemistry, elementary/early childhood/middle level, physical education, and social studies. Advanced degrees are offered in elementary and secondary education (English education, general science education, mathematics education, social studies education, and physical education). Additionally, degrees are offered in recreation and rehabilitation services. During academic year 2002-2003, twenty-seven (27) students were enrolled in the initial teacher preparation program. The Dean of the School of Education serves as the head of the unit.

To be approved for admission, prospective teacher candidates must (1) complete the following courses: English 1311 and 1321, SPCH 2390, Mathematics 1330, and EDUC 1302, candidates must complete the following courses with a GPA of 2.5 or better with grades of "C" or better. (2) achieve the minimal passing scores on PRAXIS I; (3) exit University College; (4) complete the Collegiate Assessment of Academic Proficiency (CAAP); (5) complete a formal

interview; (6) submit entry-level portfolio for review; and (7) complete and submit a formal application. The School of Education Admission, Retention, and Exit Committee grants approval for admission. Admissions to the Professional Semester requires that teacher candidates (1) complete all education course work with a grade “C” or better; (2) maintain a 2.5 or higher GPA; (3) submit portfolio for evaluation and conference; (4) complete all required sections of PRAXIS II: Principles of Learning and Teaching, Subject Area Assessment; and (5) complete a formal application form. The School of Education Admission, Retention, and Exit Committee grants approval for admission.

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and has program approval for all of its programs by the Arkansas Department of Higher Education. In addition, the university has program approval by the following societies: National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, National Association of Sports and Physical Education, National Science Teachers Association, National Council of Teachers of English, Council for Exceptional Children and National Council for Social Studies. The teacher education unit has a comprehensive knowledge base for the professional education component, reflected in the conceptual framework, which includes five (5) domains. These five 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 fifteen (15) full-time faculty, fourteen (14) part-time faculty, and four (4) adjunct faculty members. Of the fifteen full-time faculty, thirteen hold the doctorate degree. A majority of the faculty has public school teaching experience. Adjunct faculty in general, are public school teachers in our partnership school districts.

### **Special Characteristics**

The teacher education program is expanded to include course and program offerings in isolated Mississippi delta counties. The LEA paraprofessionals, students who will remain in their communities after receiving a degree and teacher licensure, are enrolled in the ‘Grow Your Own Teachers’ program. The Grow Your Own Teachers project is expected to expand to other isolated counties in southeast and southern Arkansas. The School of Education has implemented a diverse and effective scholarship program through state and private foundations scholar development programs (e.g., The Walton Foundation Scholars program.) The School also administers two of the three campus TRIO programs: Ronald McNair and Upward Bound. Our graduates are well qualified and are serving as educators throughout the nation as teachers, principals, superintendents, and commissioners.

## **UNIVERSITY OF CENTRAL ARKANSAS**

### **Overview of Institution**

The University of Central Arkansas takes pride in its history, a history that includes teacher education as a primary role. Created in 1907 by the Arkansas General Assembly, the Arkansas State Normal School’s mission was to prepare teachers for the state, a fact emphasized by its location in the geographical center of Arkansas. While the role of UCA has become comprehensive since its creation in 1907, our current president, Mr. Lu Hardin, has emphasized a return to our

original mission; preparation of highly qualified teachers for the children of Arkansas and the nation. While UCA has prepared many of Arkansas's teachers, with much of the preparation done through years of diminishing budgets, President Hardin has committed resources necessary to keep UCA a premier Arkansas teacher preparation program. With the new federal legislation, No Child Left Behind, and the expectations of the citizens of our state, UCA and the College of Education are committed to the high standards of teacher preparation, effective partnerships with P-12 schools, and the continued high expectations for learning of all children. Evidence of this commitment to quality preparation is the longstanding accreditation by the Higher Learning Commission and a member of the North Central Association of Schools and Colleges (NCA) and national accreditation by the National Council for Accreditation of Teacher Education (NCATE).

The University of Central Arkansas is committed to maintaining its leadership role in the state by providing quality programs for those it serves. By creating frameworks, which empower educational professionals to face the rich and diverse challenges waiting them, UCA is upholding its traditions while affirming expectations for its future. The professional education programs at the University of Central Arkansas incorporate nationally recognized performance-based standards that result in highly qualified professionals for our public schools.

It should be noted that teacher preparation candidates who complete NCATE approved programs have been assessed on high performance standards for content knowledge and methods of teaching. The University of Central Arkansas requires candidates entering into internship to have passed all sections of the Praxis II Subject Area Assessment. This means that each candidate placed in internship has met the standard established by the State Board of Education for beginning teachers. Additionally, the candidates have completed a major in a content field that is appropriate for the subject area that the candidate is teaching. This gives the candidate the breadth and depth of content knowledge necessary for meaningful instruction and the creation of effective learning environments for students. This preparation by UCA and other institutions in Arkansas was most recently recognized in *Education Week* when the state of Arkansas was ranked third in the nation for the improvement of teacher preparation.

While UCA is being marketed as the "Center of Learning", we are recognizing that graduates of our teacher preparation program are taking that same focus to their classrooms and becoming the "Center of Learning" wherever they may be.

### **Overview of Education Program**

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

The UCA College of Education uses the Teacher Performance Outcomes Assessment (TPOA) to assess candidate performance on assignments, portfolios, and field experiences throughout the program. This instrument incorporates institutional, state, and professional

standards and the Arkansas Mentoring Model based on the Pathwise Observation System. Candidates are required to successfully complete the Praxis II Subject Area Assessment prior to admission into Level II of the program. Candidates are required to complete the Praxis II Principles of Learning and Teaching or the applicable Praxis II Subject Pedagogy exams to exit Level II. Licensure recommendations are based upon the successful completion of the program, degree, and licensure examinations.

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

### **Special Characteristics**

The University of Central Arkansas recognizes the importance of preparing a diverse professional educational community for the twenty-first century. To assist in this endeavor, the university participates in numerous recruitment activities. Two successful examples of this effort are the Teachers for Tomorrow Academy (TOT) and the Minority Teacher Scholars Program. The Teachers of Tomorrow Academy is a partnership of the three Pulaski County school districts and four universities. The multi-faceted program encourages and supports secondary students, especially minorities, interested in becoming teachers. The Minority Teacher Scholars Program, directed by the University of Central Arkansas, provides continued support for minority students at the junior and senior level. The UCA College of Education is committed to the recruitment and preparation of intelligent men and women for schools of our state. Evidence of this effort is clear. Candidates admitted to Level I of the teacher preparation program since fall 1998 had an average ACT score of 23.5 and a 3.14 average GPA (based upon a minimum of 45 hours of college credit). The average ACT score for candidates admitted in fall 2003 was 24.7. Candidates entering Internship II in fall 2003 had an average major GPA of 3.42. In addition to high ACT scores and grade point averages, the number of candidates admitted in fall 2003 was the second highest number of candidates admitted since 1998. Recruitment efforts by both UCA and the College of Education are proving effective.

The University of Central Arkansas is a major contributor to the qualified teaching and administrative staffs of Arkansas and other states. Arkansas school districts as well as most states in the south and southeast routinely recruit UCA professional education graduates. Since January 1994, the UCA College of Education has recommended 2,326 program completers for initial teacher licensure in Arkansas. UCA graduates who choose to seek teaching or administrative positions in other states seek the UCA College of Education recommendation for the out of state license. In the past ten years, 606 graduates of UCA (inclusive of all graduation years) have been recommended for licensure in another state. Records indicate that 59.2% of the recommendations

requested were for Tennessee, Missouri, Kansas, Illinois, Alabama, Virginia, Colorado, Alaska, and Washington. UCA graduates have, in the past ten years, sought licensure in 32 states. Based on the data above, the University of Central Arkansas's commitment to the preparation of highly qualified teachers is being recognized throughout the region and nation.

## **UNIVERSITY OF THE OZARKS**

### **Overview of Institution**

The university is located in Clarksville, Arkansas, a town of approximately 7,500 people. Clarksville is the county seat of Johnson County. Clarksville is 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.

University of the Ozarks is the oldest institution of higher education in the Arkansas/Oklahoma territory. University of the Ozarks was founded by Cumberland Presbyterians as Cane Hill School at Cane Hill, Arkansas, in 1834. Cane Hill School 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 has always had a relationship with the Presbyterian Church. At one time, the university was owned by the Oklahoma-Arkansas Synod of the United Presbyterian Church (U.S.A.) assumed ownership and operating responsibility for the college. 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. 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 has grown to eighty students in the impressively equipped and staffed Jones Learning Center.

The University of the Ozarks has a total enrollment for the 2003-2004 academic year of 731 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**

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 State Department 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 candidates' major, is placed in the candidates' professional file located in the Division of Education office. This information, 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 GPA to be admitted into the teacher education program. Admittance to the 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 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 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 the fifth consecutive year in the U.S. News & World Report's annual publication that looks at institutions of higher education. In the 2004 edition of "America's Best Colleges", Ozarks was ranked in the "top tier" in the category of Comprehensive Colleges (Bachelor's) in the South Region. U.S. News ranks the nation's colleges and universities in tiers, with the top 25 percent of the schools in each category placed in the top tier.

In its annual “America’s Best Colleges” edition, U.S. News and World Report ranked more than 1, 400 accredited schools nationally, based on such criteria as academic reputation, graduation and retention rates, faculty resources, student selectivity, financial resources and alumni giving.

In the magazine’s “Best Values” category, Ozarks ranked fifth among the South’s 105 Comprehensive Colleges (Bachelor’s). Ozarks has been ranked in the South Region’s top five of “Best Values” by the magazine in each of the past five years. The value rankings evaluate the cost of attending a college or university relative to the quality of the institution, according to the magazine’s ranking system.

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

The mission of the professional unit is coordinated with the institutional mission statement: “True to our Christian heritage, we prepare those who seek to live life fully, those who seek the richness of life provided by study of the liberal arts and quality of life provided by professional preparation. “ We provide a uniquely supportive, academically sophisticated and challenging environment on a beautiful campus adjacent to the Ozark Mountains. Our first priority is the education of students who come 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 preservice 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 education 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 2002-2003 was 653 with 532 at the Walnut Ridge campus. There were 303 females and 230 males. Williams had 338 residents and 195 nonresidents.

### **Overview of Education Program**

The Department of Education offers courses and field experiences that provide opportunities for conceptual development based on findings from both historical and contemporary research, best practices, teacher effectiveness studies that model appropriate interactions and methods of establishing relevant relationships. The Department of Education and the Williams Teacher Education Program (WTEP) offer preparation of excellent quality to individuals who demonstrate

sufficient interest and potential for teaching. The WTEP is preparing professional educators to be effective communicators who integrate and care.

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

Williams Teacher Education Program meets the requirement of the National Council for Accreditation of Teacher Education (NCATE), the Arkansas Department of Education, and North Central Association (NCA). All teacher candidates are required to *take* the state Mandated Praxis examinations. (Teacher candidates must pass these examinations to be Deemed a *program completer*.)

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

The enrollment in the initial teacher preparation program during the academic year 2002-2003 was 92 students with two students having a double major in education.

Early Childhood P-4: 37 students, PE: 26 students, Secondary English: 9 students, Secondary Social Studies: 7 students, Music: 6 students, Middle Level Math/Science: 5 students, Middle Level Lit/SS: 2 students, and Art: 2 students.

### **Admission Requirements:**

Students seeking admission into the Williams Teacher Education Program must fulfill the following criteria:

1. (a) Complete 45 semester hours, 12 of which must have been completed at Williams Baptist College. Included in these 45 semester hours must be EN 1113, EN 1123, SP 2183, and MT 1133/MT 1153, or any higher level course in mathematics. Minimum grade for each of these courses is 2.00 (4.00 scale).

(b) All program candidates complete ED 2203 Introduction to Teaching with a minimum of a 2.00 (4.00 scale).

(c) All program candidates complete the following with a minimum of a 2.00 (4.00) in each course.

In P-4 Early Childhood - PY 3113 Child Development;

In 4-8 Middle Level- PY 3123 Adolescent Development

In K-12 Programs & P-12 programs- PY 3113 Child Development and PY 3123 Adolescent Development

In Secondary- PY 3123 Adolescent Development

2. Have a grade point average (GPA) of 2.50 (4.00 scale) at time of admission request.
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 Department of Education, and an interview with the WTEP Admission Committee\*.