HENDERSON STATE UNIVERSITY
Alternative, IHE-based Program

2015 | Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: HENDERSON STATE UNIVERSITY

Institution/Program Type: Alternative, IHE-based

Academic Year: 2013-14

State: Arkansas

Address: 1100 Henderson Street

Box 7770

Arkadelphia, AR, 71999

Contact Name: Dr. Brandie Benton

Phone: 870-230-5203

Email: bentonb@hsu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Business Technology Education	No
English Education	No
Family & Consumer Sciences	No
Mathematics	No
Middle Level Education	No
Physical Education/Health	No
Science Education	No
Social Sciences	No
Spanish Education	No

Speech Education	No
Theatre Education	No
Total number of teacher preparation programs: 12	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.hsu.edu/Academics/TeachersCollege/MAT/requirements.html

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

1. Completed HSU Graduate School application

2. Official transcripts of all undergraduate and graduate work

3. A Bachelor of Arts or Bachelor of Science Degree from an accredited college or university (additional coursework may be required--see curriculum outline)

4. An application for non-traditional license from the Arkansas Department of Higher Education (to be completed in MAT Coordinator's office)

5. Teaching position or an internship in a public school upon enrollment or during second year of program. A provisional license is required for employment. Praxis Core and Praxis II content tests must be passed in order to be eligible for a provisional license issued by Arkansas Department of Education.

6. An interview by public school personnel and HSU committee (may be completed as part of MAT Orientation).

7. A criminal background check--usually completed through district at time of employment.

8. One of the following must be satisfied:

- 2.7 GPA-cumulative on all undergraduate work.

- 3.0 GPA on last 60 hours with passing scores on the GRE or Praxis Core before the first semester of enrollment.

- A candidate with less than a 2.7, but more than a 2.5 may be conditionally admitted with evidence that the student is capable of satisfactory performance on the GR during the first semester of enrollment. To be fully admitted, the student must maintain a "B" average with no grade less than a "C" for the first 12 hours.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
OtherChild Maltreatment Training	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.34

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.37

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	Yes
OtherChild Maltreatment Training	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.79

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.72

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

| Total number of students enrolled in 2013-14: | 12 |

Unduplicated number of males enrolled in 2013-14:	3
Unduplicated number of females enrolled in 2013-14:	9

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	9
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	1400
Average number of clock hours required for mentoring/induction support	12
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	23

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	

Academic Major	Number Prepared
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013–14: 15

2012–13: 18

2011–12: 18

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

4

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

- Developed recruitment literature that included mathematics teaching as a rewarding career.

- Conference attendance by candidates and faculty.

- Maintained high academic rigor in classes to build competent candidates.

- Award departmental scholarships to qualified mathematics candidates.

- Provide tutoring positions for candidates.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

- Develop recruiting materials that highlight the demand for qualified math teachers in region.

- Visit high schools and prospective candidates.

- Increase scholarship support.

- Seek release time and financial support for faculty to grow the program.

- Assisting candidates with Praxis II: Content Knowledge preparation through integration of key content and concepts in our Methods course.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

We actually added four candidates, but two ended up changing majors prior to the clinical semester.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at **http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.**

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

No

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

5

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Strategies:

• Present relevant and current professional development for undergrads and graduate level candidates and network within these meetings.

• Attend career fairs.

• Attend local special education supervisor meetings to network with special education leaders in our area.

• Work with parents of children with disabilities in local school settings to promote advocacy.

• Make candidates aware of incentive programs offered by state and local education agencies.

• Support beginning special education teachers in the field.

• Share Internet resources to educate and motivate potential candidates.

• Focusing more on the Praxis II area assessments to ensure candidates have the knowledge to pass the Praxis exam.

• Align all syllabi with state and SPA standards to ensure optimal outcomes for course requirements.

• Offer special education specific scholarships specifically targeted to candidates seeking special education licensure.

• Maintain high standards in our coursework to insure candidates who enter the profession are highly competent.

• Encourage participation in the national Council for Exceptional Children group.

• Begin a university chapter of Chapter for Exceptional children group.

• Maintain the departmental Website and ensure that it presents current information and is easily accessible.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Continue to make potential candidates aware of their licensure options and recruit undergraduate and graduate candidates to both programs now available on campus.

Provide any additional comments, exceptions and explanations below:

Up until this academic reporting year, the EPP has only provided graduate–level preparation for licensure in special education. The Arkansas Department of Education has approved the addition of an initial licensure (bachelor's degree level) and the EPP has responded by adding a K-12 Special Education degree. Additionally, candidates with bachelor's degrees in education may complete a graduate level program of study to add the Special Education endorsement to their licenses.

The graduate level program is nationally recognized by the CEC SPA. Prior to earning national recognition, faculty aligned the program to the most current set of CEC Standards. In addition, the EPP has added a new course in autism, and evening workshops open to undergrad Psychology of the Exceptional Child candidates.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

7

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

117

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Please Note: Although the EPP prepares teachers for an ESL endorsement, we do not prepare teachers for initial certification in English as a Second Language.

In previous years, the EPP has offered an English as a Second Language Summer Academy. Completion of the ESL Academy allowed participants to add the ESL endorsement to their teaching licenses. This grant-funded initiative has been discontinued on this campus. However, the EPP still offers the courses individually for those candidates who wish to add the ESL endorsement to their teaching licenses.

Our primary recruitment strategy is through faculty presentations to education classes and intern orientation seminars highlighting the ESL endorsement

courses/process.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

One of the courses required for the ESL endorsement is required course for the majority of middle level and all elementary undergraduate candidates. This class is used to encourage completion of the remaining three courses needed for the endorsement.

Provide any additional comments, exceptions and explanations below:

We expect the number of candidates adding licensure to decrease significantly as a result of the discontinuation of the ESL Summer Academy.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

50

Provide any additional comments, exceptions and explanations below:

We have set a conservative goal. The 2014-15 candidates are completing their projects from the 2014 Summer Academy.

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

As a result of the discontinuation of the ESL Summer Academy, we anticipate that our total ESL program completers will be made up of undergraduates from this poir on and the number will be significantly lower.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Teachers in the MAT program take several courses in which limited English proficient students, children from low-income families, and rural/urban populations are addressed. Such courses include but are not limited to Advanced Instructional and Management Methods, Psychology of the Exceptional Child, Assessment and Measurement, and Advanced Methods for Instructing Children with Mild/Moderate Disabilities. All four courses address learning needs of all students and encourage teachers to be good advocates for any child in the classroom, including those with disabilities. However, special emphasis may be helpful through workshops or courses designated for in-depth training in specific teaching methods for LEP students and those from low-income families.

Please Note: Although HSU offers a program of study for ESL endorsement, we do not prepare teachers for initial certification in this area.

Section III Assessment Pass Rates

Assessment code - Assessment name	Number	Avg.	Number	Pass

Test Company Group	taking tests	scaled score	passing tests	rate (%)
ETS0135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS0135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0133-ART CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0132-ART CONTENT TRAD CRITIC AESTHETICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0131-ART MAKING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0100-BUSINESS ED Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0042-ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS)	1			

All program completers, 2012-13				
ETS0042-ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0043-ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0043-ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5121-FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5856-HEALTH AND PE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5856-HEALTH AND PE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0234-LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0234-LIFE SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0063-MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0063-MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0065-MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0065-MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5142-MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5142-MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5143-MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	1			

ETS5145-MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5145-MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5144-MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5144-MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0112-MUSIC ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0111-MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0092-PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5095-PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0481-PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0481-PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0481-PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0483-PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0483-PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	10	180	10	100
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	13	180	13	100
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	14	178	14	100
ETS0710-PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	6			
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	10	181	10	100
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	14	181	13	93
ETS0710-PRAXIS I READING	14	179	13	93

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	6			
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	10	177	10	100
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	14	177	13	93
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	14	176	14	100
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0523-PRINC LEARNING AND TEACHING 5-9 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0082-SOCIAL STUDIES ANALYTICAL ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0082-SOCIAL STUDIES ANALYTICAL ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5086-SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS)	1			

All program completers, 2013-14				
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0640-THEATRE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5841-WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5841-WORLD LANGUAGE PEDAGOGY Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	15	14	93
All program completers, 2012-13	18	16	89
All program completers, 2011-12	18	17	94

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

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

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

As part of the two-year program requirements, MAT candidates must demonstrate the use of technology to plan and design learning environments. The degree program requires all candidates to successfully complete graduate level Instructional Technology or Technology and Curriculum. The purpose of these courses is to assist candidates with understanding the role that various forms of electronic and digital technology play in the teaching/learning process and how they can engage these processes in the classroom. Candidates not only learn about using technology, but are expected to demonstrate that knowledge in their presentations and projects. The MAT candidates are expected to practice a wide range of applications and computing devices, demonstrate the use of computing applications to improve productivity and to engage learners in their classrooms, create a curriculum unit that incorporates technology. incorporate hands-on use of the Internet, Web page design, and multimedia software into unit plans. align lessons with state standards and create tools to assess student work, create an electronic portfolio, create technology based curricular material and assessment tools (WebQuests), and take part in distance learning (WIMBA).

All candidates must provide evidence that they are capable of positively affecting student learning. Beginning Spring 2010, graduating MAT candidates must organize

this evidence into a formal "impact on student learning" project which includes a unit of study that includes the administration of a pretest and an aligned post-test.

The assessment data collected by our candidates is analyzed and used by the candidates as evidence of their proficiency to instruct and assess. Database and graphing technology tools are used by students to display their units of study and data. The units of study and electronic portfolios (developed using Tk20) are presented during spring exit interviews. Use of technology is embedded within the exit interview scoring rubric for the research project as well as for the presentation

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

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

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

Teachers in the MAT program take several courses in which limited English proficient students, children from low-income families, and rural/urban populations are addressed. Such courses include but are not limited to Advanced Instructional and Management Methods, Psychology of the Exceptional Child, Assessment and Measurement, and Advanced Methods for Instructing Children with Mild/Moderate Disabilities. All four courses address learning needs of all students and encourage teachers to be good advocates for any child in the classroom, including those with disabilities. However, special emphasis may be helpful through workshops or courses designated for in-depth training in specific teaching methods for LEP students and those from low-income families.

The Advanced Methods of Instructing Students with Mild/Moderate Disabilities is specifically designed to include curriculum development, varied teaching methodologies, program development and teaching strategies appropriate for individuals with disabilities. Examples of other areas that are addressed include material adaptations and modifications, accommodations, collaboration, co-teaching, and task analysis.

Please Note: Although HSU offers a program of study for ESL endorsement, we do not prepare teachers for initial certification in this area.

Does your program prepare special education teachers to:

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

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

Although HSU offers a program of study for ESL endorsement, we do not prepare teachers for initial certification in this area.

Because of changes in licensure at the State Department of Education level, the EPP is now able to offer a P-12 Bachelor's degree in Special Education. This program is new and has no completers to report at this time. However, there are a few candidates who have enrolled in the new program. The EPP continues to offer a program of study at the master's level, as well, to those in-service teachers who wish to add the Special Education teaching endorsement to their existing licenses.

Section VII Contextual Information

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

Recognizing the importance of preparing the highest quality teachers, school leaders, and other school personnel, the university views teacher education as a total institutional responsibility. Teachers College, Henderson (TCH) bears the primary responsibility for teacher education. To be admitted to the Teacher Education Program, undergraduate candidates must successfully complete all parts of the Praxis Core exam, an interview with public school and university professionals, College Algebra or an approved math equivalent, Oral Communication, and Freshman English A and B and have a cumulative grade point average of 2.50 or higher. Additionally, participation in the internship experience requires a 2.50 or higher grade point average in the teaching field and passing scores on the appropriate Praxis II content specialty area exams. Internship completion requires a passing score on the appropriate Praxis II Principles of Learning and Teaching or pedagogy exam and passing an exit interview with public school administrators and HSU faculty, including the presentation of a digital portfolio. TCH is composed of the departments of Advanced Instructional Studies and Educational Leadership; Curriculum and Instruction; Health, Physical Education, Recreation, and Athletic Training; Family and Consumer Sciences; and Counselor Education. The Office of Teacher Education Admissions and Field Experiences, the South Arkansas Math and STEM Science Center, the M.H. Russell Economic Center, the Partnership in Education (PiE), and the Southwest – A Educational Renewal Zone offer support for all aspects of the teacher preparation program. The Department of Curriculum and Instruction offers undergraduate programs leading to teacher licensure. A candidate interested in teaching kindergarten through the sixth grade may choose Elementary Education (P-4). A candidate who wishes to teach in grades 4-8 may choose Middle Level Education and opt for a program of study in two areas: language arts, social studies, mathematics, or science. Additionally, candidates may also opt to complete their degrees in P-12 Special Education, a new program offered through the EPP. A program of study leading to 4-8 and 7-12 licensure in Business Technology is also offered in the department. A candidate wishing to teach at the secondary level (grades 7-12) should contact the academic department in the content area (i.e. English, mathematics

social studies, music, art, physical education) for details concerning teacher education options. Charlotte Danielson's 22 Components of Professional Practice provide the foundation for the performance assessment of all candidates in the initial licensure programs. Danielson's components have been aligned with INTASC and the Arkansas State Licensure Standards for Teachers. Moreover, each program is aligned with the standards of the national specialized professional association where applicable (i.e. NCTM, NCTE, NAEYC, etc.). At the graduate level, TCH offers programs of study in the Department of Advanced Instructional Studies and Educational Leadership that lead to additional licensure in reading, special education, leadership and educational examiner. Graduate faculty have aligned these programs with the appropriate national specialized professional associations, IRA, CEC, and ELCC. Also available is a program that will lead to an endorsement in English as a Second Language. Other programs are designed for licensed teachers who wish to expand their teaching and content knowledge in the areas early childhood education, middle level education, English, mathematics, physical education, or interdisciplinary studies. These programs do not lead to additional licensure. In the Educational Leadership Program, licensed teachers may earn an M.S.E. in Educational Leadership (building-level administrator), a district-level license in Curriculum Program Administrator, and an Educational Specialist degree (district-level administrator) for candidates who hold an M.S.E. in Educational Leadership. The Department of Curriculum and Instruction offers the Master of Arts in Teaching degree. This degree allows qualified candidates who already have a bachelor of arts or a bachelor of science degree in a content area to earn a nontraditional teaching license at the middle or secondary levels. The Department of Health, Physical Education, Recreation and Athletic Training (HPER/AT) offers undergraduate programs leading to a Bachelor of Science in Education (BSE) degree in physical education, wellness, and leisure; a Bachelor of Science degree in Recreation; and a Bachelor of Science degree in Athletic Training (accredited by the Commission on the Accreditation of Athletic Training Education). The BSE in physical education, wellness, and leisure leads to teacher licensure from preschool through grade 8 and/or grades 7 through 12. Licensed teachers may complete a program of study to add a coaching endorsement. The Department of Family and Consumer Sciences offers a Bachelor of Science Degree. Degree options include child care management, dietetics (accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association), fashion merchandising, foods and nutrition, and education. Candidates who wish to earn a license to teach in grades 7-12 choose the education option. The Department of Counselor Education offers at Master of Science in Education for school counselors and a Master of Science in Clinical Mental Health Counseling. Candidates for the MSE in School Counseling may qualify as counselors in the P-8 and/or 7-12 settings. The Department is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Please Note: Although HSU a program of study for ESL endorsement, we do not prepare teachers for initial certification in this area.

Supporting Files

Complete Report Card

AY 2013-14

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