

A » 2014 PEDS » Institutional Data

inst id: 4420

Institutional Data

1. - **A_1** » Institutional Information

This information will be used in all official references to your institution

Institution Name:	University of Central Arkansas	
Address 1:	Mashburn 100, 201 Donaghey	
Address 2:		
City:	Conway	
State:	AR	
Zip:	72035	
Country:	USA	
Institution Phone:	(501) 450-3175	

2. - **A_2** » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of Institution:	Tom Courtway	
Title:	President	
Address 1:	Wingo 207G	
Address 2:	201 Donaghey	
City:	Conway	
State:	AR	
Zip:	72035	
Country:	USA	
Phone:	(501) 450-5007	
Fax:	(501) 450-5003	

3. - **A_3** » Name of Educator Preparation Provider

Complete all that apply

EPP Unit Name:	College of Education	
EPP Unit Name 2:		
EPP Unit Name 3:		

4. - **A_4** » Designated Head of Educator Preparation Provider

Include complete address and phone number.

PE Designated Head Name:	Diana Pounder	
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Title:	Dean	
Address 1:	Mashburn 100	
Address 2:	201 Donaghey	
City:	Conway	
State:	AR	
Zip:	72035	
Country:	USA	
Phone:	(501) 450-3175	
Fax:	(501) 450-5358	
Email:	dianap@uca.edu	

5. - A_14 » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this report)

Name:	Debbie Barnes	
Title:	Assistant Dean	
Institution:	University of Central Arkansas	
Address 1:	Mashburn 100	
Address 2:	201 Donaghey	
City:	Conway	
State:	AR	
Zip:	72035	
Country:	USA	
Phone:	(501) 450-5403	
Fax:	(501) 450-5358	
Email:	debbieb@uca.edu	

6. - A_5 » Educator Preparation Provider Term

If the head of the Educator Preparation Provider (EPP) differs from the person on the last PEDS report, when did his or her term begin?

Term Began Month:	- Select -	<input type="checkbox"/>	
Term Began Year:	- Select -	<input type="checkbox"/>	

7. - A_6 » Degrees/Programs

Degrees or programs offered by institution/consortium P-12 education personnel (indicate all levels of degrees/programs offered)

<input checked="" type="checkbox"/>	Bachelor's, initial teacher preparation	
<input checked="" type="checkbox"/>	Post-Bachelor's or Master's, Initial Teacher Preparation	
<input checked="" type="checkbox"/>	Post-Bachelor's or Master's, Advanced Teacher Preparation	
<input checked="" type="checkbox"/>	CAS or Specialist	
	Doctoral	

<input checked="" type="checkbox"/>		
<input type="checkbox"/>	Other »	

8. - [A_7](#) » Total Student Licenses Headcount (degrees/program completers)

The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, -2 and August 31, -1
Automatically calculated based on the data you reported in B-3 and B-4 forms

[View Results](#) - press this button only if you want to see the results (this may take a minute...).

9. - [A_8](#) » Control

<input checked="" type="radio"/>	Public	
<input type="radio"/>	Private or Independent (Non for Profit)	
<input type="radio"/>	Private or Independent (for Profit)	

10. - [A_9](#) » Institution Type

<input checked="" type="radio"/>	A single-campus institution	
<input type="radio"/>	A branch campus of a parent institution (please give name of parent institution) i	
<input type="radio"/>	A main campus (parent institution with one or more branch campuses and/or other campuses)	
<input type="radio"/>	An administratively equal campus of an institutional system (please give the name of the system) i	
<input type="radio"/>	A consortium	
<input type="radio"/>	An online institution new	
<input type="radio"/>	Other new »	

11. - [A_10](#) » Units

Unit of credit awarded for completion of coursework

<input checked="" type="radio"/>	Semester Hour	
<input type="radio"/>	Quarter Hour	
<input type="radio"/>	Other »	

12. - [A_11](#) » Accreditation/Affiliation

Institutional Accreditation and Affiliations

<input type="radio"/>	MIDDLE STATES Association of Colleges and Schools / Middle States Commission on Higher Education (MSCHE)	
<input type="radio"/>	NEW ENGLAND Association of Schools and Colleges / Commission on Institutions of Higher Education (NEASC-CIHE)	
<input checked="" type="radio"/>	NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)	
<input type="radio"/>	NORTHWEST Commission on Colleges and Universities (NWCCU)	
<input type="radio"/>	SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges	
<input type="radio"/>	WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission	

<input type="radio"/>		
<input type="radio"/>	Accrediting Council for Independent Colleges and Schools (ACICS) new	
<input type="radio"/>	Distance Education and Training Council (DETC) Accrediting Commission new	
<input type="radio"/>	Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission new	

13. - [A_12](#) » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

<input type="checkbox"/>	CADREI: Council of Academic Deans from Research Education Institutions	
<input type="checkbox"/>	AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education	
<input type="checkbox"/>	NAFEO: National Association for Equal Opportunity in Higher Education	
<input checked="" type="checkbox"/>	NCATE: National Council for Accreditation of Teacher Education	
<input checked="" type="checkbox"/>	TECSCU: Teacher Education Council of State Colleges and Universities	
<input type="checkbox"/>	HACU: Hispanic Association of Colleges and Universities	
<input type="checkbox"/>	TEAC: Teacher Education Accreditation Council	
<input checked="" type="checkbox"/>	CAEP: Council for the Accreditation of Educator Preparation new	

14. - [A_13](#) » Calendar System

What is the predominant calendar system at this institution?

<input checked="" type="radio"/>	Semester	
<input type="radio"/>	Quarter	
<input type="radio"/>	Trimester	
<input type="radio"/>	Four-one-four (4-1-4)	
<input type="radio"/>	Continuous	
<input type="radio"/>	Other new »	

15. - [A_15](#) » Carnegie Classification

Please select your Institution Carnegie Classification

<input type="radio"/>	RU/VH: Research University (very high research activity)	
<input type="radio"/>	RU/H: Research University (high research activity)	
<input type="radio"/>	DRU: Doctoral/Research University	
<input checked="" type="radio"/>	Master's L: Masters Colleges and Universities (larger programs)	
<input type="radio"/>	Master's M: Master's Colleges and Universities (medium programs)	
<input type="radio"/>	Master's S: Master's Colleges and Universities (smaller programs)	
<input type="radio"/>	Bac/A&S: Baccalaureate Colleges - Arts and Sciences	
<input type="radio"/>	Bac/Diverse: Baccalaureate Colleges - Diverse fields	
<input type="radio"/>	Bac/Assoc: Baccalaureate/Associate's Colleges	

<input type="radio"/>	Associate's Colleges	
<input type="radio"/>	Tribal Colleges	
<input type="radio"/>	Other »	

16. - **A_16** » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

<input type="radio"/>	Urban	
<input type="radio"/>	Rural	
<input checked="" type="radio"/>	Suburban or Town	

17. - **A_18** » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI), which type?

Minority Serving Institutions: Institutions of higher education enrolling populations with significant percentages of minority students, or that serve certain populations of minority students under various programs created by Congress.

<input type="radio"/>	Hispanic Serving Institution ⓘ	
<input type="radio"/>	Historically Black College or University/Predominantly Black College ⓘ	
<input type="radio"/>	Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.) ⓘ	
<input type="radio"/>	Other Minority Serving Institutions ⓘ	
<input checked="" type="radio"/>	Not a Minority Serving Institution	

Comments (optional):

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B-1A » 2014 PEDS » Institutional Undergraduate Enrollment

inst id: 4420

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2013.

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	140	117	19	19
American Indian or Alaska Native	21	17	0	1
Asian	60	70	12	10
Black or African American	587	569	103	96
Native Hawaiian or Other Pacific Islander	4	5	0	1
White	2227	2242	429	450
Two or more races	97	83	11	8
Nonresident alien	171	185	75	75
Unknown	97	108	31	23
Totals:	3404	3396	680	683

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	162	144	20	19
American Indian or Alaska Native	29	31	4	5
Asian	61	67	13	14
Black or African American	923	866	141	135
Native Hawaiian or Other Pacific Islander	6	5	1	0
White	3284	3217	532	516
Two or more races	133	94	11	11
Nonresident alien	148	163	38	54
Unknown	135	153	29	31
Totals:	4881	4740	789	785

Comments (optional):

B-1B » 2014 PEDS » Institutional Graduate Enrollment

inst id: 4420

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2013.

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	4	2	4	6
American Indian or Alaska Native	1	2	1	0
Asian	3	4	0	2
Black or African American	15	16	24	15
Native Hawaiian or Other Pacific Islander	1	0	1	1
White	186	168	161	143
Two or more races	4	2	6	3
Nonresident alien	22	24	8	4
Unknown	2	1	4	7
Totals:	238	219	209	181

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	11	5	13	13
American Indian or Alaska Native	3	2	4	9
Asian	8	0	3	3
Black or African American	52	38	97	62
Native Hawaiian or Other Pacific Islander	1	0	0	0
White	414	354	659	556
Two or more races	8	2	14	12
Nonresident alien	21	18	6	5
Unknown	4	5	15	19
Totals:	522	424	811	679

Comments (optional):

B-2 » 2014 PEDS » New Candidates Enrollment

inst id: 4420

Total Enrollment of New Candidates in the Education Preparation Provider (EPP) Programs During Academic Year 2012-2013

1. - M » Male

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	<u>Full-Time</u>		<u>Part-Time</u>	
	Current year	Prior year	Current year	Prior year
	Undergraduate degree programs	44	-	3
Undergraduate non-degree education programs	18	-	0	-
Graduate degree programs	1	-	66	-
Graduate non-degree education programs	3	-	2	-

2. - W » Female

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	<u>Full-Time</u>		<u>Part-Time</u>	
	Current year	Prior year	Current year	Prior year
	Undergraduate degree programs	124	-	8
Undergraduate non-degree education programs	16	-	0	-
Graduate degree programs	16	-	247	-
Graduate non-degree education programs	16	-	52	-

Comments (optional):

B-2A » 2014 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs

inst id: 4420

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2013. See Q&A and flowchart for definition


[Help flowchart](#)

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race i	0	1	0	0
American Indian or Alaska Native i	1	1	0	0
Asian i	1	0	0	0
Black or African American i	6	4	1	0
Native Hawaiian or Other Pacific Islander i	0	0	0	0
White i	52	32	4	5
Two or more races i	2	1	0	0
Nonresident alien i	0	0	0	0
Unknown i	0	1	0	0
Totals:	62	40	5	5

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race i	5	5	0	1
American Indian or Alaska Native i	1	2	0	0
Asian i	1	2	0	0
Black or African American i	13	12	1	0
Native Hawaiian or Other Pacific Islander i	0	0	0	0
White i	211	192	29	4
Two or more races i	2	2	0	0
Nonresident alien i	0	0	0	0
Unknown i	1	4	0	0
Totals:	234	219	30	5

Comments (optional):

B-2B » 2014 PEDS » Undergraduate Enrollment in Educator Preparation - Non-Degree Education Programs Print id: 4420

Undergraduate program enrollment of students who have been formally admitted in professional education programs by the department of education as of October 15, 2013. See Q&A and flowchart for definition


1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	1	1	0	0
American Indian or Alaska Native	0	0	0	0
Asian	1	0	0	0
Black or African American	2	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	30	29	6	0
Two or more races	1	1	0	1
Nonresident alien	0	0	0	0
Unknown	0	0	0	0
Totals:	35	32	6	2

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	1	4	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	2	2	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	36	37	8	2
Two or more races	1	1	0	0
Nonresident alien	1	1	0	0
Unknown	1	2	0	0
Totals:	42	47	8	2

Comments (optional):

B-2C » 2014 PEDS » Graduate Enrollment in Educator Preparation – Degree Programs

inst id: 4420

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2013. See Q&A and flowchart for definition



1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	0	0	1	2
American Indian or Alaska Native	0	0	0	0
Asian	1	0	0	0
Black or African American	3	0	9	7
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	12	3	59	59
Two or more races	0	4	3	0
Nonresident alien	0	1	0	0
Unknown	0	0	1	0
Totals:	16	8	73	68

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race	1	0	1	4
American Indian or Alaska Native	1	0	2	2
Asian	0	0	2	1
Black or African American	13	4	44	32
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	60	29	246	203
Two or more races	1	1	5	5
Nonresident alien	0	1	1	0
Unknown	0	0	1	6
Totals:	76	35	302	253

Comments (optional):

B-2D » 2014 PEDS » Graduate Enrollment - Non-Degrees Education Program

inst id: 4420

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2013. See Q&A and flowchart for definition


[Help flowchart](#)

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race i	0	0	0	0
American Indian or Alaska Native i	0	0	0	0
Asian i	0	0	0	0
Black or African American i	1	3	3	0
Native Hawaiian or Other Pacific Islander i	0	0	0	0
White i	4	3	2	3
Two or more races i	2	0	0	0
Nonresident alien i	1	2	0	0
Unknown i	0	0	0	0
Totals:	8	8	5	3

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	Current year	Prior year	Current year	Prior year
Hispanic/Latino of any race i	0	0	1	0
American Indian or Alaska Native i	0	0	1	2
Asian i	0	0	0	0
Black or African American i	1	4	11	5
Native Hawaiian or Other Pacific Islander i	0	0	0	0
White i	19	20	105	83
Two or more races i	0	0	2	2
Nonresident alien i	1	1	0	0
Unknown i	0	0	0	3
Totals:	21	25	120	95

Comments (optional):

B-3A » 2014 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1203E	Middle Grades English/Language Arts Teacher Education	0	0	0	0	0	1	0	0	0	1
13.1203M	Middle Grades Mathematics Teacher Education	0	0	0	0	0	2	0	0	0	2
13.1203S	Middle Grades Science Teacher Education	0	0	0	0	0	0	0	0	0	0
13.1203SS	Middle grades Social Science/studies Teacher Education	0	0	0	0	0	0	0	0	0	0
13.1210	Early Childhood Education and Teaching	0	0	0	0	0	1	0	0	0	1
13.1311	Mathematics Teacher Education.	1	0	0	0	0	3	0	0	0	4
13.1314	Physical Education Teaching and Coaching.	0	0	0	1	0	4	0	0	0	5
13.1318	Social Studies Teacher Education.	0	0	0	0	0	4	0	0	0	4
13.1322	Biology Teacher Education.	0	0	0	0	0	1	0	0	0	1
13.XXXX	All other education program(s)	0	0	0	0	0	1	1	0	0	2
	Totals:	1	0	0	1	0	17	1	0	0	20
	Last year totals:	1	0	0	1	0	21	0	0	0	23

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.1203E	Middle Grades English/Language Arts Teacher Education	0	0	0	0	0	3	0	0	0	3
13.1203M	Middle Grades Mathematics Teacher Education	0	0	0	1	0	10	0	0	0	11
13.1203S	Middle Grades Science Teacher Education	0	0	0	0	0	0	0	0	0	0
13.1203SS	Middle grades Social Science/studies Teacher Education	0	0	0	0	0	0	0	0	0	0
13.1210	Early Childhood Education and Teaching	2	0	0	1	0	58	2	0	0	63
13.1311	Mathematics Teacher Education.	0	0	0	0	0	9	0	0	0	9
13.1314	Physical Education Teaching and Coaching.	0	0	1	0	0	6	0	0	0	7

13.1318	Social Studies Teacher Education.	0	0	0	0	0	3	0	0	0	3
13.1322	Biology Teacher Education.	0	0	0	0	0	1	0	0	0	1
13.XXXX	All other education program(s)	0	0	0	1	0	8	0	0	0	9
Totals:		2	0	1	3	0	98	2	0	0	106
Last year totals:		1	1	0	4	0	86	0	0	12	104

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1203E	Middle Grades English/Language Arts Teacher Education	0	0
13.1203M	Middle Grades Mathematics Teacher Education	0	0
13.1203S	Middle Grades Science Teacher Education	2	11
13.1203SS	Middle grades Social Science/studies Teacher Education	1	3
13.1210	Early Childhood Education and Teaching	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1314	Physical Education Teaching and Coaching.	0	0
13.1318	Social Studies Teacher Education.	0	0
13.1322	Biology Teacher Education.	0	0
13.XXXX	All other education program(s)	0	0

Comments (optional):

Other includes: Physical Science Family and Consumer Science

B-3B » 2014 PEDS » Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.XXXX	All other education program(s)	1	1	0	1	0	13	0	0	0	16
Totals:		1	1	0	1	0	13	0	0	0	16
Last year totals:		0	0	0	2	0	16	0	0	2	20

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.XXXX	All other education program(s)	1	1	0	4	0	59	0	0	4	69
Totals:		1	1	0	4	0	59	0	0	4	69
Last year totals:		0	2	1	1	0	59	0	0	4	67

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.XXXX	All other education program(s)	0	0

Comments (optional):

B-3C » 2014 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Report ID: 4420

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, by gender and race/ethnicity.


[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0408	Elementary, Middle School Administration/Principalship	0	0	0	0	0	0	0	0	0	0
13.0409	Secondary School Administration/Principalship	0	0	0	0	0	1	0	0	0	1
13.1001	Special Education, General.	0	0	0	0	0	0	0	0	0	0
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	0	0	0	0	0
13.1315	Reading Teacher Education.	0	0	0	0	0	0	0	0	0	0
13.XXXX	All other education program(s)	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	1	0	0	0	1
Last year totals:		0	0	0	1	0	8	0	0	0	9

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0408	Elementary, Middle School Administration/Principalship	1	1	0	0	0	1	0	0	0	3
13.0409	Secondary School Administration/Principalship	0	0	0	0	0	0	0	0	0	0
13.1001	Special Education, General.	0	0	0	0	0	5	0	1	0	6
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	3	0	0	0	3
13.1315	Reading Teacher Education.	0	0	0	0	0	2	0	0	1	3
13.XXXX	All other education program(s)	0	0	0	1	0	6	0	0	0	7
Totals:		1	1	0	1	0	17	0	1	1	22
Last year totals:		1	0	0	7	28	0	0	0	2	38

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0408	Elementary, Middle School Administration/Principalship	1	0
13.0409	Secondary School Administration/Principalship	0	3
13.1001	Special Education, General.	0	0
13.1101	Counseling Education/Student Counseling and Guidance Service.	0	0
13.1315	Reading Teacher Education.	0	0
13.XXXX	All other education program(s)	0	0

Comments (optional):

All other includes degree in Advanced Studies in Teacher Leadership and Curriculum Program Administrator

B-3D » 2014 PEDS » CAS/Specialist Level Advanced Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0401	Education Administration and Supervision, General.	0	0	0	3	0	1	0	0	0	4
Totals:		0	0	0	3	0	1	0	0	0	4
Last year totals:		0	0	0	1	0	0	0	0	0	1

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
13.0401	Education Administration and Supervision, General.	0	0	0	2	0	1	0	0	0	3
Totals:		0	0	0	2	0	1	0	0	0	3
Last year totals:		0	1	0	0	0	0	0	0	0	1

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0401	Education Administration and Supervision, General.	0	0

Comments (optional):

B-3E » 2014 PEDS » Doctorate Level Advanced Preparation, Number of Degrees Between September 1, 2012 and August 31, 2013

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2012 and August 31, 2013, by Gender and Race/ethnicity.



[Help flowchart](#)

Not applicable

B-4A » 2014 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education September 1, 2012 and August 31, 2013, Non-Degree Education Programs

Students who completed a professional education program at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Art Teacher Education.	0	0	0	0	0	1	0	0	0	1
English Teacher Education.	0	0	0	0	0	7	0	0	0	7
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	0	0	0	0	0
Music Teacher Education.	0	0	1	1	0	6	0	0	0	8
Totals:	0	0	1	1	0	14	0	0	0	16
Last year totals:	0	1	0	1	0	6	0	0	1	9

Female Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Art Teacher Education.	0	0	0	0	0	10	0	0	0	10
English Teacher Education.	0	0	0	0	0	7	0	0	0	7
Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0	0	0	0	2	0	0	0	2
Music Teacher Education.	0	0	0	0	3	0	1	0	0	4
Totals:	0	0	0	0	3	19	1	0	0	23
Last year totals:	0	0	0	0	0	12	0	0	0	12

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1302	Art Teacher Education.	0	0

13.1305	English Teacher Education.	0	0
13.1306	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French, German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)	0	0
13.1312	Music Teacher Education.	0	0

Comments (optional):

B-4B » 2014 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, Non-Degree Education Programs last id: 4420

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	School Psychology	0	0	0	1	0	1	0	1	0	3
	Totals:	0	0	0	1	0	1	0	1	0	3
	Last year totals:	0	0	0	2	0	1	0	0	0	3

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	School Psychology	0	0	0	2	0	2	0	0	0	4
	Totals:	0	0	0	2	0	2	0	0	0	4
	Last year totals:	0	0	0	1	0	5	0	0	0	6

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
42.2805	School Psychology	0	0

Comments (optional):

B-4C » 2014 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, Non-Degree Education Programs

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	All other education program(s)	0	0	0	0	0	1	0	0	0	1
	Totals:	0	0	0	0	0	1	0	0	0	1
	Last year totals:	0	0	0	0	0	0	0	0	0	0

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	All other education program(s)	0	1	0	2	0	40	0	0	2	45
	Totals:	0	1	0	2	0	40	0	0	2	45
	Last year totals:	0	2	0	0	0	33	0	0	2	37

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.XXXX	All other education program(s)	0	0

Comments (optional):

Library Media Technology

B-4D » 2014 PEDS » CAS/Specialist Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, Non-Degree Education grams

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Not applicable

B-4E » 2014 PEDS » Doctorate Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2012 and August 31, 2013, Non-Degree Education Programs Inst id: 4420

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.



[Help flowchart](#)

Section 1

Male Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	School Psychology	0	0	0	0	0	0	0	0	0	0
	Totals:	0	0	0	0	0	0	0	0	0	0
	Last year totals:	0	0	0	0	0	0	0	0	0	0

Female Completers

	Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
	School Psychology	0	0	0	0	0	1	0	0	0	1
	Totals:	0	0	0	0	0	1	0	0	0	1
	Last year totals:	0	0	0	1	0	1	0	0	0	2

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
42.2805	School Psychology	0	0




Comments (optional):

B-5A » 2014 PEDS » Professional Education Faculty

inst id: 4420

Number of professional education faculty members in each category, fall, 2013.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Hispanic/Latino of any race 	0	0	0	0	0
American Indian or Alaska Native 	0	0	0	0	0	0
Asian 	1	1	0	0	0	0
Black or African American 	0	0	0	0	1	1
Native Hawaiian or Other Pacific Islander 	0	0	0	0	0	0
White 	12	12	5	5	2	2
Two or more races 	0	0	0	0	0	0
Nonresident alien 	0	0	0	0	0	0
Unknown 	0	0	0	0	0	0
Totals:	13	13	5	5	3	3

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Hispanic/Latino of any race 	0	0	0	0	0
American Indian or Alaska Native 	0	0	0	0	0	0
Asian 	0	0	0	0	0	0
Black or African American 	4	4	1	1	1	1
Native Hawaiian or Other Pacific Islander 	0	0	0	0	0	0
White 	34	35	17	13	22	21
Two or more races 	0	0	0	0	0	0
Nonresident alien 	0	0	0	0	0	0
Unknown 	0	0	0	0	0	0
Totals:	38	39	18	14	23	22

Comments (optional):

B-5B » 2014 PEDS » Faculty Counts and Teaching Loads

inst id: 4420

Faculty counts and teaching loads for faculty members appointed full-time in EPP fall, 2013.

1. - B5B_1 » Full-time faculty in professional education

University of Central Arkansas	Faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of full-time faculty	18	19	18	15	9	9	6	0
Total number of credit hours taught	182	183	135	110	74	90	0	0
Total number of courses taught (count each section)	66	65	45	50	25	33	0	0

2. - B5B_2 » Part-time faculty in professional education _new_section_

University of Central Arkansas	Faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of part-time faculty	17	0	3	0	1	0	0	0
Total number of credit hours taught	84	0	18	0	8	0	0	0
Total number of courses taught (count each section)	32	0	8	0	3	0	0	0

3. - B5B_3 » Adjunct faculty in professional education _new_section_

University of Central Arkansas	Faculty in professional education who are:							
	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
Number of adjunct faculty	14	0	13	0	1	0	0	0
Total number of credit hours taught	61	0	56	0	8	0	0	0
Total number of courses taught (count each section)	18	0	19	0	2	0	0	0

Comments (optional):

B-5C » 2014 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty

inst id: 4420

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2013.

1. - B5C_1 » Does this professional education unit have a tenure track system?

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

2. - B5C_2 » Faculty

University of Central Arkansas	Number of faculty with tenure		On tenure track		Not on tenure track	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professors	6	6	0	0	1
Associate professors	10	10	0	1	0	0
Assistant professors	0	1	11	10	3	1
Instructors	0	0	0	0	17	18
Lecturers	0	0	0	0	0	0
No academic rank	0	0	0	0	0	0
Totals:	16	17	11	11	21	20

Comments (optional):

This data is based on College of Education faculty only.
--

B-6 » 2014 PEDS » Revenues and Expenditures

inst id: 4420

Selected fiscal revenues and expenditures, 2012-2013

1. - B6_1 » Total amount

Total operating budget for the entire university, -2--1?	126725659	
Total amount allocated to the professional education unit?	4263786	

2. - B6_2 » Revenue From

University of Central Arkansas	Institutional Total		School, College, or Department of Education portion	
	Current year	Prior year	Current year	Prior year
	Private gifts, private grants and private contract i	4209273	\$5,018,959.00	0
Endowment Income i	590654	\$335,868.00	0	\$0.00
Federal funding i	20143021	\$20,365,972.00	738346	\$1,124,172.00
Totals:	\$24,942,948.00	\$25,720,799.00	\$738,346.00	\$1,124,172.00

3. - B6_3 » Expenditures

University of Central Arkansas	Institutional Total		School, College, or Department of Education portion	
	Current year	Prior year	Current year	Prior year
	Instruction i	58979022	\$57,423,339.00	5447216
Research i	3554993	\$3,713,032.00	1052050	\$1,007,127.00
Public Service i	3439874	\$5,262,391.00	257574	\$500,078.00
Academic support i	11202014	\$11,306,720.00	675100	\$622,977.00
Student Services i	6616758	\$6,035,395.00	0	\$0.00
Totals:	\$83,792,661.00	\$83,740,877.00	\$7,431,940.00	\$7,022,213.00

Comments (optional):

B-7 » 2014 PEDS » Educational Technology and Online Learning

inst id: 4420

Number of online learning courses, total enrollment in online learning, and number of online learning programs offered.

1. - **B7_4** » Did your SCDE offer any college-level, credit-granting courses by means of online education* in the -2--1 academic year?

*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

<input checked="" type="radio"/>	Yes - if so, please complete table below	
<input type="radio"/>	No	

2. - **B7_5** » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month -2--1 academic year.

University of Central Arkansas	Undergraduate		Graduate	
	Current year	Prior year	Current year	Prior year
	Total number of educator preparation <u>programs</u> offered by your institution <small>new</small>	11	0	10
Number of <u>programs</u> that are offered as online degree or certificate programs <small>new</small>	0	0	18	0
Number of <u>courses</u> that are Blended/Hybrid (30-79% delivered online) <small>new</small>	0	0	0	0
Number of <u>courses</u> that are 80% or more online delivery <small>new</small>	4	0	93	0
Number of <u>enrollments</u> in blended/hybrid courses <small>new</small>	0	0	0	0
Number of <u>enrollments</u> in online courses (80% or more online delivery) <small>new</small>	73	0	1284	0

3. - **B7_6** » What types of technology and technology tools does your program(s) make available to teacher candidates?

Choose all that apply

<input checked="" type="checkbox"/>	Computer labs with internet access	
<input checked="" type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input checked="" type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Access to video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Access to online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Virtual reality/computer games/simulation programs	
<input type="checkbox"/>	Other »	

4. - **B7_8** » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

<input checked="" type="checkbox"/>	Computer labs with internet access	
<input checked="" type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input checked="" type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Access to video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Access to online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Virtual reality/computer games/simulation programs	
<input type="checkbox"/>	Other »	

5. - **B7_9** » For which of the following technologies or technology tools does your program require candidates to demonstrate proficiency in order to complete the teacher preparation program? new section

Choose all that apply

<input checked="" type="checkbox"/>	Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)	
<input checked="" type="checkbox"/>	Interactive SMART Boards	
<input checked="" type="checkbox"/>	Video cameras, video recording equipment	
<input checked="" type="checkbox"/>	Online research databases	
<input checked="" type="checkbox"/>	Electronic learning management system (ie., Blackboard, Canvas, etc)	
<input checked="" type="checkbox"/>	Assessment management system (LiveText, Taskstream, etc)	
<input checked="" type="checkbox"/>	Instructional technology used to deliver course content	
<input checked="" type="checkbox"/>	Technology used to facilitate online learning and/ or support virtual learning environments	
<input checked="" type="checkbox"/>	Interactive web 2.0 tools	
<input checked="" type="checkbox"/>	Technology used to deliver and collect assessment data on student performance	
<input type="checkbox"/>	Technology used to support accessibility	
<input checked="" type="checkbox"/>	Social media	
<input type="checkbox"/>	Other »	

6. - **B7_10** » What types of professional development are made available to faculty on use of technology and online learning? new section

Choose all that apply

<input checked="" type="checkbox"/>	Workshops	
<input checked="" type="checkbox"/>	Demonstrations	
<input checked="" type="checkbox"/>	One-on-one training	
<input checked="" type="checkbox"/>	Webinars	
<input type="checkbox"/>	No professional development is offered to faculty on the use of technology and online learning	
<input type="checkbox"/>	Other »	

Comments (optional):

Although we have a number of Blended-Hybrid courses, we were not aware that this report would require data on Blended-Hybrid courses.

B-8 » 2014 PEDS » Program Selectivity

inst id: 4420

Admission and graduation requirements for educator preparation programs at the initial certification level, 2012-2013. Please note the admission questions refer to the fall of 2013, while graduation questions refer to the whole academic year of 2012-2013

1. - **B8_1** » What are the admission requirements for full acceptance * to your institution's teacher preparation programs at the initial certification level?

(Check all that apply)

* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
High School GPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum of total credit hours completed as undergraduate	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Minimum of credit hours in education-related courses completed as undergraduate	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	0
Praxis I Reading	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1
Praxis I Writing	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1
Praxis I Math	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1
ACT composite score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
SAT total score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
GRE Verbal	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	1
GRE Quantitative	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	1
GRE Analytical Writing	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	1
MAT scaled score	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis Core Academic Skills for Educators <small>new</small>	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	0
Previous Education related courses	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Any bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Goals statement	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Statement/assessment of professional dispositions	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Letters of recommendation	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Background checks	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

2. - **B8_2** » Please enter the minimum required criteria and average scores of fall -1 enrolled student cohort for the following admission requirements (if selected above)

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Average High School GPA of new candidates enrolled in Fall -1	0	0	0	0	0	0
Minimum Undergraduate GPA Required	2.5	2.5	0	2.5	2.5	2.5
Average Undergraduate GPA of new candidates enrolled in Fall -1	3.27	3.36	0	0	3.18	3.17
Minimum required total credit hours completed as undergraduate	45	45	0	0	0	0
Minimum required credit hours in education courses completed as undergraduate	3	3	0	0	0	0

3. - B8_3 » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Minimum Program GPA	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours spent on early field experiences	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Praxis I	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
State specific tests	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Paper-based Portfolio	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Electronic Portfolio	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
edTPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other Performance Assessment	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

4. - B8_4 » Please enter the required criteria for the following graduation requirements (if selected above)

If all programs have the same clock hour requirements enter the same number for the lowest and highest required hours.

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
Minimum Program GPA required	2.5	2.5	0	2.5	3.0	3.0
Average GPA of -2-1 degree completers	3.52	3.43	0	0	3.76	3.80
Minimum credit hours completed	120	124	0	124	36	36
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	102	102	0	102	75	75
Minimum number of clock hours spent on early field experiences for program with highest number of required hours	292	292	0	292	85	85
	600	600	0	600	600	600

Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours						
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	600	600	0	600	600	600
Number of programs that have implemented edTPA?	0	0	0	0	0	0

5. - **B8.5** » Mid-program selectivity and attrition new section

University of Central Arkansas	Total	
	Current year	Prior year
Total number of candidates that withdrew from teacher preparation programs during academic year -2--1	10	0
Number of candidates that withdrew during academic year -2--1 who were counseled out of the program	2	0
Number of candidates that withdrew at own initiative during academic year -2--1	8	0

	Current year	Prior year
Describe the process used to counsel candidates out of programs	A formal review will occur. The outcomes of this review will determine whether the candidate will be permitted to continue in the teacher preparation program. The review may result in a	

Comments (optional):

B-9 » 2014 PEDS » Clinical Experience Section

inst id: 4420

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2012-2013

1. - **B9_1** » Indicate the number of candidates in supervised clinical experience/student teaching during the -2--1 academic year

Exclude those who were fulfilling early field experience requirements

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Number of students	165	143	0	0	85

2. - **B9_2** » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Program name	Early Childhood Education (1) <input type="checkbox"/>	1	- Select - <input type="checkbox"/>	0	Early Childhood Education (1) <input type="checkbox"/>

3. - **B9_3** » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Average number of total clock hours spent in early field experiences (before Student Teaching)	109	109	0	109	85

4. - **B9_4** » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Number of semesters / quarters	1	1	0	1	0
Weeks per semester / quarter	15	15	0	15	15	15
Hours per week	40	40	0	40	40	40

5. - **B9_8** » What is the average length and intensity of the supervised clinical Residencies in the initial certification programs enumerated in question 9.2 above? [new section](#)

Exclude early field experiences

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year

Number of semesters / quarters	0	0	0	0	0	0
Weeks per semester / quarter	0	0	0	0	0	0
Hours per week	0	0	0	0	0	0

6. - **B9_5** » Select all **URBAN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Urban** areas (**Note: school performing standard is defined by your state education agency**)

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	1
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

7. - **B9_6** » Select all **SUBURBAN and/or TOWN** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas (**Note: school performing standard is defined by your state education agency**)

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year
	Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	1
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

8. - **B9_7** » Select all **RURAL** settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Rural** areas (**Note: school performing standard is defined by your state education agency**)

University of Central Arkansas	Bachelors level		Post Bachelors level		Master level	
	Current year	Prior year	Current year	Prior year	Current year	Prior year

	Current year	Prior year	Current year	Prior year	Current year	Prior year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low Performing Schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	1
Other	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Does not apply	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

9. - **B9_9** » University Supervisors/Clinical Faculty ..new section..

How many of your faculty members supervised clinical experiences in --1-?

University of Central Arkansas	Tenured / Tenure-track		Not tenure track	
	Current year	Prior year	Current year	Prior year
	Professors	2	0	0
Associate professors	6	0	0	0
Assistant professors	7	0	0	0
Instructors	0	0	11	0
Lecturers	0	0	4	0
Other	0	0	15	0
Totals:	15		30	

10. - **B9_10** » Do you have minimum requirements for selection of school-based personnel supervising your candidate's? ..new section..

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

11. - **B9_11** » If yes, please enumerate those requirements ..new section..

Please enumerate the requirements for selection of school-based personnel supervising your candidate's	Masters degree (preference), licensed in the area of supervision, recommendation of school-based administrator, trained in TESS (Teacher Evaluation and Support	
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12. - **B9_12** » Do you have minimum requirements for selection of university-based personnel supervising your candidate's? ..new section..

<input checked="" type="radio"/>	Yes	
<input type="radio"/>	No	

13. - **B9_13** » If yes, please enumerate those requirements ..new section..

Please enumerate the requirements for selection requirements for selection of university-based personnel supervising your candidate's	Degree and public school experience in the area of supervision (preference), hold or held a teaching license in the content area of supervision, trained in TESS (Teacher Evaluation	
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Comments (optional):

B-10 » 2014 PEDS » Program Impact Data

inst id: 4420

Graduate placement and K-12 impact data

1. - **B10_1** » Did your institution track its -3--2 new teacher graduates into their initial job placements during -2--1 academic year?

<input type="radio"/>	Yes	
<input checked="" type="radio"/>	Attempted to track them, but had limited success obtaining information	
<input type="radio"/>	No, but planning to track them in the future	
<input type="radio"/>	No	
<input type="radio"/>	Other »	

2. - **B10_2** » If you answered **yes** or limited success above, for what percent of the -3--2 graduates were placement data obtained?

58	% of the new graduates' placement information was obtained	
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3. - **B10_11** » Type of Placement: Of those -3--2 graduates for whom you obtained placement information in -2--1, how many are in [new section](#)

Placement Type	Number of Graduates	
	Current year	Prior year
Public schools in your state working in the fields they were prepared for		
Public Schools in your state, but working in a different field		
Public Schools in your state, but no information / don't know field of work	135	
Other teaching placements (private schools or out of state)		
Not teaching		

4. - **B10_12** » Please report placement data obtained in -2--1 for students who graduated in the years listed below [new section](#)

Year of Completion	Number of degree / completers		Number employed in your state's public schools first year after graduation		Number employed in your state's public schools second year after graduation		Number employed in your state's public schools both years	
	Current year	Prior year	Current year	Prior year	Current year	Prior year	Current year	Prior year
2011-2012 academic year								
2010-2011 academic year								
2009-2010 academic year								

5. - **B10_13** » Of those who were not employed in your state's public schools in the first two years after graduation, do you have information if they went [new section](#)

Check all that apply

<input type="checkbox"/>	Out of State	
<input type="checkbox"/>	Private schools	
<input type="checkbox"/>	Military	
<input type="checkbox"/>	Advanced studies	
<input type="checkbox"/>	Left the field	
<input checked="" type="checkbox"/>	Don't have information	
<input type="checkbox"/>	Other »	

6. - **B10_4** » if graduate placement data were collected, the source was

Check all that apply

<input type="checkbox"/>	Through self-reporting from the graduates	
<input type="checkbox"/>	From the schools/school districts	
<input checked="" type="checkbox"/>	From the state	
<input type="checkbox"/>	Other »	

7. - **B10_5** » Did your institution receive P-12 student achievement data from the state?

<input type="radio"/>	Yes	
<input checked="" type="radio"/>	No	

8. - **B10_14** » Were the data used for these purposes by institution? new section

If **Yes** in [B-10.5]

Purpose			
	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. - **B10_15** » Were the data used for these purposes by state? new section

If **Yes** in [B-10.5]

Purpose			
	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. - **B10_9** » Types of data obtained on graduates tracked in -2--1

<input type="checkbox"/>	Graduation rates	
<input type="checkbox"/>	Placement rates	
<input type="checkbox"/>	Teacher persistence rates	
<input type="checkbox"/>	Teachers' satisfaction with preparation program	
<input type="checkbox"/>	Principals' satisfaction with teacher quality	
<input type="checkbox"/>	Student Value-Added measures	
<input type="checkbox"/>	Student growth measures	
<input type="checkbox"/>	Observational measures of teacher performance	
<input type="checkbox"/>	Other »	

11. - **B10_16** » For how many of your graduates from the years listed below did you get evaluation data from the state in -2--1? [new section](#)

Year of completion	Total number of initial licensure degree / completers		Number for which evaluation data were received from the State	
	Current year	Prior year	Current year	Prior year
2011-2012 completion year				
2010-2011 completion year				
2009-2010 completion year				

12. - **B10_10** » Graduation and Licensure rates in -2--1

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program.

Out of the total number of initial certification candidates who graduated or completed programs in -2--1 at your institution

4	What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?	
165	Number of teacher education undergraduate degree recipients who were eligible for initial licensure	
0	Number of teacher education Post bachelor's degree recipients who were eligible for initial licensure new	
85	Number of teacher education Master's degree recipients who were eligible for initial licensure new	

13. - **B10_17** » Indicate in the table(s) below the number of candidates completing programs for initial certification at the Bachelor's level and the year of their admittance / enrollment into the Education Preparation Programs [new section](#)

PILOT QUESTION

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program

Year admitted / enrolled	Number of Undergraduate Candidates who Graduated / Completed						
	Number admitted in cohort	1 year after enrollment	2 years after enrollment	3 years after enrollment	4 years after enrollment	More than 4 years or not yet graduated	No information/ withdrew
2011-2012	206	39					
2010-2011	197	42	101				

2009-2010	152	43	82	11			
2008-2009	110	18	57	19	1		

14. - **B10_18** » Indicate in the table(s) below the number of candidates completing programs for initial certification at the Post-Bachelor's level and the year of their admittance / enrollment into the Education Preparation Programs .new section

PILOT QUESTION

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program

Year admitted / enrolled	Number of Initial Licensure- Post-Bachelor's Candidates who Graduated / Completed						
	Number admitted in cohort	1 year after enrollment	2 years after enrollment	3 years after enrollment	4 years after enrollment	More than 4 years or not yet graduated	No information/ withdrew
2011-2012	0						
2010-2011	0						
2009-2010	0	0					
2008-2009	0						

15. - **B10_19** » Indicate in the table(s) below the number of candidates completing programs for initial certification at the Master's level and the year of their admittance / enrollment into the Education Preparation Programs .new section

PILOT QUESTION

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program

Year admitted / enrolled	Number of Initial Licensure- Master's Candidates who Graduated / Completed						
	Number admitted in cohort	1 year after enrollment	2 years after enrollment	3 years after enrollment	4 years after enrollment	More than 4 years or not yet graduated	No information/ withdrew
2011-2012	145	10					
2010-2011	138	15	37				
2009-2010	191	17	47	31			
2008-2009	152	16	47	20	7	60	2

Comments (optional):

Although the state provided the percentage of UCA graduates working in public schools, we did not receive any further information. We will be working to gather this type of data in the future.