

# 2010 Part C of the AACTE / NCATE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	20607	<b>AACTE SID:</b>	102880
<b>Institution:</b>	University of Arkansas - Fort Smith		
<b>Unit:</b>	College of Education	<b>Deadline to Submit Final Version of Part C:</b>	01/31/2011
<b>Next Accreditation Visit:</b>	S17	<b>Last Accreditation Visit:</b>	S10

## Section 2 - Individual Contact Information

<b>Unit Head Name:</b>	Dr. John R. Jones	<b>Unit Head Title:</b>	Dean & Professor
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<b>2nd Unit Head Name:</b>		<b>2nd Unit Head Title:</b>	
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<b>1st NCATE Coordinator:</b>	Dr. Phillip Wayne Russell		
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<b>CEO Name:</b>	Dr. Paul B. Beran		
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## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2009-2010 academic year?

81

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2009-2010 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

## Section 4. Substantive Changes

**Describe any of the following substantive changes that have occurred at your institution or unit during the past year:**

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.
2. Addition or removal of a level of preparation (e.g., a master's degree).
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.
5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.
7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.
8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master's programs).
9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

## Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

The conceptual framework "Professionals United to Ensure Continuous Learning and Success" is currently being modified to reflect changes in InTASC and Common Core standards.

## Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

The Accreditation and Program Redesign Task Force is currently developing a proposal for program revision in several areas. Subcommittee 4 of this task force is working on alignment of curriculum and assessments with 21st Century Skills and Common Core Standards. In addition, Subcommittee 3 has developed a new curriculum within the early childhood education program to better prepare candidates to teach mathematics.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement.**

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

As mentioned in Standard 1, Subcommittee 4 of the Accreditation and Program Redesign Task Force is working on alignment of curriculum and assessments with 21st Century Skills and Common Core Standards.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The Accreditation and Program Redesign Task Force is currently developing a proposal for program revision in several areas. Subcommittees 2,3 and 5 are focusing on Future Directions for NCATE/Lengthening of Internship, Meeting Public School Curricular Needs, and Collaborative Teaming.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The Accreditation and Program Redesign Task Force is currently developing a proposal for program revision in several areas. Subcommittee 1 is exploring ways of strengthening the preparation of all candidates in the areas of Special Education, English Language Learners, and Diversity. Also, a new Native American Student Organization is now functioning. This group provides opportunities to further explore and celebrate diversity.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

In the area of technology, the emphasis is now on the integration of technology throughout the curriculum, including all field experiences. The focus is particularly on preparing candidates to teach P-12 students to effectively utilize technology to facilitate their own learning.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

The College of Education and the College of Science, Technology, Engineering, and Mathematics are exploring the possibility of sharing faculty load so that faculty from each college can co-teach methods classes when appropriate.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

If you have another comments, use the space below:

[Redacted]

**Report Preparer's Information**

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