



The Arkansas State Legislature created The Arkansas State Normal School (now known as UCA) in 1907. The purpose of The Arkansas State Normal School was to properly train students to become professional teachers and rid Arkansas of haphazard school teachers. Classes began in 1908 with nine academic departments, one building on 80 acres, 107 students, and seven faculty members. Two faculty members taught in two departments and President Doyne taught pedagogy and Latin.

University of Central Arkansas

Institutional Classification:

- Independent
Public

Institutional Admissions Selectivity:

- Open Enrollment
Moderately Selective
Selective
Highly Selective

Accreditation Status:

- CAEP Accredited
Initial CAEP Application
NCATE Accredited
State Reviewed

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I. Definitions

Educator Preparation Provider (EPP) – institutions or organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs, IHEs offering nontraditional (alternate route) programs, or organizations not based at IHEs offering nontraditional programs.

Educator Preparation Programs – individual license area tracks offered under the auspices of each EPP.

ETS® (Educational Testing Services) – the testing company that produces licensure exams for Arkansas.

Initial License – the first teaching license that a candidate receives.

HEA Title II (Title II of the Higher Education Act of 1965) – In October 1998 Congress reauthorized the Higher Education Act, in which, Sections 207 and 208 of Title II reflect the efforts of States, IHEs, and their school district partners to improve the recruitment, preparation, and support of new teachers. The annual federal HEA Title II Report includes requirements, conditions, and specifications related to teacher preparation and licensure for EPPs and states.

IHE – Institution of Higher Education (college or university).

Nontraditional Program – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

Praxis® Licensure Tests – examinations offered by Educational Testing Service (ETS®) taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

Program Completer – a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

Traditional Program – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching). Candidates do not serve as teacher of record while enrolled in the program of study.



II. Program Areas

The following reflects the programs offered at the EPP at the time of this posting. Current listings can be found by visiting the ADE [Educator Preparation Web Page](#) and clicking on the Approved Programs Matrix.

Table 1. Programs offered

Teacher Licensure Programs	
Art (K-12)	Mathematics (7-12)
Biology/Life Science (7-12)	Middle Childhood (4-8) - English/Language Arts
Chemistry (7-12)	Middle Childhood (4-8) - Mathematics
Coaching (K-12)	Middle Childhood (4-8) - Science
Driver Education (7-12)	Middle Childhood (4-8) - Social Studies
Dyslexia (K-12)	Music - Instrumental, Vocal (K-12)
Early Childhood (P-4)	Physical Education / Health (K-12)
Early Childhood / Spec. Ed. Integrated (B-K)	Physical Science (7-12)
Elementary Education (K-6)	Physics (7-12)
English / Language Arts (7-12)	Reading Specialist (K-12)
English as a Second Language (K-12)	School Guidance and Counseling
Family and Consumer Science (7-12)	School Psychology Specialist (K-12)
French (K-12)	Social Studies (7-12)
Gifted and Talented (K-12)	Spanish (K-12)
Grades 5-6 Endorsement to 7-12 License	Special Education (K-12)
Library Media Specialist (K-12)	Special Education Resource (K-6, 7-12)
Mandarin Chinese (K-12)	Speech Language Pathology (K-12)
Administrator Licensure Programs	
Building Administrator (P-12)	
Curriculum / Program Administrator (P-12)	
District Administrator (P-12)	

III. Enrollment and Program Completers

The tables below are program enrollment and completer data the EPP has reported to Title II and directly to ADE.

Table 2. Teacher Program Enrollment

	2015 Title II 13-14 SY	2016 Title II 14-15 SY	2017 Title II 15-16 SY	Average	% of State Average
Traditional	426	366	384	392.0	9.1%
Nontraditional	419	318	283	340.0	7.9%
State	5,258	3,944	3,737	4,313	100%

Source: HEA Title II Reports

Table 3. Teacher Program Completers

	2015 Title II 13-14 SY	2016 Title II 14-15 SY	2017 Title II 15-16 SY	Average	% of State Average
Traditional	176	170	148	164.7	7.8%
Nontraditional	88	107	107	100.7	4.8%
State	2,257	2,177	1,904	2,112	100%

Source: HEA Title II Reports

Table 4. Administrator Program Enrollment

	14-15	15-16	16-17	Average	% of State Avg.
District Level					
UCA	9	14	12	11.7	3.5%
State	202	556	238	332	100%
Building Level					
UCA	77	47	32	52.0	3.5%
State	1,452	944	2,095	1,497.0	100%
Curriculum Program Administrator					
UCA	17	21	15	17.7	5.2%
State	342	201	479	340.7	100%

Source: Data supplied by UCA

Table 5. Administrator Program Completers

	13-14	14-15	15-16	Average	% of State Avg.
District Level					
UCA	5	2	7	4.7	1.4%
State	115	331	83	176	100%
Building Level					
UCA	11	15	20	15.3	1.0%
State	242	378	701	440.3	100%
Curriculum Program Administrator					
UCA	1	4	8	4.3	1.3%
State	72	86	130	96.0	100%

Source: Data supplied by UCA

IV. Demographic Data

The data below were submitted by the EPP for Title II purposes. These are the candidates enrolled in initial licensure teacher preparation programs in 2015-16. **Note:** Individuals can belong to one or more racial groups. The sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to an initial licensure teacher preparation program but who has not yet completed the program.

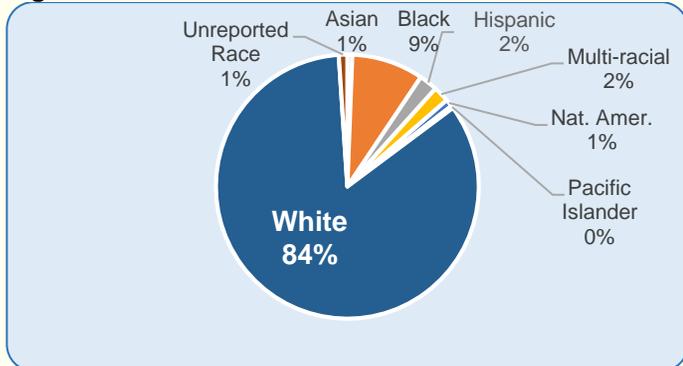
Table 6. Enrollment Demographic Data

	<u>UCA Traditional Program</u>	<u>UCA Nontraditional Program</u>
Male	92	69
Female	292	214
Unreported Gender	0	0
Total	384	283
Asian	2	2
Black	24	35
Hispanic	11	4
Multi-racial	8	5
Nat. Amer.	3	3
Pacific Islander	2	0
White	334	227
Unreported Race	0	7

Source: 2017 HEA Title II Report

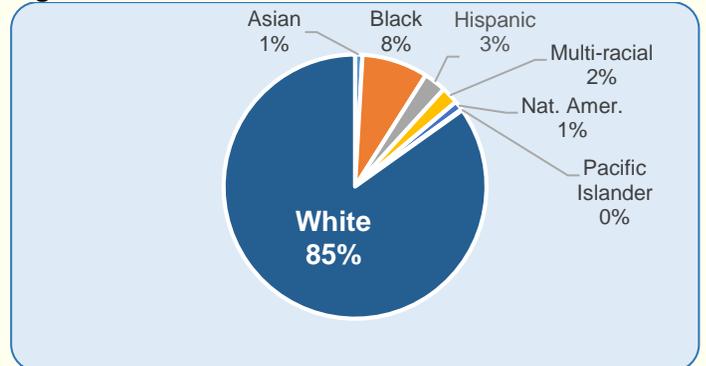
Figures 1-5 demonstrate the demographic makeup of AR educators and students during the 15-16 school year.

Fig. 1. UCA Enrollees 15-16



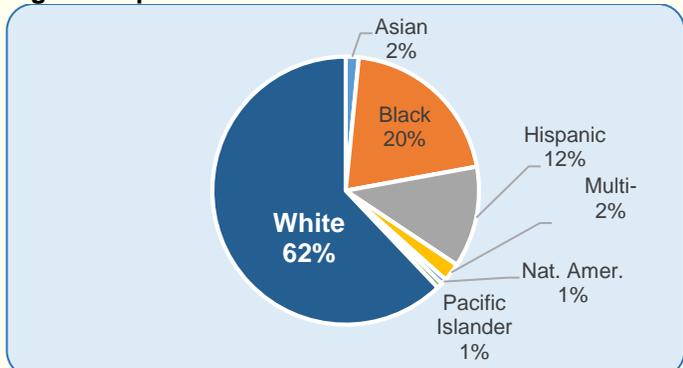
Source: 2017 HEA Title II Report

Fig. 2. AR EPP Enrollees 15-16



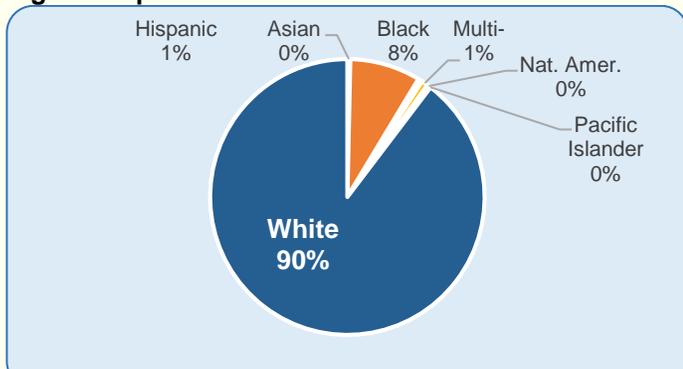
Source: 2017 HEA Title II Report

Fig. 3. AR public school students 15-16



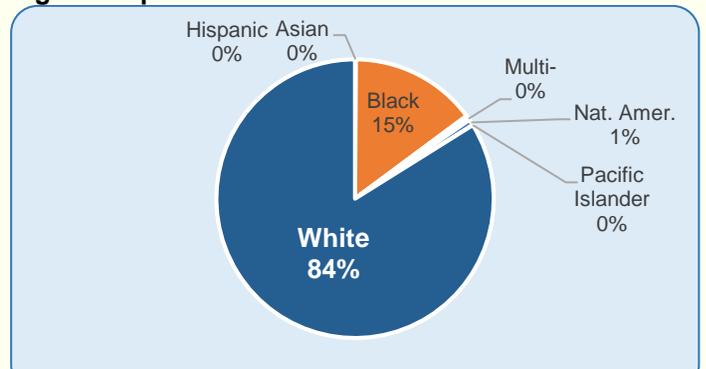
Source: ADE Data Center

Fig. 4. AR public school teachers 15-16



Source: ADE Data Center

Fig. 5. AR public school administrators 15-16



Source: ADE Data Center



V. Number of Teachers Prepared Annually by License Area

The number of teachers prepared in these license areas is reported each year in the HEA Title II Report. The table below represents the number of teachers prepared over three years. These data include both traditional and nontraditional programs.

Table 7. Number of teachers prepared by license area

UCA	Number of Teachers Prepared					
Subject Area	2014 Title II	2015 Title II	2016 Title II	Avg.	State Avg.	% of State
Agriculture	2	1	1	1.3	24.0	5.6%
Art	17	8	7	10.7	61.7	17.3%
Business	1	9	6	5.3	54.7	9.8%
Chinese	0	0	0	0.0	6.7	0.0%
Drama/Speech	0	1	0	0.3	20.7	1.6%
Elementary/Early Childhood	98	120	132	116.7	873.7	13.4%
English	17	16	11	14.7	181.7	8.1%
Family & Consumer Science	12	11	11	11.3	38.0	29.8%
French	1	0	0	0.3	3.7	9.1%
German	0	0	0	0.0	1.5	0.0%
Life/Earth Science	3	2	7	4.0	39.3	10.2%
Life Science	0	8	6	4.7	38.7	12.1%
Mathematics	14	11	8	11.0	126.3	8.7%
Middle Childhood	36	36	39	37.0	293.3	12.6%
Music	12	14	17	14.3	105.0	13.7%
Physical Education/Health	14	20	16	16.7	195.7	8.5%
Physical/Earth Science	5	0	1	2.0	24.0	8.3%
Physical Science	0	4	0	1.3	18.0	7.4%
Social Studies	16	20	14	16.7	136.3	12.2%
Spanish	2	3	1	2.0	26.0	7.7%

Source: HEA Title II Reports

Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.

VI. Number of Program Completers Employed in Arkansas Public Schools (first-year)

Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools in the following year are represented below.

Table 8. UCA Program Completers teaching in Arkansas Public Schools during their first year as a teacher

	UCA	State	
Completers 2014-2015	303	2,177	
Employed in APS 15-16	197	1,220	
15-16 %	65%	56%	
Completers 2015-2016	255	1,904	
Employed in APS 16-17	167	1,189	
16-17 %	65%	62%	
Change	0%	6%	

Source: Data supplied by UCA and ADE Data Center



VII. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for educator licensure in Arkansas. Pass rates reflect the tests taken between 9/1/15 and 8/31/16 and the numbers passing each test. If a candidate took a test more than once, only the highest score is reported. Arkansas EPPs had the opportunity to verify that their candidates took the tests listed for their institution. Data include both traditional and nontraditional routes.

Table 9. Licensure Test Pass Rates

Test #	Test Name	n	Mean	# Pass	% Pass	State Pass Rate (%)
5135	Art: Content and Analysis	7	161.14	4	57.14	63.27
5235	Biology: Content Knowledge	3	*	*	*	82.67
5022	Early Childhood: Content Knowledge	0	*	*	*	99.78
5003	Elem Ed: MS Mathematics Subtest	51	174.06	47	92.16	86.06
5002	Elem Ed: MS Reading Language Arts Subtest	47	171.45	45	95.74	90.37
5005	Elem Ed: MS Science Subtest	49	166.80	39	79.59	72.66
5004	Elem Ed: MS Social Studies Subtest	49	163.16	37	75.51	71.64
5039	English Language Arts: Content and Analysis	6	172.33	4	66.67	80.99
5361	English to Speakers of Other Languages	1	*	*	*	92.99
5174	French: World Language	0	*	*	*	*
5358	Gifted Education	13	160.31	8	61.54	83.33
5857	Health and Physical Ed: Content Knowledge	15	167.40	14	93.33	82.06
5311	Library Media Specialist	44	163.39	41	93.18	93.33
5161	Mathematics: Content Knowledge	8	156.63	5	62.50	40.82
5047	Middle School English Language Arts	11	166.73	9	81.82	48.45
5169	Middle School Mathematics	15	170.33	10	66.67	58.04
5440	Middle School Science	14	157.14	10	71.43	63.93
5089	Middle School Social Studies	10	158.30	9	90.00	74.53
5113	Music: Content Knowledge	18	167.56	15	83.33	83.97
0481	Physical Science: Content Knowledge	10	164.30	9	90.00	93.10
5621	Principles of Learning and Teaching: Early Childhood	63	169.35	62	98.41	94.30
5623	Principles of Learning and Teaching: Grades 5-9	72	174.89	69	95.83	94.98
5624	Principles of Learning and Teaching: Grades 7-12	81	175.57	81	100.00	94.75
5622	Principles of Learning and Teaching: Grades K-6	28	179.39	27	96.43	92.93
5421	Professional School Counselor	32	166.97	30	93.75	93.86
5301	Reading Specialist	9	184.78	9	100.00	93.75
6011	School Leaders Licensure Assessment	24	176.08	22	91.67	90.24
5402	School Psychologist	6	173.50	6	100	100.00
6021	School Superintendent Assessment	4	*	*	*	83.72
5086	Social Studies: Content and Interpretation	6	157.50	4	66.67	60.87
5195	Spanish: World Language	0	*	*	*	41.38
5354	Special Ed: Core Knowledge Applications	16	173.88	16	100.00	99.46
5841	World Language Pedagogy	1	*	*	*	95.65

Source: ETS Data Manager
n = number of test takers
Mean = average score (all takers of this test from this EPP)
Pass = number of passing scores
% Pass = pass rate percentage
* = no data if n < 5



VIII. Novice Teacher Survey Results

First-year teachers complete a “Novice Teacher Survey” in the spring at the end of their first year of teaching. The purpose of the survey is to identify novice teachers’ perceptions of their educator preparation experience based on the four TESS “Framework for Teaching” domains. The spring 2016 questions and results are presented below for traditional and nontraditional programs combined.

Instructions were as follows: **“Please rate the following statements based on how well you feel your educator preparation provider (EPP) prepared you in each category for your first year of teaching.”**

SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Table 10. Novice Teacher Survey Results

Domain	Category	UCA Scores (n = 217)	State scores (n = 1,666)
1a.	Knowledge of content and pedagogy	3.65	3.55
1b.	Knowledge of students	3.67	3.57
1c.	Instructional outcomes	3.62	3.51
1d.	Knowledge of resources	3.60	3.50
1e.	Coherent instruction	3.63	3.52
1f.	Student assessments	3.53	3.44
2a.	Environment of respect and rapport	3.65	3.60
2b.	Culture for learning	3.64	3.57
2c.	Managing classroom procedures	3.49	3.45
2d.	Managing student behavior	3.44	3.39
2e.	Organizing physical space	3.60	3.52
3a.	Communicating with students	3.65	3.56
3b.	Questioning and discussion techniques	3.55	3.47
3c.	Engaging students in learning	3.59	3.51
3d.	Using assessment in instruction	3.54	3.47
3e.	Flexibility and responsiveness	3.64	3.53
4a.	Reflecting on teaching	3.65	3.55
4b.	Maintaining accurate records	3.54	3.45
4c.	Communicating with families	3.51	3.42
4d.	Participating in professional community	3.64	3.55
4e.	Growing and developing professionally	3.66	3.57
4f.	Showing professionalism	3.74	3.64
Avg. of all 22 items		3.60	3.52

Source: ADE Novice Teacher Survey - Spring 2016