

FEDERAL TITLE II SURVEY

Annual Report for College and University Teacher Preparation Programs

Academic Year 2001-2002

Deadline: April 7, 2003

Return 2 signed copies, 1 disk or email copy, and your most recent AACTE report to:

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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 minimum ACT score required for formal admittance to the program? or NA	NA
4. What is the minimum SAT score required for formal admittance to the program? or NA	NA
5. What is the number of contact hours per week required of student participation in supervised student teaching? <i>(in hours)</i>	40
6. What is the number of weeks of supervised student teaching required? <i>(in weeks)</i>	16
7. What is the total number of contact hours required? (Multiply A5 x A6) <i>(in hours)</i>	640
B. Student Information	
1. Please specify the total number of students formally admitted to the initial teacher preparation program during academic year 2001-2002 (all areas of specialization).	171
2. How many of those admitted in 2001-2002 were admitted as Juniors ?	NA
3. How many of those admitted in 2001-2002 were admitted as Seniors ?	NA
4. How many of those admitted in 2001-2002 were admitted as Graduate Students ?	NA
5. What is/was the average college GPA for all students in the program ? (most recent semester)	3.327
6. Please specify the number of students currently active in the initial teacher preparation program.	313
7. How many students participated in programs of supervised student teaching during academic year 2001-2002?	205
8. Please specify the number of students who completed the initial teacher preparation program during academic year 2001-2002. Include all areas of specialization.	175
9. Of the number who completed the program by the end of 2001-2002, how many had entered the program during academic year 2000-2001?	81
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 2001-2002 .	
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.	6	
4. What was the total number of supervising faculty for the teacher preparation program during academic year 2001-2002? (Add C1 + C2 + C3)	26	
5. What was the Student/faculty ratio? (Divide the total in B7 by the total in C4.)	7.8	
6. How many of the supervising faculty have a current Arkansas teaching license?	13	
7. How many of the supervising faculty have a current teaching license from any state?	6	
8. How many of the supervising faculty have had a license and have let it expire?	9	
D. Approval / Accreditation		
	<u>YES</u>	<u>NO</u>
1. As of 4/7/03, is the teacher preparation program approved by the state?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. As of 4/7/03, is the teacher preparation program accredited by NCATE?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. As of 4/7/03, is the teacher preparation program designated as low-performing by the state (per section 208(a) of the 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		
Praxis I		
	<u>YES</u>	<u>NO</u>
1. Is passing the Praxis I exams required for <u>entry</u> into the teacher preparation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Is passing the Praxis I exams required for <u>completion</u> of the teacher preparation program? (If you answer YES to #1, answer YES to #2 by default.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Praxis II Content Area		
3. Is passing the Praxis II Content Area exam(s) required for <u>entry</u> into the institution's teacher preparation program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Is passing the Praxis II Content Area exam(s) required for <u>completion</u> of the teacher preparation program? (If you answer YES to #3, answer YES to #4 by default.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Principles of Learning and Teaching (PLT), Professional Knowledge (PK), or Content Pedagogy		
5. Is passing the Praxis II PLT, PK, or Content Pedagogy exam required for <u>entry</u> into the institution's teacher preparation program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. 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 #5, answer YES to #6 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 attach information to this questionnaire, 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 (UCA) 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. First classes were held in 1908 with 107 students. As the school grew, so did its purpose, and three additional name changes reflect this reorganization—Arkansas State Teachers College in 1925, State College of Arkansas in 1967, and the University of Central Arkansas in 1975.

Although the University of Central Arkansas has developed into a multipurpose institution, its role in teacher education has in no way been diminished. There remains a strong commitment to teacher education, to specialized preparation of educational professionals, and to providing service to schools throughout the state. The University is recognized regionally and nationally as providing leading educational preparatory programs in the area. The University of Central Arkansas prepares individuals for professional school roles at the bachelor's, master's, specialist, and doctoral level.

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 awaiting them, UCA is upholding its traditions while affirming expectations for its future. Professional education programs at the University of Central Arkansas incorporate nationally recognized performance-based standards and are approved by the Arkansas Department of Education and accredited by the North Central Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education.

In fall 2002, the University of Central Arkansas had a total undergraduate enrollment of 7,663. Of this total, 40.6% (3113) of the undergraduate students were male and 59.4% (4,550) were female. During this same time period, UCA had 890 graduate students enrolled. Of the total number enrolled in graduate studies, 25.3% (225) were male and 74.7% (665) were female. In fall 2002, 21.4% of all undergraduate students were classified as minority. In 2000-2001, UCA enrolled students represented each county in Arkansas. Additionally, UCA enrolled undergraduate students from 36 states, graduate students from 21 states, and foreign students representing 53 countries.

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.

The purpose of the education 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.

Candidates are admitted and retained in the professional education program based upon their demonstration of a high level of effectiveness 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 (required by the Arkansas Department of Education) as one assessment for basic skills in reading, writing, and mathematics. The score required for admission to the teacher education program is 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. Upon admission, candidates are assigned mentors from their academic department. These mentors monitor candidate progress and play a significant role in preparing the candidate for exit from the program. 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 full-time capstone experience.

Candidates who are admitted into the teacher education program are assessed on established performance standards. 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 content area examination 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 pedagogy exams to exit Level II. Licensure recommendations are based upon the successful completion of the program, degree, and licensure examinations.

Approximately 78% of the full-time faculty holds a doctoral degree and 22% hold a master's degree as their terminal degree. Of the full-time faculty in fall 2001 (407 total), 9% were classified as Lecturer, 22.4% as Instructor, 25.3% as Assistant Professor, 23.6% as Associate Professor, and 19.7% as Professor. Evaluation of both student outcomes and of programs as a whole entails significant faculty involvement in the Professional Education Unit. Faculty develop, review, approve, and implement assessment plans with formal participation by faculty committees at the department, college, and university levels.

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 is a major contributor to the qualified teaching and administrative staffs of Arkansas and other states. Arkansas school districts as well as those in Texas, Louisiana, Tennessee, Missouri, Florida, and Mississippi routinely recruit University of Central Arkansas professional education graduates.

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. Three successful examples of this effort are the Teachers of 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.

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.

Name of responsible institutional **report officer**

Title

(Signature)

Name of **Dean of College of Education**

Title

(Signature)

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

Title

(Signature)