

2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

NCATE ID:	20607	AACTE SID:	102880
Institution:	University of Arkansas - Fort Smith		
Unit:	College of Education	Deadline to Submit Final Version of Part C:	01/31/2010
Next Accreditation Visit:	S10	Last Accreditation Visit:	S05

Section 2 - Individual Contact Information

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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 2008-2009 academic year?

107

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 2008-2009 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 unit continues to utilize the conceptual framework "Professionals United to Ensure Continuous Learning and Success" that was in effect at the time of the April 2005 visit. Since 2005, a multimedia production has been developed and is used to introduce candidates and stakeholders in the community to the conceptual framework. Also, efforts have continued to make certain that faculty and administrators have a common understanding of the candidate dispositions so that assessment will be fair and accurate. Finally, the knowledge base has been updated to include the latest and most effective practices in teacher preparation.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

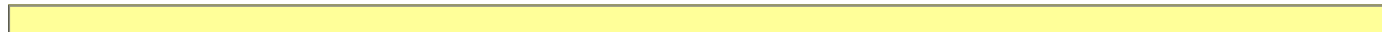
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate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

All programs are nationally recognized by their respective specialized professional associations. Information related to knowledge, skills, and dispositions has now been organized and analyzed for the Institutional Report.

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.

The electronic data system established prior to the April 2005 BOE visit continues to function. The Director of Assessment provides data reports to the unit faculty and the Teacher Education Council during both the fall and spring semesters at a Data Analysis Review Event (DARE). All departments within the unit have submitted their specialized professional association reports and all are nationally accredited. Two have been resubmitted for further review.

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.



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.

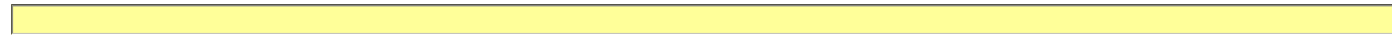
Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

A competency checklist is now e-mailed to all mentor teachers of student teaching interns rather than utilizing paper forms. This makes it much easier for the Coordinator of Field Experience to obtain information from mentors regarding the on-going performance of student teaching interns.

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



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



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.

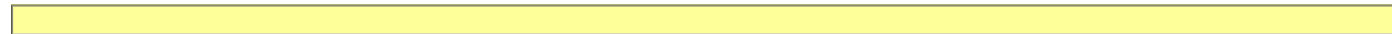
Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The unit continues to expand field experiences in Oklahoma Schools. Currently, UA Fort Smith utilizes 11 school districts in Oklahoma for field experiences. These districts have large percentages of Native American students, allowing candidates the opportunity to interact with this unique group.

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



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



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:

SmartBoard technology is now available to faculty and professional development has been provided. The Access Destiny program provides focused instruction in reading and mathematics to area public school students. Early childhood faculty, candidates, and public school teachers serve as tutors in the program.

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



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

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.

Budgetary resources for teacher education activities remain adequate. The College of Education budget has been augmented by a \$7,000,000 National Science Foundation Grant. During the summer of 2009, the university completed major upgrades to the facilities used by the unit. Spending almost \$500,000, the curriculum laboratory was doubled in size including significant technology upgrades. In addition, five more offices were added in the building and three classrooms were upgraded with SmartBoard technology.

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

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

If you have another comments, use the space below: