



Final Data Verification Report
2011 U.S. News Education Programs Statistical Survey
 University of Central Arkansas
 (School 06304, Researcher 1, Version 7)
 December 16, 2010

GENERAL INSTRUCTIONS

1. Please read each question and follow any specific instructions.
2. Please fill in zeroes where appropriate.
3. If you have any questions, contact Jose Velazquez at (202) 955-2042 or by e-mail for explanation or help.
4. We have pre-printed some information from last year's database for your reference. Pre-printed fields that contain shaded text are locked and may be changed by faxing the correction to your data collector at (202) 955-2097.
5. These data items will be published in our print directory and/or on our Web site, www.usnews.com.

CONTACT INFORMATION

1. The contacts below receive all communication (URL for the survey, passwords, user names, etc.) from *U.S. News* regarding this survey for your institution for our online data collection for Best Graduate Schools. Please review and update as necessary. Each contact must have a valid e-mail address. If a contact is no longer valid, please delete it.

Name:	Deborah Barnes
Job Title:	Assistant Dean
E-mail:	debbieb@uca.edu
Phone:	(501) 450-5403
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Name:	Ken Vaughn
Job Title:	Director of Admissions and Licensure
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If you have a change for your institution's name, name of department or school, address, city, state, zip

code, admissions, phone number, admission e-mail address, WWW home-page address, URL application on the Internet, or financial aid phone number, then please send a fax with the corrected information to *U.S. News* at (202) 955-2097. Once we receive this fax, we will update the information after making it conform to *U.S. News* style guidelines.

GENERAL INFORMATION

Please verify the following information about your graduate program in education.

2.	Institution name	University of Central Arkansas
3.	Name of department or school	College of Education
4.	Address	201 Donaghey Avenue
5.	City	Conway
6.	State	Arkansas
7.	Zip	72035
8.	Education school dean	Diana Pounder
9.	Phone number	(501) 450-5401
10.	Fax number	(501) 450-5358
11.	Institutional control	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private

12. Please indicate which of the following best describes your graduate program of education:
 a college of education

ADMISSIONS INFORMATION

Please verify and fill out the following information as it specifically relates to the graduate program of education at your institution.

13.	Director of admissions	Brenda Herring
14.	Admissions phone number	(501) 450-3124

15.	Admissions E-mail address	bherring@uca.edu
16.	WWW home-page address	http://www.uca.edu/index.php
17.	URL application site on the Internet	http://www.uca.edu/graduateschool/admission_process/
18.	Admission application fee	\$ 25
19.	Admission application deadline for Fall 2012 (if applicable)	
20.	Mark if your school has rolling admissions policy	<input checked="" type="checkbox"/>
21.	TOEFL required for international students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
22.	Minimum required paper TOEFL score	550
23.	Minimum required internet TOEFL score	80

FINANCIAL AID

Please verify the financial aid information below as it specifically relates to your graduate program of education.

24.	Director of financial aid	Cheryl Lyons
25.	Financial aid phone number	(501) 450-3140

STUDENT EXPENSES

Please complete the table below, identifying current tuition, fees, and other expenses for your graduate program of education.

- We have provided the data you submitted last year for reference.
- If last year's information is not accurate, please correct it.
- For **ALL COSTS**, specify if the figure is annual or per-credit.

Tuition and Fees		2009–2010	2010–2011
26.	Full-time in-state tuition	\$ 214 per credit	\$ 215 per credit
27.	Full-time out-of-state tuition	\$ 428 per credit	\$ 430 per credit
28.	Part-time in-state tuition	\$ 214 per credit	\$ 215 per credit
29.	Part-time out-of-state tuition	\$ 428 per credit	\$ 430 per credit
30.	Required student fees	\$ 41 per credit	\$ 47 per credit

Other Expenses		2009–2010	2010–2011
31.	Room and board	\$ 4,880	\$ 5,030
32.	Books and supplies	\$ 1,000	\$ 706
33.	Miscellaneous expenses	\$ 5,460	\$ 4,220
34.	Total room, board, books, supplies and miscellaneous expenses (sum of lines 31–33)	\$ 11,340	\$ 9,956

TYPES OF PROGRAMS OFFERED

35. Please check each type of program offered by your programs of education.

- Bachelor's
- Post-baccalaureate, Non-degree Granting Programs
- Master's
- Education Specialist
- Ph.D.
- Ed.D

36. Please check each broad category of study offered to master's students in your programs of education. These categories are:

- Teaching track**
any degree program that prepares students for teaching, including teaching of special populations or enhances the teaching skills of those already in the profession
- Counseling/Psychology track**
any degree program that prepares students for a professional position as a counselor, school psychologist, or related position
- Administration track**
any degree program that prepares students for an administrative position either at the

- building or district level
- Research/Policy track**
any degree program that prepares students to pursue research or policy analysis in the field of education
- Other**
any degree program that does not fit into the above categories

37. Please check each broad category of study offered to education specialist students in your programs of education. These categories are:

- Teaching track**
any degree program that prepares students for teaching, including teaching of special populations or enhances the teaching skills of those already in the profession
- Counseling/Psychology track**
any degree program that prepares students for a professional position as a counselor, school psychologist, or related position
- Administration track**
any degree program that prepares students for an administrative position either at the building or district level
- Other**
any degree program that does not fit into the above categories

GRADUATE ENROLLMENT

Please complete the following table for your programs of education, identifying enrollment of different types of students, noting the following:

- We have provided the data that you submitted last year for reference.
- Minorities include persons who are Black or African American, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Hispanic/Latino, or two or more races.
- The total number of women and men enrolled should equal the total enrollment.
- A student should only be listed under one of the post-baccalaureate non-degree seeking, master's, educational specialist, or doctoral lines.
- Post-baccalaureate, non-degree granting programs include all post-baccalaureate work that does not award a degree upon completion.
- Students should only be included in one category. If a student falls under multiple categories, list him or her under the highest degree program.

Fall 2009		Women	Men	Total	International	Minorities
38.	Full-time students in post-baccalaureate, non-degree granting programs				0	0
39.	Part-time students in post-baccalaureate, non-degree granting programs				0	0
40.	Total students in post-				0	0

	baccalaureate, non-degree granting programs					
41.	Full-time students in master's programs	76	26	102	3	16
42.	Part-time students in master's programs	427	77	504	1	63
43.	Total students in master's programs	503	103	606	4	79
44.	Full-time students in educational specialist degree programs	0	0	0	0	0
45.	Part-time students in educational specialist degree programs	4	4	8	0	5
46.	Total students in educational specialist degree programs	4	4	8	0	5
47.	Full-time students in doctoral programs				0	1
48.	Part-time students in doctoral programs				1	1
49.	Total students in doctoral programs				1	2
50.	Total enrollment (should be the sum of lines 40, 43, 46, and 49)	507	107	614	5	86

Fall 2010		Women	Men	Total	International	Minorities
51.	Full-time students in post-baccalaureate, non-degree granting programs	0	0	0	0	0
52.	Part-time students in post-baccalaureate, non-degree granting programs	0	0	0	0	0
53.	Total students in post-baccalaureate, non-degree granting programs	0	0	0	0	0

54.	Full-time students in master's programs	88	28	116	1	25
55.	Part-time students in master's programs	376	65	441	1	61
56.	Total students in master's programs	464	93	557	2	86
57.	Full-time students in educational specialist degree programs	0	0	0	0	0
58.	Part-time students in educational specialist degree programs	1	5	6	0	2
59.	Total students in educational specialist degree programs	1	5	6	0	2
60.	Full-time students in doctoral programs	14	5	19	2	5
61.	Part-time students in doctoral programs	13	2	15	0	0
62.	Total students in doctoral programs	27	7	34	2	5
63.	Total enrollment (should be the sum of lines 53, 56, 59, and 62)	492	105	597	4	93

UNDERGRADUATE ENROLLMENT

If you do not offer undergraduate programs in education, please leave the following section blank.

Please complete the following table, identifying enrollment of different types of students, noting the following:

- We have included previously submitted data for reference.
- Minorities include persons who are Black or African American, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Hispanic/Latino, or two or more races.
- The total number of women and men should equal the total enrollment.

Please include students involved in programs in education only. The undergraduate enrollment for the entire institution should not be given.

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Fall 2009		Women	Men	Total	International	Minorities
64.	Full-time students in bachelor's programs	478	107	585	0	86
65.	Part-time students in bachelor's programs	27	8	35	0	10
66.	Total bachelor's students (full- and part-time)	505	115	620	0	96

Fall 2010		Women	Men	Total	International	Minorities
67.	Full-time students in bachelor's programs	486	112	598	0	91
68.	Part-time students in bachelor's programs	36	15	51	0	13
69.	Total bachelor's students (full- and part-time)	522	127	649	0	104

ETHNIC BREAKDOWN — FALL 2010 — GRADUATE PROGRAMS OF EDUCATION

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Include international students only in the category "Nonresident Aliens." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races." **If you cannot provide a complete set of numbers, please skip this section.**

		Full-time program	Part-time program
70.	Nonresident aliens	3	1
71.	Hispanic/Latino	2	5
72.	Black or African American, non-Hispanic/Latino	24	48
73.	White, non-Hispanic/Latino	98	388
74.	American Indian or Alaskan Native, non-Hispanic/Latino	0	5

75.	Asian, non-Hispanic/Latino	2	3
76.	Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	0	0
77.	Two or more races, non-Hispanic/Latino	2	2
78.	Race and/or ethnicity unknown	4	10
79.	Total	135	462

ETHNIC BREAKDOWN — FALL 2010 — UNDERGRADUATE PROGRAMS OF EDUCATION

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2010. Include international students only in the category "Nonresident Aliens." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races." If you cannot provide a complete set of numbers, please skip this section.

		Full-time program	Part-time program
80.	Nonresident aliens	0	0
81.	Hispanic/Latino	13	0
82.	Black or African American, non-Hispanic/Latino	68	11
83.	White, non-Hispanic/Latino	478	36
84.	American Indian or Alaskan Native, non-Hispanic/Latino	5	2
85.	Asian, non-Hispanic/Latino	3	0
86.	Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	0	0
87.	Two or more races, non-Hispanic/Latino	2	0
88.	Race and/or ethnicity unknown	29	2

89.	Total	598	51
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GRADUATE ENTERING CLASS PROFILE

When completing the graduate entering class profile information for your programs of education, please note:

- An applicant is someone who submitted a complete application package with all of the information needed for an admission decision and all required application fees.
- Your counts should include both full- and part-time students.

		2009–2010 Academic Year	2010–2011 Academic Year
90.	Number of applications received for post-baccalaureate, non-degree granting programs		
91.	Number of applicants accepted for post-baccalaureate, non-degree granting programs		
92.	Number of first-year students enrolled in post-baccalaureate, non-degree granting programs		
93.	Number of applications received for master's programs		
94.	Number of applicants accepted for master's programs		
95.	Number of first-year students enrolled in master's programs		
96.	Number of applications received for educational specialist degree programs		
97.	Number of applicants accepted for educational specialist degree programs		
98.	Number of first-year students enrolled in education specialist degree programs		
99.	Number of applications received for doctoral programs		
100.	Number of applicants accepted for doctoral programs		

101.	Number of first-year students enrolled in doctoral programs		
102.	Total first-year enrollment for all graduate programs in education (whether non-degree seeking, master's, educational specialist, or doctoral) (sum of lines 92, 95, 98, and 101)		

TEST REQUIREMENTS

Please indicate for each of the certificate or degree types which option best describes the use of standardized tests in determining admission to your programs of education.

103. Post-baccalaureate, non-degree granting programs

- GRE scores are considered or required for some or all of the programs
 MAT scores are considered or required for some or all of the programs
 Either GRE or MAT scores are considered or required for some or all of the programs
 Neither GRE or MAT scores are considered or required for any of the programs

104. Master's programs

- GRE scores are considered or required for some or all of the programs
 MAT scores are considered or required for some or all of the programs
 Either GRE or MAT scores are considered or required for some or all of the programs
 Neither GRE or MAT scores are considered or required for any of the programs

105. Educational Specialist degree programs

- GRE scores are considered or required for some or all of the programs
 MAT scores are considered or required for some or all of the programs
 Either GRE or MAT scores are considered or required for some or all of the programs
 Neither GRE or MAT scores are considered or required for any of the programs

106. Doctoral programs

- GRE scores are considered or required for some or all of the programs
 MAT scores are considered or required for some or all of the programs
 Either GRE or MAT scores are considered or required for some or all of the programs
 Neither GRE or MAT scores are considered or required for any of the programs

ENTERING CLASS GPA AND TEST SCORES

Please fill out the following grid for your programs of education. We have included the 2009–2010 Academic Year for reference. If you are unable to provide a breakdown by program, please list the values for all entering students.

Please note that the mean MAT scores should be reported using the 200-600 scaled score.

Academic Year 2009–2010							
	Program	Number Entering	Undergraduate GPA	Verbal GRE	Analytical Writing GRE	Quantitative GRE	MAT
107.	Post-baccalaureate, non-degree granting programs		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
108.	Master's		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
109.	Educational Specialist degrees		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
110.	Doctoral		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
111.	All entering students		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:

Academic Year 2010–2011							
	Program	Number Entering	Undergraduate GPA	Verbal GRE	Analytical Writing GRE	Quantitative GRE	MAT
112.	Post-baccalaureate, non-degree granting programs		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
113.	Master's		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
114.	Educational Specialist degrees		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:
115.	Doctoral		% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
			Mean:	Mean:	Mean:	Mean:	Mean:

116.	All entering students	% reporting:	% reporting:	% reporting:	% reporting:	% reporting:
		Mean:	Mean:	Mean:	Mean:	Mean:

STUDENT APPOINTMENTS

Please indicate the number of student appointments in your programs of education for the academic year. You should count the number of positions, not the number of students.

		2009–2010 Academic Year	2010–2011 Academic Year
117.	Fellowships	36	57
118.	Teaching assistants	1	0
119.	Research assistants	15	3
120.	Other appointments	0	16

GRANTS AND SCHOLARSHIPS

121. Please indicate the number of students receiving grants and/or scholarships for the appropriate year.

2009–2010 Academic Year **45**

2010–2011 Academic Year **59**

PROGRAM SPECIALIZATION — 2010–2011 ACADEMIC YEAR

Please complete the table by entering the number of students in each graduate program of education. As you complete the table, please note the following:

- Include students enrolled full- and part-time.
- U.S. Department of Education codes from the Classification of Instruction Programs - 2000 appear next to the name of each program where appropriate.
- If there are students in more than one program, count them for each program that they are in and also in the "Multiple Programs" row. For example, if a student is in the education administration and supervision program as well as the education policy program, he or she would be counted in lines 122, 127, and 138.

		Total Graduate Enrollment
122.	Education administration and supervision (13.04)	39

123.	Student counseling and personnel services (13.11)	59
124.	Curriculum and instruction (13.03)	
125.	Educational evaluation, research, and statistics (13.06)	
126.	Social and philosophical foundations of education (13.09)	
127.	Education policy	
128.	Educational psychology (42.18)	
129.	Elementary teacher education (13.1202)	
130.	Higher education administration (13.0406)	
131.	Secondary teacher education (13.1205)	
132.	Junior high/intermediate/middle school teacher education (13.1203)	
133.	Special education (13.10)	42
134.	Technical teacher education (vocational) (13.1319)	
135.	Educational/instructional media design (13.05)	
136.	Educational Technology	20
137.	Other	437
138.	Multiple	597

GRADUATE PROGRAM OFFERINGS

139. Please check which courses or programs are offered at your institution during the 2010–2011 academic year. You may include courses or programs that are offered outside of the school or department of education, provided they are available to graduate education students.

- Curriculum and instruction
 Education administration & supervision
 Education policy

- Educational psychology
 Educational technology
 Elementary teacher education
 English as a Second Language teacher education
 Higher education administration
 Secondary teacher education
 Special education
 Student counseling & personnel services
 Technical teacher education (vocational)

GRADUATING CLASS

Please complete the following table describing the graduating class of your programs of education, noting the following:

- We have provided the data that you submitted last year for reference.
- Minorities include persons who are Black or African American, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Hispanic/Latino, or two or more races.

2009 Graduates		Total	International	Minorities	Women
140.	Number of bachelor's degrees	177	1	9	137
141.	Number completing post-baccalaureate, non-degree granting programs	0	0	0	0
142.	Number of master's degrees	247	0	25	206
143.	Number of educational specialist degrees	4	0	0	3
144.	Number of doctoral degrees		0	0	0

2010 Graduates		Total	International	Minorities	Women
145.	Number of bachelor's degrees	147	0	14	118
146.	Number completing post-baccalaureate, non-degree granting programs	0	0	0	0
147.	Number of master's degrees	244	2	33	204
148.	Number of educational specialist degrees	2	0	0	2

149.	Number of doctoral degrees	3	0	1	3
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FACULTY

All figures are for faculty in your education programs and should reflect actual head counts and not full-time equivalents. Unfilled tenure-track positions should not be counted. Information supplied last year has been pre-printed.

150. What is the total number of full-time, tenured or tenure-track faculty? Include professors, associate professors, assistant professors, and faculty who have a written commitment to be considered for tenure.
- 2008–2009 Academic Year **47**
2009–2010 Academic Year **48**
2010–2011 Academic Year **55**
151. What is the total number of full-time, tenured or tenure-track faculty who have a doctoral degree?
- 2009–2010 Academic Year **47**
2010–2011 Academic Year **55**
152. How many full-time tenured or tenure-track faculty have received the following awards or been an editor of the following journals in the last two calendar years? Click [here](#) for the list of awards and journals.
- 2008 and 2009 Calendar Years **0**
2009 and 2010 Calendar Years **0**
153. What is the total number of part-time faculty?
- 2009–2010 Academic Year **27**
2010–2011 Academic Year **22**

RESEARCH EXPENDITURES

154. Please provide the total dollar amount of separately-funded, outside-sponsored research conducted by your programs of education during the fiscal year specified. Include only expenditures, not authorizations received. Include funds from business, nonprofits, and federal, state, and local governments. Include indirect costs and equipment grants. Do not include royalties and endowment income. Multi-year grants should be reported on an annual basis, not as a lump sum. Include competitive training grants.
- 2008–2009 Fiscal Year **\$ 560,407**
2009–2010 Fiscal Year **\$ 1,086,667**
155. Please provide the number of full-time tenured or tenure-track faculty involved in externally funded research projects. Include professors, associate professors, and assistant professors who are engaged in separately funded, outside-sponsored research during the academic year.
- 2008–2009 Academic Year **8**

2009–2010 Academic Year 6

OFF CAMPUS PROGRAMS

156. Are any of your programs in education offered through off-campus programs?

- Yes
 No

157. Do you offer any program in education through distance education?

- Yes
 No

Teacher Education

This section asks for information on your teacher education and professional development programs. Many of the programs included in this survey prepare teachers at the baccalaureate as well as the graduate level and questions have been framed to include these cases. Questions that pertain only to graduate offerings are so indicated.

TYPE OF EDUCATION PROGRAM

158. Select the option that best describes your education programs:

- A department/program/school/college that offers only graduate programs
 A department/program/school/college that offers both undergraduate and graduate programs

LEVELS OF PROGRAMS OFFERED AT INSTITUTION FOR THE PREPARATION OF SCHOOL PERSONNEL

159. Check all offered Initial Teacher Preparation Levels.

- Four-year undergraduate program(s) (bachelor's)
 Licensure only at baccalaureate level
 Post-baccalaureate, non-degree
 Five-year combined undergraduate/graduate program(s)
 Master's program(s)

160. Check all offered Advanced Teacher Preparation Levels:

- In-service master's degree program(s) for experienced teachers
 Master's program(s) for other professional school personnel
 Specialist or 6th year program(s) for teachers or other professional school personnel
 Doctoral program(s) for teachers or other professional school personnel

STATE REQUIREMENTS FOR INITIAL TEACHER LICENSURE

161. Select one of the following options that best describes the degree and internship/practice teaching requirements for regular initial teacher licensure in your state.

- Baccalaureate degree in subject matter, master's degree in education;

- master's program includes internship/practice teaching and leads to initial licensure**
- Four-year program leading to initial licensure**
Baccalaureate degree with either major or minor in education; baccalaureate degree program includes internship/practice teaching
- Five-year program leading to initial licensure**
Student earns a baccalaureate degree and graduate credit at completion of program. (Some students may continue their course work over the summer, complete their master's degree requirements before starting to teach in the fall. However, completion of master's program requirements is not a *requirement* as far as initial licensure is concerned.)
Baccalaureate degree with either major or minor in education, followed by graduate courses in education including internship/student teaching
- Five-year program leading to initial licensure**
Student earns a baccalaureate degree and a master's degree at completion of program. Baccalaureate degree with either major or minor in education, followed by master's program in education including internship/student teaching
- Other**
Please describe in 300 characters or less:
Baccalaureate degree program that requires a major in the subject content and includes internship/practice teaching with a recommendation for licensure upon completion of the degree.

ALTERNATE ROUTE PROGRAMS TO INITIAL LICENSURE

162. Does your school offer an "alternate route" to initial licensure program?
- Yes
 No
163. If your program does offer such a route, please indicate what candidates are allowed into the program(s) and what type of programs you offer.
- Candidates**
- Teacher candidates
 Other school personnel
- Types of Programs**
- 5th year master's
 Post-baccalaureate (non-degree)
 Other

TYPE OF TEACHER PREPARATION PROGRAMS OFFERED

164. This question is for graduate education programs only. Other respondents should skip to question 165.
- Check all of the teacher preparation programs that are offered by your graduate education program
- Master's degree in education; master's program includes internship/practice teaching; prepares student for initial licensure

- Alternative route to teaching (provisional licensure); for baccalaureate-degree holders; graduate credit earned
- Other.
Please describe in 300 characters or less.

165. This question is for education programs that have baccalaureate and graduate teacher preparation degree programs. Other respondents should skip to question 166.

Check all of the teacher preparation programs that are offered by your education programs.

- Four-year program leading to initial licensure
Baccalaureate degree with either major or minor in education, baccalaureate degree program includes internship/practice teaching
- Five-year program leading to initial licensure
Student earns a baccalaureate degree and graduate credit at completion of program
Completion of master's program requirements before first teaching job is OPTIONAL.
Baccalaureate degree with either major or minor in education, followed by graduate courses in education including internship/student teaching
- Five-year program leading to initial licensure and master's degree
Student earns a baccalaureate degree and a master's degree at completion of program
Baccalaureate degree with either major or minor in education, followed by master's program in education including internship/student teaching
- Master's program preparing baccalaureate degree holders for initial licensure; includes internship/practice teaching
- Alternative route to teaching — provisional licensure; for baccalaureate-degree holders; graduate credit earned
- Other
Please describe in 300 characters or less.

Baccalaureate degree program that requires a major in the subject content and includes internship/practice teaching with a recommendation for licensure upon completion of the degree.

CHARACTERISTICS OF INTERNSHIP/STUDENT TEACHING EXPERIENCE

For each of the following, check the box that best describes your program's offerings/practices.

166. **Some education programs have established relationships with “professional development/partnership schools” in which teacher education candidates are closely mentored and the university and K-12 faculties work together. Professional development/partnership school/s are:**

- used by students in all our teaching programs.
- used by students in some of our teaching programs.
- not available to any students in our teaching programs.

167. **Students in internships or doing practice teaching may be organized in cohorts that meet regularly for peer exchange and mutual development. Such cohorts are part of:**

- all our teaching programs.
- some of our teaching programs.
- none of our teaching programs.

168. Assume that a mentoring relationship between a master and novice teacher should involve, at a minimum, one hour per week of consultation between student and mentoring teacher. (Observation alone does not meet this requirement.)

- All students in our internship/practice teaching programs are mentored.
- Some students in our internship/practice teaching programs are mentored.
- None of the students in our internship/practice teaching programs is mentored.

NATIONAL CERTIFICATION

169. Does your program offer courses that prepare practicing teachers to stand for certification from the National Board of Professional Teaching Standards?

- Yes
- No

170. How many students enrolled in the 2010–2011 academic year are being prepared to stand for certification from the National Board of Professional Teaching Standards?

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TEACHER TRAINING PROGRAM ENROLLMENT

Please complete the following table, identifying enrollment of graduate students in teacher training programs, noting the following:

- Minorities include persons who are Black or African American, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Hispanic/Latino, or two or more races.
- The total number of women and men enrolled should equal the total enrollment.

Fall 2009–2010 Academic Year		Women	Men	Total	International	Minorities
171.	Full-time students in post-baccalaureate, non-degree granting teacher training programs	0	0	0	0	0
172.	Part-time students in post-baccalaureate, non-degree granting teacher training programs	0	0	0	0	0
173.	Total students in post-baccalaureate, non-degree granting teacher training	0	0	0	0	0

	programs					
174.	Full-time students in master's teacher training programs	38	9	47	1	6
175.	Part-time students in master's teacher training programs	239	52	291	1	37
176.	Total students in master's teacher training programs	277	61	338	2	43
177.	Full-time students in educational specialist degree teacher training programs	0	0	0	0	0
178.	Part-time students in educational specialist degree teacher training programs	4	4	8	0	5
179.	Total students in educational specialist degree teacher training programs	4	4	8	0	5
180.	Total graduate students in teacher training programs (sum of lines 173, 176, and 179)	281	65	346	2	48

Fall 2010–2011 Academic Year		Women	Men	Total	International	Minorities
181.	Full-time students in post-baccalaureate, non-degree granting teacher training programs	0	0	0	0	0
182.	Part-time students in post-baccalaureate, non-degree granting teacher training programs	0	0	0	0	0
183.	Total students in post-baccalaureate, non-degree granting teacher training programs	0	0	0	0	0
184.	Full-time students in master's teacher training programs	50	11	61	0	10

185.	Part-time students in master's teacher training programs	223	45	268	1	38
186.	Total students in master's teacher training programs	273	56	329	1	48
187.	Full-time students in educational specialist degree teacher training programs	0	0	0	0	0
188.	Part-time students in educational specialist degree teacher training programs	1	5	6	0	2
189.	Total students in educational specialist degree teacher training programs	1	5	6	0	2
190.	Total graduate students in teacher training programs (sum of lines 183, 186, and 189)	274	61	335	1	50

TEACHER TRAINING DEGREES AWARDED

Please complete the following table describing the graduating class of your programs of education, noting the following:

- Minorities include persons who are Black or African American, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Hispanic/Latino, or two or more races.

2009 Graduates		Total	International	Minorities	Women
191.	Number of post-baccalaureate, non-degree granting programs completed	0	0	0	0
192.	Number of teacher training master's degrees awarded	126	0	11	114
193.	Number of teacher training educational specialist degrees awarded	4	0	0	3

2010 Graduates		Total	International	Minorities	Women
194.	Number of post-baccalaureate, non-degree granting programs completed	0	0	0	0

195.	Number of teacher training master's degrees awarded	116	1	13	101
196.	Number of teacher training educational specialist degrees awarded	2	0	0	2

TEACHER TRAINING PROGRAM FACULTY

197. **Please provide the number of full-time tenured or tenure-track faculty involved in your school's teacher training programs.**

2009–2010 Academic Year **31**

2010–2011 Academic Year **33**

PROFESSIONAL PLACEMENT AND RETENTION

198. a) **Of the 2010 graduates of your education programs, how many completed initial licensure degree programs? Include graduates of all such programs, whether they are baccalaureate or post-baccalaureate programs.**

151

b) **How many of these graduates accepted teaching positions for Fall 2010?**

199. a) **Of the 2008 graduates of your education programs, how many completed initial licensure degree programs? Include graduates of all such programs, whether they are baccalaureate or master's programs.**

214

b) **How many of these 2008 graduates accepted teaching positions for Fall 2008?**

c) **How many of these teachers (the 2008 graduates) are still employed as teachers in Fall 2010?**

ACCREDITATION AND ORGANIZATIONS

200. **Is your education school currently accredited by NCATE?**

Yes

No

201. **If not currently accredited by NCATE, are you now engaged in a process leading to NCATE accreditation?**

Yes

No

Is your program/department/school of education accredited by the Teacher Education

Accreditation Council (TEAC)? Yes No

203. **If not currently accredited by TEAC, are you now engaged in a process leading to TEAC accreditation?**

 Yes No

204. **Please check all organizations of which your institution is a member.**

 ACSESULGC/APU (Association of Colleges and Schools of Education) AACTE (American Association of Colleges for Teacher Education) AILACTE (Association of Independent Liberal Arts Colleges for Teacher Education) Holmes Partnership NAFEO (National Association for Equal Opportunity in Higher Education) CCCU (Members of the Council for Christian Colleges and Universities) TECSU (Teacher Education Council of State College and Universities) HACU (Hispanic Association of Colleges and Universities)**STATE ASSESSMENT PASS RATES**

205. **Does the state your school is in have an assessment that must be passed to certify or license teachers? If no, please skip to 208.**

 Yes No

206. **How many of your students took an assessment to become a certified or licensed teacher in 2009–2010?**

265

207. **How many of these students passed the assessment?**

259**SOCIAL MEDIA**

Please provide the main link, if any, for your education programs's official presence on the following sites:

208.	Facebook	http://www.facebook.com/pages/Conway-AR/University-of-Central-Ar
209.	Twitter	
210.	LinkedIn	

RESPONDENT INFORMATION

Please provide the following information so that we can contact you about any of the responses to this survey. This information will not be published.

211.	Your name	Debbie Barnes
212.	Title	Assistant Dean, College of Education
213.	Telephone	(501) 450-5403
214.	Fax	(501) 450-5358
215.	E-mail	debbieb@uca.edu

PUBLIC RELATIONS CONTACTS

Please list up to two public relations contacts for your school of education.

These contacts will receive the embargoed ranking information prior to the official rankings release. Please do not list the survey contacts here. The survey contacts will also receive the embargoed information prior to the official release.

216.	First Contact's Name	Diana Pounder
217.	First Contact's Phone Number	(501) 450-5402
218.	First Contact's E-mail	dianap@uca.edu
219.	Second Contact's Name	Amber Hall
220.	Second Contact's Phone Number	(501) 450-3663
221.	Second Contact's E-mail	amberh@uca.edu