

FEDERAL TITLE II SURVEY

Annual Report for College and University Teacher Preparation Programs

for Academic Year 2007-2008

Deadline: April 7, 2009

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

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Section I. Pass Rates

This section is provided directly to the Department of Education by Educational Testing Services (ETS).

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)

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

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 the 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 differ

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. An example of this effort is participation in the Minority Teacher Scholars Program through which minority students at the junior and senior level are provided financial support. The UCA College of Education is committed to the recruitment and preparation of intelligent men and women for schools of our state.

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 3,150 program completers for initial teacher licensure in Arkansas. Since January 2002, 559 students have been recommended for additional licensure based upon the completion of the appropriate graduate degree. An additional 184 students have completed programs of study for an additional area of licensure during this same period of time.

Many UCA graduates who seek teaching or administrative positions in other states must secure the UCA College of Education recommendation for the out of state license. Since September 1994, 761 graduates of UCA (inclusive of all graduation years) have been recommended for licensure in another state. 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

Section IV. Certification