## FEDERAL TITLE II SURVEY

# **Annual Report for College and University Teacher Preparation Programs**

### Academic Year 2003-2004

Deadline: April 7, 2005

Return 2 signed hard copies and 1 disk or

Institution name: University of Central Arkansas						
Respondent (Title II contact person)			College of Education Dean (or equivalent)			
Name: Ken Vaughn			Name: Dr. David Skotko			
Title: Director of Admissions and Licensure			Title: Interim Dean			
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Section 1. 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.)			
Which of the following teacher preparation programs, leading to institution?	nitial teaching license, is/are offered by the		
Bachelor's, Traditional	M.Ed., Traditional		
☐ M.A.T., Traditional	M.Ed., Non-traditional		
☐ M.A.T., Non-traditional ☐ Ed. Specialist			
Other (explain)			

2. What is the minimum college GPA required for formal admittance to the program	m? or NA	2.50
3. What is the number of contact hours per week required of student participation i student teaching?	n supervised (in hours)	40
4. What is the number of weeks of supervised student teaching required?	(in weeks)	15
5. What is the total number of contact hours required? (Multiply A3 x A4)	(in hours)	600
B. Student Information	accusam dumin a	
<ol> <li>Specify the total number of students enrolled in the initial teacher preparation pr academic year 2003-2004 (all areas of specialization).</li> </ol>	ogram <b>during</b>	480
2. How many of those enrolled in 2003-2004 were <b>Graduate Students</b> ?		0

3. How many students participated in programs of supervised **student teaching** during academic year 2003-2004?

5. What was the Student Teacher: Faculty ratio? ( <b>Divide</b> the total in <b>B3 by</b> the total in <b>C4</b> .)	5.46
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6. How many of the supervising faculty have a current teaching license?

#### **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.).

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 accreditatiohe ro Tw[qmbnationalCouncils forAf]TJ1835 0 TD0.0001 Tc[ccreditatien ofTteacher Education (Integrals of took in the longstanding accreditation of the North Central Association of Schools and Colleges (NCA) and national accreditation of Tu-0.0003 Tw\(\frac{1}{2}\) vereas. Bya

The University of Central Arkansas takes pride in its history, a history that includes teacher

#### **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.

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 take 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.

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)
Dr. David Skotko, Ph.D  Name of Dean of College of Education
Interim Dean Title
(Signature)
President Lu Hardin Name of President/Chief Executive (or designee)
President Title
(Signature)

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms

**Section IV. Certification**