



The founding of the university, however, was one of the few achievements during the state's Reconstruction era that brought former political and military rivals together. Over the course of its history, the university has continued to bring the citizens of the state together by raising educational standards, improving business and economy, and giving Arkansans a hardy mascot round which to rally.

The state legislature approved establishment of a land-grant university, to be known as the Arkansas Industrial University, on March 27, 1871. The federal Morrill Land Grant Act granted lands to Arkansas that could be sold, the revenues from which could then be used to pay for creation of the university.

The following is a compilation of data reflective of the Educator Preparation Program at
University of Arkansas - Fayetteville

Institutional Classification:

- Independent
- Public

Institutional Admissions Selectivity:

- Open Enrollment
- Moderately Selective
- Selective

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I. Enrollment and Program Completers

The HEA Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. The table below represents data the EPPs have reported to Title II in the past three years.

NOTE: Each report year contains data from the year before; i.e., the 2013 report contains 2011-2012 data.

Enrollment	2011	2012	2013	Avg
Traditional Route	1151	1290	1315	1252
Program Completers	2011	2012	2013	Avg
Traditional Route	239	243	232	238

Source: 2011, 2012, 2013 HEA Title Reports.



II. Educator Preparation Programs

The following table represents the programs offered at the IHE and the number of credit hours required.

Initial Educator Licensure Programs			
Program	Required Credit Hours		
	General	Content	Professional Ed
Agriculture	53	43	24
Art	41	63	19
Business	68	27	30
Drama/Speech**	56	60	38 (UG=4, G=34)
Early Childhood	15	48	62
English**	56	60	38 (UG=4, G=34)
Fam. & Cons. Sci.	46	39	39
French**	68	45	40 (UG=7, G=33)
German**	68	45	40 (UG=7, G=33)
Mathematics**	57	60	37 (UG=4, G=33)
Middle Childhood*			
Music	35	53	36
Physical Education	43	15	62
Life Science**	39	77	37 (UG=4, G=33)
Physical Science**	44	90	37 (UG=4, G=33)
Social Studies**	30	90	37 (UG=4, G=33)
Spanish**	69	45	40 (UG=7, G=33)

* program not offered by institution.

** includes undergraduate and graduate hours

Source: Data provided by UAF.



III. Praxis Licensure Exam Pass Rates

- The Praxis Tests reported herein are those assessments that are required for teacher licensure in Arkansas.
- Pass Rates are reflective of the numbers of students taking the test and the numbers passing the test between 9/1/12 and 8/31/13.
- IHEs had the opportunity to verify the tests were taken by their students. Data include both Traditional and Non-traditional programs.

Licensure exam pass rates									
University of Arkansas at Fayetteville		First Time Score (Test Taken Count 1)				Highest Score (Total)			
		N	Mean Score	# Passing	Percent Passing	N	Mean Score	# Passing	Percent Passing
0700	Agriculture	14	565	10	71.4%	15	565	11	73.3%
9135	Art: Content and Analysis	6	171	5	83.3%	7	172	6	85.7%
9235	Biology: Content Knowledge	14	154	9	64.3%	15	154	10	66.7%
9101	Business Ed: Content Knowledge	18	168	17	94.4%	18	169	18	100.0%
9022	Early Childhood: Content Knowledge	108	178	107	99.1%	109	178	109	100.0%
9044	English LLC: Content and Analysis	28	183	27	96.4%	29	182	28	96.6%
9121	Family and Consumer Sciences	14	165	12	85.7%	14	165	12	85.7%
5174	French: World Language	1	*	*	*	2	*	*	*
5183	German: World Language	1	*	*	*	1	*	*	*
9856	Health and Phys Ed: Cont Knowledge	56	165	55	98.2%	56	165	55	98.2%
9061	Mathematics: Content Knowledge	19	145	13	68.4%	19	147	15	78.9%
9114	Music: Content and Instruction	12	163	7	58.3%	13	167	12	92.3%
9095	Phys Ed: Content and Design	62	171	32	51.6%	73	172	48	65.8%
0481	Physical Science: Content Knowledge	14	164	12	85.7%	15	165	14	93.3%
9621	Prin Learn Teach: Early Child	132	172	121	91.7%	135	172	127	94.1%
9624	Princ of Learn Teach: Grades 7-12	93	170	78	83.9%	101	170	86	85.1%
6011	School Leaders Licensure Assesmt	12	181	12	100.0%	12	181	12	100.0%
6021	School Superintendent Assessment	5	173	5	100.0%	5	173	5	100.0%
9086	Social Studies: Cont and Interp	25	151	10	40.0%	28	152	14	50.0%
5195	Spanish: World Language	10	165	4	40.0%	16	167	10	62.5%
9221	Speech Comm: Content Knowledge	11	158	9	81.8%	12	156	9	75.0%
9221	Speech Comm: Content Knowledge	11	158	9	81.8%	12	156	9	75.0%
9051	Technology Education	1	*	*	*	1	*	*	*
0641	Theatre	2	*	*	*	2	*	*	*
0841	World Language Pedagogy	10	185	9	90.0%	10	185	9	90.0%

Source: ETS Data Manager via ADE ETS Program Advisor
Tests taken between 9/1/12 and 8/31/13.

§ indicates data unavailable

* indicates n < 5.



IV. Novice Teacher Survey Results

First year teachers are requested to complete the “Novice Teacher Survey” after completion of their first full year of teaching. The survey is designed to collect information on how well they feel their teacher education preparation program prepared them to teach. The survey questions and results from Spring, 2013, are indicated below.

Novice Teacher Survey Results		
University of Arkansas - Fayetteville	UAF	State Averages
Knowledge of learner development	4.278	4.207
Content knowledge preparation	4.340	4.209
Lesson planning skills	4.474	4.258
Instructional strategies and skills	4.330	4.230
Use of instructional technology	3.959	4.019
Consideration of diversity among your students	4.309	4.291
Establishing a culture for learning	4.402	4.271
Creating an effective learning environment (classroom management)	4.351	4.140
Managing student behavior	4.206	3.898
Assessment of student learning	4.186	4.122
Communicating with families	3.804	3.940
Leadership, collaboration and professional growth	4.309	4.213
Extent that your instructors modeled best teaching practices and use of technology	4.134	3.993
Availability of resources to support instruction and research	4.237	4.077
Quality of student teaching experience	4.464	4.261
Avg. of all 15 items	4.252	4.142
Number of respondents	97	1,054

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."

SCALE: 1. NOT AT ALL prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. VERY WELL prepared

Source: ADE Educator Preparation Program Advisor.



V. Supervised Clinical Experience and Faculty Numbers

The following table represents Information about supervised clinical experience, also known as student teaching, during the 2011-12 academic year. This table was reproduced from the 2013 HEA Title II report.

Supervised Clinical Experience and Faculty Numbers	
	Traditional Route
Hours required prior to Supervised Clinical Experience	77
Hours required in Supervised Clinical Experience	748
Number FTE faculty in Supervised Clinical Experience	29
Number adjunct faculty in Supervised Clinical Experience	6
Number of students in Supervised Clinical Experience	264

Source: HEA Title II report – 2013



VI. Number of Teachers Prepared Annually

The number of teachers prepared in each subject area is reported each year in the HEA Title II report. These data include both Traditional and Non-traditional programs. The table below represents the average number of teachers prepared over three years (2010, 2011, 2012).

3-yr Average Number of Teachers Prepared Annually	
Area	UAF
Agriculture	3.0
Art	8.0
Business	4.7
Drama/Speech	0.7
Early Childhood	70.7
English	9.0
Family & Consumer Sciences	5.7
French	2.0
German	0.7
Mathematics	6.7
Middle Childhood	5.7
Music	4.7
Physical Education	19.3
Science	7.7
Social Studies	8.0
Spanish	2.3
Total	158.9

Source: 2010, 2011, 2012 HEA Title II Reports



VII. Enrollment/Race Data

Each year EPPs report enrollment, race, ethnicity and gender of their students in educator preparation programs to HEA Title II. Data from the 2013 HEA Title II report is presented below. These are the number of students in each initial licensure program in 2011-12. Note that individuals can belong to one or more racial groups, so 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 a teacher preparation program, but who has not yet completed the program.

HEA Title II Enrollment/Race Data									
Program:		U of A Fayetteville							
Program type:		Traditional							
Male	Female	Total Enrollment	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
316	999	1315	60	19	7	34	0	1147	40

Source: 2013 HEA Title II Report (Section I.d)



VIII. Number of First-year Program Completers Working in Arkansas Public Schools

All 2011-2012 Arkansas EPP program completers (both Traditional and Non-traditional) were reported by the IHEs to the Arkansas Research Center. Those found as working in Arkansas public schools in 2013 are represented below.

EPP 2011-2012 Program Completers who were teaching in Arkansas public schools 2012-2013.			
	Program Completers 2011-2012	Working in AR public schools 2012-2013	Percent
University of Arkansas – Fayetteville	205	102	50%
Statewide	1,789	955	53%

Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ARC.

IX. Out-of-State Students

Since some out-of-state students return to their home state to teach the table below represents program out-of-state students.

	Total	# from out-of-state	% of Total
Enrolled in the IHE (2013-2014)	25,497	10,709	42%
Enrolled in the EPP (2013-2014)	1,216	375	31%
Program Completers (2012-2013)	244	42	17%

Source: Data provided by UAF.



X. Glossary

Educator Preparation Program (EPP) – a unit authorized to prepare individuals to meet state licensure requirements. This unit may be housed within a university’s college of education, or it may be non-IHE based. Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (Traditional route to licensure), IHEs offering alternative programs (Non-traditional Route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation programs are the individual programs offered within each provider.

HEA Title II (also known as Title II of the Higher Education Act of 1965) - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II report includes requirements, conditions and specifications for institutions and states related to teacher preparation and licensure.

IHE – Institution of Higher Education. Also referred to as a college or university.

Non-traditional Route to licensure – a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy - the function or work of a teacher; teaching; the art or science of teaching; education; instructional methods.

Praxis licensure exams - examinations taken by individuals entering the teaching profession as part of the licensure process that is required by many states, including Arkansas. Passing scores are required on the appropriate pedagogy, and content-area assessments as mandated by the State Board of Education.



Glossary cont'd.

Program completer - a person who has met all the requirements of a state-approved teacher 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.

Supervised clinical experience – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional Route to licensure – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional.