

FEDERAL TITLE II SURVEY

Annual Report for College and University Teacher Preparation Programs

Academic Year 2002-2003

Deadline: April 7, 2004

Return 2 signed copies and 1 disk or email copy to:

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Institution name:		University of Central Arkansas			
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Section I. Pass Rates

This section is provided directly to the Department of Education by Educational Testing Services (ETS).

Section II. Program, Enrollment, and Faculty Information

A. Program Information (Check or fill-in all that apply.)

1. Which of the following teacher preparation programs, leading to initial teaching license, is/are offered by the institution?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Bachelor's, Traditional | <input type="checkbox"/> M.Ed., Traditional |
| <input type="checkbox"/> M.A.T., Traditional | <input type="checkbox"/> M.Ed., Non-traditional |
| <input type="checkbox"/> M.A.T., Non-traditional | <input type="checkbox"/> Ed. Specialist |
| <input type="checkbox"/> Other (explain) | |

2. What is the minimum college GPA required for formal admittance to the program? or NA	2.50
3. What is the number of contact hours per week required of student participation in supervised student teaching? <i>(in hours)</i>	40
4. What is the number of weeks of supervised student teaching required? <i>(in weeks)</i>	15
5. What is the total number of contact hours required? (Multiply A3 x A4) <i>(in hours)</i>	600
B. Student Information	
1. Specify the total number of students enrolled in the initial teacher preparation program during academic year 2002-2003 (all areas of specialization).	346
2. How many of those enrolled in 2002-2003 were Graduate Students ?	0
3. How many students participated in programs of supervised student teaching during academic year 2002-2003?	107
4. Specify the number of students who completed the initial teacher preparation program during academic year 2002-2003 . Include all areas of specialization. This number should match number of completers reported from ETS in Section I. Pass Rates .	94
5. Please specify the number of students currently enrolled in the initial teacher preparation program.	329
6. What is/was the average college GPA for all students in the program ? (most recent semester)	3.358
C. Supervising Faculty Information	
For this data collection, supervising faculty are persons the institution regards as having faculty status and who were assigned to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program for 2002-2003 .	
1. What was the number of full-time faculty in professional education? These are individuals who work full-time in a school, college, or department of education, AND spend at least part of the time in supervision of teacher preparation students.	9
2. What was the number of part-time faculty in professional education, who were full-time in the institution? These were full-time faculty members in the institution who were also supervising or teaching in the teacher preparation program.	14
3. What was the number of part-time faculty in professional education who were not otherwise employed by the institution? These may be part-time university faculty, or schoolteachers who supervised prospective teachers. NOTE: Do not include cooperating schoolteachers who simply receive a stipend for supervising a student teacher. This category is intended to reflect the growing trend among institutions of higher education to appoint P-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.	7
4. What was the total number of supervising faculty for the teacher preparation program during academic year 2002-2003? (Add C1 + C2 + C3)	23

5. What was the Student Teacher : Faculty ratio? (Divide the total in B3 by the total in C4 .)	4.65 : 1	
6. How many of the supervising faculty have a current teaching license?	12	
D. Approval / Accreditation		
	YES	NO
1. As of 4/7/04, is the teacher preparation program approved by the state?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. As of 4/7/04, is the teacher preparation program accredited by NCATE?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. As of 4/7/04, is the teacher preparation program designated low-performing by the state (per section 208(a) of HEA of 1998)? (See State Plan for definition of low-performing programs.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E. Entry and Completion exam requirements		
	YES	NO
Praxis I		
1. Is passing Praxis I (or equivalent) required for <u>entry</u> into the teacher preparation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If an equivalent is utilized (e.g., GRE) please explain here. <input type="text"/>		
Praxis II Content Area		
2. Is passing the Praxis II Content Area exam(s) required for <u>entry</u> into either the institution's teacher preparation program, or the student teacher experience ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Check one if applicable. Required for: entry to program <input type="checkbox"/> entry to student teaching x <input type="checkbox"/>		
3. Is passing the Praxis II Content Area exam(s) required for <u>completion</u> of the teacher preparation program? (If you answer YES to #2, answer YES to #3 by default.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Principles of Learning and Teaching (PLT), Professional Knowledge (PK), or Content Pedagogy		
4. Is passing the Praxis II PLT, PK, or Content Pedagogy exam required for <u>entry</u> into either the institution's teacher preparation program, or the student teacher experience ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Check one if applicable. Required for: entry to program <input type="checkbox"/> entry to student teaching <input type="checkbox"/>		
5. Is passing the Praxis II PLT, PK, or Content Pedagogy exam required for <u>completion</u> of the teacher preparation program? (If you answer YES to #4, answer YES to #5 by default.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section III. Contextual Information

You may provide contextual information that further describes your program(s). You may use this form, or submit under separate cover (a maximum of three pages, single-spaced, 12-pt font).

A. Overview of Institution

Along with the institution overview, you may include demographic data on students (e.g., total student population, numbers by gender, numbers of residents v. nonresidents, etc.).

The University of Central Arkansas takes pride in its history, a history that includes teacher education as a primary role. Created in 1907 by the Arkansas General Assembly, the Arkansas State Normal School's mission was to prepare teachers for the state, a fact emphasized by its location in the geographical center of Arkansas. While the role of UCA has become comprehensive since its creation in 1907, our current president, Mr. Lu Hardin, has emphasized a return to our original mission; preparation of highly qualified teachers for the children of Arkansas and the nation. While UCA has prepared many of Arkansas's teachers, with much of the preparation done through years of diminishing budgets, President Hardin has committed resources necessary to keep UCA a premier Arkansas teacher preparation program. With the new federal legislation, No Child Left Behind, and the expectations of the citizens of our state, UCA and the College of Education are committed to the high standards of teacher preparation, effective partnerships with P-12 schools, and the continued high expectations for learning of all children. Evidence of this commitment to quality preparation is the longstanding accreditation by the Higher Learning Commission and a member of the North Central Association of Schools and Colleges (NCA) and national accreditation by the National Council for Accreditation of Teacher Education (NCATE).

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

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

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

B. Overview of Education Program

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

The UCA College of Education uses the Teacher Performance Outcomes Assessment (TPOA) to assess candidate performance on assignments, portfolios, and field experiences throughout the program. This instrument incorporates institutional, state, and professional standards and the Arkansas Mentoring Model based on the Pathwise Observation System. Candidates are required to successfully complete the Praxis II Subject Area Assessment prior to admission into Level II of the program. Candidates are required to complete the Praxis II Principles of Learning and Teaching or the applicable Praxis II Subject Pedagogy exams to exit Level II. Licensure recommendations are based upon the successful completion of the program, degree, and licensure examinations.

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

C. Special Characteristics

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

The University of Central Arkansas is a major contributor to the qualified teaching and administrative staffs of Arkansas and other states. Arkansas school districts as well as most states in the south and southeast routinely recruit UCA professional education graduates. Since January 1994, the UCA College of Education has recommended 2,326 program completers for initial teacher licensure in Arkansas. UCA graduates who choose to seek teaching or administrative positions in other states seek the UCA College of Education recommendation for the out of state license. In the past ten years, 606 graduates of UCA (inclusive of all graduation years) have been recommended for licensure in another state. Records indicate that 59.2% of the recommendations requested were for Tennessee, Missouri, Kansas, Illinois, Alabama, Virginia, Colorado, Alaska, and Washington. UCA graduates have, in the past ten years, sought licensure in 32 states. Based on the data above, the University of Central Arkansas's commitment to the preparation of highly qualified teachers is being recognized throughout the region and nation.

Section IV. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

Ken Vaughn

Name of responsible institutional **report officer**

Director of Admissions and Licensure

Title

(Signature)

Jane McHaney

Name of **Dean of College of Education**

Dean

Title

(Signature)

Lu Hardin

Name of **President/Chief Executive** (or designee)

President

Title

(Signature)