

FEDERAL TITLE II SURVEY

Annual Report for College and University Teacher Preparation Programs

for Academic Year 2006-2007

Deadline: April 7, 2008

Return two (2) signed hard copies and one (1) electronic copy to:

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Questions? Call Evelyn Hodge, 501.683-3162

Education Dean (or equivalent)

Patty Phelps

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Educational Testing Services (ETS).

Information

teaching license, is/are offered by the

M.Ed.

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 2006-2007 (all areas of specialization).	678
2. How many of those enrolled in 2006-2007 were Graduate Students ?	116
3. How many students participated in programs of supervised student teaching during academic year 2006-2007?	201
4. Specify the number of students who completed the initial teacher preparation program during academic year 2006-2007 . Include all areas of specialization. This number should match number of completers reported from ETS in Section I. Pass Rates .	193
5. Please specify the number of students currently enrolled in the initial teacher preparation program.	707
6. What is/was the average college GPA for all students in the program ? (most recent semester)	3.376

C. Supervising Faculty Information

For this data collection, **supervising faculty** are persons the institution regards as having faculty status **and**

5. What was the Student Teacher: Faculty ratio? (Divide the total in B3 by the total in C4 .)	5.29	
6. How many of the supervising faculty have a current teaching license?	28	
D. Approval / Accreditation		
	<u>YES</u>	<u>NO</u>
1. As of 4/7/08, is the teacher preparation program approved by the state?	X	<input type="checkbox"/>
2. As of 4/7/08, is the teacher preparation program accredited by NCATE?	X	<input type="checkbox"/>
3. As of 4/7/08, 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?	X	<input type="checkbox"/>
If an equivalent is utilized (e.g., GRE) please explain here. Graduate Master of Arts in Teaching students may use the state minimum scores on the GRE, in lieu of the Praxis I, for admission into this program.		
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 type="checkbox"/>	X
Check one if applicable. Required for: entry to program <input type="checkbox"/> OR entry to student teaching <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.)	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 ?	<input type="checkbox"/>	X
Check one if applicable. Required for: entry to program <input type="checkbox"/> OR entry to student teaching <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 was 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 2007 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 17% from fall 2006 to fall 2007. 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 N55.-Schooeal 0s .cp

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 into 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

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 3.39.

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 2,900 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, 721 graduates of UCA (inclusive of all graduation years) have been recommended for licensure in another state. In 2006, UCA recommended 43 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 34 states and the District of Columbia. 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.

Two fulltime faculty and three adjunct faculty members in the UCA College of Education hold National Board of Professional Teaching Standards certification. Additionally, one adjunct faculty member received a Milken Award this past fall. The UCA College of Education also hosts support groups for those teachers seeking National Board of Professional Teaching Standards certification.

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. Patty Phelps

Name of **College of Education Dean**

Interim Dean

Title

(Signature)

President Lu Hardin

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

President

Title

(Signature)