Name of Institution: Williams Baptist College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Arkansas
Address: 60 W. Fulbright Ave
Walnut Ridge, AR 72476
Contact Name: Dr. Brad Baine
Phone: 870-59-1197
Email: borraine@wheelcol.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

<table>
<thead>
<tr>
<th>Element</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>Fee Payment</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Experience in a classroom or working with children</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Minimum number of course credits, semester hours completed</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>Minimum high school GPA</td>
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<td>NA</td>
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<tr>
<td>Minimum undergraduate GPA</td>
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<td>NA</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
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<td>Minimum GPA in professional education coursework</td>
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<td>NA</td>
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<tr>
<td>Minimum ACT score</td>
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<td>NA</td>
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<td>Accepted</td>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Minimum SAT score</td>
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<td>NA</td>
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<tr>
<td>Minimum GRE score</td>
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<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>NA</td>
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<tr>
<td>Subject area academic content test or other subject matter verification</td>
<td>Yes</td>
<td>NA</td>
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<tr>
<td>Minimum Miller Analogies test score</td>
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<td>NA</td>
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<td>Recommendations</td>
<td>Yes</td>
<td>NA</td>
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<td>Essay or personal statement</td>
<td>Yes</td>
<td>NA</td>
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<td>Interview</td>
<td>Yes</td>
<td>NA</td>
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<td>Resume</td>
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<td>Bachelor's degree or higher</td>
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<td>Job offer from school district</td>
<td>No</td>
<td>NA</td>
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<td>Personality test (e.g., Myers-Briggs Assessment)</td>
<td>No</td>
<td>NA</td>
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<tr>
<td>Other (specify: Professional Portfolio is required)</td>
<td>Yes</td>
<td>NA</td>
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</table>

Provide a link to your website where additional information about admissions requirements can be found:


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

- Other: minimum 25 semester hours and prior to enrollment in "block" courses

Does your initial teacher certification program conditionally admit students? No

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

Subject matter verification is demonstrated by a minimum required grade in certain courses.

The essay or personal statement is presented through an autobiographical sketch, which includes reasons for choosing teaching as a profession, as well as discussing goals and expectations for life and education.

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.

<table>
<thead>
<tr>
<th>2009-10</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students enrolled in 2009-10:</td>
<td>41</td>
</tr>
<tr>
<td>Unduplicated number of males enrolled in 2009-10:</td>
<td>14</td>
</tr>
<tr>
<td>Unduplicated number of females enrolled in 2009-10:</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>0</td>
</tr>
<tr>
<td>Latino of any race</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Number enrolled</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
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<tr>
<td>Asian</td>
<td>0</td>
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<tr>
<td>Black or African American</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>41</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
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</table>
Provide the following information about supervised clinical experience in 2009-10.

- Average number of clock hours required prior to student teaching: 285
- Average number of clock hours required for student teaching: 640
- Number of full-time equivalent faculty in supervised clinical experience during this academic year: 4
- Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year: 2
- Number of PreK-12 staff: 2
- Number of students in supervised clinical experience during this academic year: 22

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

The number of clock hours required for student teaching is calculated on a 40-hr work week for 16 weeks.

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

<table>
<thead>
<tr>
<th>Academic major</th>
<th>Number prepared</th>
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<tbody>
<tr>
<td>Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Mid-Level Language, Lit. &amp; Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>Mid-Level Math &amp; Science</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Secondary English</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Social Studies</td>
<td>1</td>
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<tr>
<td>TOTAL</td>
<td>19</td>
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<table>
<thead>
<tr>
<th>Subject area</th>
<th>Number prepared</th>
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<td>Health &amp; Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Mid-Level Language, Literature, &amp; Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>Mid-Level Math &amp; Science</td>
<td>3</td>
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<tr>
<td>Music</td>
<td>2</td>
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<tr>
<td>Secondary English</td>
<td>1</td>
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<tr>
<td>Secondary English</td>
<td>1</td>
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<tr>
<td>TOTAL</td>
<td>22</td>
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</tbody>
</table>

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

- 2009-10: 41
- 2008-09: 16
- 2007-08: 17
Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

<table>
<thead>
<tr>
<th>Teacher shortage area</th>
<th>Goal for increasing prospective teachers trained</th>
</tr>
</thead>
</table>
| Mathematics           | **Academic year**: 2009-10  
|                       | **Goal**: Increase interest in Math  
|                       | **Goal met?**: Yes  
|                       | **Description of strategies used to achieve goal:**  
|                       | The Williams Teacher Education Program (WTEP) will examine the Praxis I scores of all teacher education majors and encourage students who score highly on the Math section to pursue a Middle Level Math and Science degree.  
|                       | Invite local school administrators to speak to Williams Teacher Education Program candidates and share the need for Math teachers in today's schools.  
|                       | Investigate scholarships and incentives for students pursuing a Mathematics education degree.  
|                       | **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**  
|                       | Once each semester, analyze the results of the Math section on Praxis I.  
|                       | Ask a Superintendent from one school in every county in Northeast Arkansas to come and speak on the need for teachers in Mathematics.  |
| Science               | **Academic year**: 2009-10  
|                       | **Goal**: Increase Science Teachers  
|                       | **Goal met?**: Yes  
|                       | **Description of strategies used to achieve goal:**  
|                       | The WTEP will examine the ACT or SAT scores of all teacher education majors and encourage students who score highly on the Science section to pursue a Middle Level Math and Science degree.  
|                       | Invite local school administrators to speak to Williams Teacher Education Program candidates and share the need for science teachers in today's schools.  
|                       | Investigate scholarships and incentives for students pursuing a Middle Level education degree.  
|                       | **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**  
|                       | Once each semester, analyze the results of the science section on the ACT or SAT for each student enrolled in education classes at Williams.  
|                       | Ask a Superintendent from one school in every county in Northeast Arkansas to come and speak on the need for Science teachers in this area.  |
| Special education      | **Academic year**: 2009-10  
|                       | **Goal**: NA  
|                       | **Goal met?**
Description of strategies used to achieve goal:
NA

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
NA

Instruction of limited English proficient students Academic year: 2009-10
Goal: NA
Goal met? NA

Description of strategies used to achieve goal:
NA

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
NA

Teacher preparation for the CCSS Academic year: 2009-10
Goal: Implement CCSS to courses
Goal met? No

Description of strategies used to achieve goal:
In the Fall 2011, the Williams Teacher Education Program will implement the State Adopted Common Core State Standards into the Education courses for Pre-Service teachers. The faculty of the Williams Teacher Education Program have developed and received extensive training in various areas of content on how to teach the Common Core State Standards to the primary and secondary level learners. This new content and pedagogy practices will be infused into the current methods and content classes for all Williams Teacher Education Preparation courses.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Ensure all faculty members who teach a content course in the education department has vast knowledge of the Common Core State Standards. Provide information to faculty members on available trainings and opportunities to learn the best practices of implementing the Common Core State Standards into all subjects for primary and secondary teachers.

Provide any additional comments, exceptions and explanations below:

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA
General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:
The Chair of the Education Department is in constant contact with local school administrators about the needs for quality educators at each school. Starting in the Spring of 2011, each Superintendent in Northeast Arkansas will be given a survey to assess the competency of the William Teacher Education Program graduates.

The William Teacher Education Program collaborates and consults with the local education agencies to stay abreast and implement current strategies and curriculum in the local schools in Northeast Arkansas. Furthermore, faculty members from the Williams Teacher Education Program are continually attending training and workshops held by the Arkansas Department of Education so be well versed in the most recent education trends and practices.

Every student in the William Teacher Education Program is required to take a course that educates pre-service teachers how to teach students with special needs.

Each respective education department requires students take a method course that prepares pre-service teachers to teach students with diverse backgrounds and needs.

<table>
<thead>
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<th>Assessment code - Assessment name</th>
<th>Number taking tests</th>
<th>Avg. scaled score</th>
<th>Number passing tests (%)</th>
<th>State Average pass rate (%)</th>
<th>State Average scaled score</th>
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</thead>
<tbody>
<tr>
<td>ETS0113 - ART CONTENT KNOWLEDGE</td>
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<tr>
<td>Educational Testing Service (ETS)</td>
<td>All enrolled students who have completed all nonclinical courses</td>
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<td>Educational Testing Service (ETS)</td>
<td>All program completers, 2008-09</td>
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<tr>
<td>ETS0132 - ART CONTENT TRAD CRITIC</td>
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<td>AESTHETICS</td>
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<td>All enrolled students who have completed all nonclinical courses</td>
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<tr>
<td>All program completers, 2008-09</td>
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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
NCATE

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

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
Provide a description of how your program 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 how your program 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.

All students in the Williams Teacher Education Program are required to take a course that teaches students how to use and implement technology into the 21st Century classroom. Pre-service teachers are required to exhibit technology competencies, such as how to use Smart boards, document cameras, flip cameras, inter write boards, wikis, blogs, avatars, wikis, etc. in one of their education courses. Each student is required to successfully earn a "C" or higher in a course that teaches teachers how to use technology to effectively collect, manage, and analyze data. For a class assignment, students are required to take the analyzed data and develop strategies to improve the learning environment and academic achievement for at-risk students. In each department of the Williams Teacher Education Program, a methods course is taught that equips students with the knowledge base and practical strategies of how to use universal design for the 21st Century learner. Students are taught how to identify students' holistic needs and address those needs by utilizing the available resources at their immediate exposure for the betterment of all learners in a given classroom.

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 how your program 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.

Faculty members with extensive experience in teaching special needs students instruct the courses that teach Williams Teacher Education Program students how to teach students with disabilities effectively. Course requirements for the Williams Teacher Education Program require students to have a thorough understanding of the format of an individualized education program and the process of developing the program. Furthermore, students are required to have a firm knowledge base pertaining to the legislation of educating students with disabilities. Faculty members at Williams provide students with multiple strategies to implement and utilize for the classroom to be a legal environment and conducive for special needs students. For effectively teaching students who have a limited English proficiency, the faculty at Williams teach students how to modify their lessons and utilize language resources to foster a positive learning environment for all learners.

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 how your program 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.

NA

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.

Williams Baptist College
Traditional Program

Title II. Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)