

FEDERAL TITLE II SURVEY

Annual Report for College and University Teacher Preparation Programs

Academic Year 2000-2001

Institution name:

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,

Section III. Contextual Information

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, writing samples, academic performance, and standardized examination scores are used in the admission process (Level I of the program). 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 successfully complete the Praxis II Principles of Learning and Teaching and applicable Praxis II pedagogy exams to exit Level II. Licensure recommendations are based upon the successful completion of the program, degree, and licensure examinations.

The faculty of the University of Central Arkansas has terminal degrees that were consistently earned from accredited institutions. Of the full-time instructional faculty and staff, approximately 78% hold a doctoral degree; 28% hold a master's degree as their terminal degree. Evaluation of both student outcomes and of programs as a whole entails significant faculty involvement. Faculty develop, review, approve, and implement assessment plans

C. Special Characteristics

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. Jane Mchaney

Name of **Dean of College of Education**

Dean, College Of Education

Title

(Signature)

Dr. John Smith

Name of