

FEDERAL TITLE II SURVEY

Annual Report for College and University Teacher Preparation Programs

Academic Year 2005-2006

Deadline: April 7, 2007

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

Evelyn Hodge
Office of Teacher Quality
Arkansas Department of Education
501 Woodlane, Suite 220-C
Little Rock, AR 72201

Questions? Call Evelyn Hodge, 501.683-3162

Institution name:	University of Central Arkansas				
Respondent (Title II contact person) Name: Mr. Ken Vaughn Title: Director of Admissions and Licensure			College of Education Dean (or equivalent) Name: Dr. Larry Robinson Title: Dean		
Address: 201 Donaghey, Mashburn 230			Address: 201 Donaghey, Mashburn 100		
City: Conway	State: AR	Zip: 72035	City: Conway	State: AR	Zip: 72035
Phone number: 501-450-3131			501-450-5401		
501-450-5609			501-450-5358		
E-mail address: kenv@uca.edu			lrobinson@uca.edu		

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?

Bachelor's, Traditional

M.Ed.

M.A.T.

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 2005-2006 (all areas of specialization).	631
2. How many of those enrolled in 2005-2006 were Graduate Students ?	0
3. How many students participated in programs of supervised student teaching during academic year 2005-2006?	170
4. Specify the number of students who completed the initial teacher preparation program during academic year 2005-2006 . Include all areas of specialization. This number should match number of completers reported from ETS in Section I. Pass Rates .	155
5. Please specify the number of students currently enrolled in the initial teacher preparation program.	536
6. What is/was the average college GPA for all students in the program ? (most recent semester)	3.37
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 2005-2006 .	
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.	8
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.	12
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.	8
4. What was the total number of supervising faculty for the teacher preparation program during academic year 2005-2006? (Add C1 + C2 + C3)	28

5. What was the Student Teacher: Faculty ratio? (Divide the total in B3 by the total in C4 .)	6.07	
6. How many of the supervising faculty have a current teaching license?	19	
D. Approval / Accreditation		
	<u>YES</u>	<u>NO</u>
1. As of 4/7/07, is the teacher preparation program approved by the state?	X	<input type="checkbox"/>
2. As of 4/7/07, is the teacher preparation program accredited by NCATE?	X	<input type="checkbox"/>
3. As of 4/7/07, 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"/>	X
E. Entry and Completion exam requirements		
	<u>YES</u>	<u>NO</u>
Praxis I		
1. Is passing Praxis I (or equivalent) required for <u>entry</u> into the teacher preparation program? If an equivalent is utilized (e.g., GRE) please explain here.	X	<input type="checkbox"/>
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 ? Check one if applicable. Required for: entry to program <input type="checkbox"/> entry to student teaching <input type="checkbox"/>	<input type="checkbox"/>	X
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.)	X	<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 ? Check one if applicable. Required for: entry to program <input type="checkbox"/> entry to student teaching <input type="checkbox"/>	<input type="checkbox"/>	X
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.)	X	<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 is celebrating its centennial year. 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. In recent years, UCA has experienced tremendous growth and in fall 2006 had a record enrollment surpassing 12,000 students. Almost 1100 of these enrolled met admission requirements to undergraduate and graduate studies in education. Graduate program enrollment in the College of Education increased 34% from fall 2005 to fall 2006. While the role of UCA has become comprehensive since its creation in 1907, a return to our original mission; the preparation of highly qualified teachers for the children of Arkansas and the nation, has received greater emphasis. President Lu Hardin has committed resources necessary to keep UCA a premier Arkansas teacher preparation program. Resources have been dedicated for continued development of teachers by offering Presidential Fellowships for teachers seeking master's degrees and Presidential Incentive Graduate Courses for teachers to enhance their knowledge and skills through graduate study. With federal initiatives such as 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 by 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) since 1953.

The University of Central Arkansas is also committed to maintaining its leadership role in the state by providing quality programs for those it serves. Because of the ever changing landscape of education, those leading our schools must be prepared in use of the most contemporary methods to ensure effective schools. In 2007, Dr. Larry Robinson, Dean of the College of Education at the University of Central Arkansas, created the UCA Leadership Initiative. The Leadership Initiative encourages our partner P-12 school leaders to identify faculty within their schools who demonstrate potential as school leaders in curriculum, counseling, or administration. Each year, for the next three years, up to eight identified individuals from each of these districts will receive six semester hours of graduate study that emphasize contemporary practices in their chosen area of study. 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.

In fall 2006, under the leadership of Dean Larry Robinson, the University of Central Arkansas College of Education initiated a Master of Arts in Teaching Program. This degree is designed for individuals holding bachelor's degrees and who have demonstrated appropriate content knowledge, into a program of study focusing on current pedagogical techniques. This program was developed to allow qualified individuals from other professions the ability to access appropriate preparation and teach in the PK-12 schools of Arkansas. The program will contribute positively to the diversity of the teaching population and the need for additional teachers in

shortage areas such as science and mathematics.

B. Overview of Education Program

As part of the program overview, you can include: i) admission requirements, ii) a list of program areas offered and the number of students formally enrolled in each, iii) a brief description of each program (reflective of standards-based instruction), iv) a description of the credentials of the General Education and College of Education faculty.

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 monitored 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. Candidates who hold a bachelor's degree and who are seeking admission in to the Master of Arts in Teaching (M.A.T.) Program, must have minimum UCA established scores on the Praxis I or the minimum scores on the Graduate Record Examination (as determined by the Arkansas Department of Education).

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. Undergraduate teacher education candidates are required to take the Praxis II Subject Area Assessment prior to admission into Level II of the program. M.A.T. candidates must also complete the Praxis II subject area assessment for their area of licensure prior to full admission into the M.A.T. Program. All 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 or completion of the M.A.T. Degree. 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 to be reflective decision-makers. Teacher candidates, 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

In this section you can include special program characteristics and/or particular accomplishments of your graduates or your faculty, e.g., Awards, National Board Certifications, Recognitions, advanced degrees achieved, etc.

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 have an average ACT score of 23.7 and a 3.18 average GPA (based upon a minimum of 45 hours of college credit). Candidates entering Internship II since spring 1999 have had an average major GPA of 3.38.

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 approximately 2,700 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. Since September 1994, 668 graduates of UCA (inclusive of all graduation years) have been recommended for licensure in another state. In 2006, UCA recommended 36 graduates for out-of-state licensure. Since 1994, fifty percent of the out-of-state recommendations were for licensure in Illinois, Tennessee, Kansas and Missouri. In this same time period, UCA graduates have been recommended for licensure in more than thirty different 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.

Mr. Ken Vaughn

Name of responsible institutional **report officer**

Director of Admissions and Licensure

Title

(Signature)

Dr. Larry Robinson

Name of **Dean of College of Education**

Dean, College of Education

Title

(Signature)

President Lu Hardin

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

President

Title

(Signature)