



2. What is the minimum college GPA required for formal admittance to the program?	
3. What is the minimum ACT score required for formal admittance to the program?	
4. What is the minimum SAT score required for formal admittance to the program?	
5. What is the number of contact hours per week required of student participation in supervised student teaching? <i>(in hours)</i>	
6. What is the number of weeks of supervised student teaching required? <i>(in weeks)</i>	
7. What is the total number of contact hours required? () <i>(in hours)</i>	

1. Please specify the total number of students to the initial teacher preparation
program academic year

3. What was the number of part-time faculty in professional education who were not otherwise employed by the institution? These may be part-time university faculty, or schoolteachers who supervised prospective teachers. _____		
4. What was the total number of supervising faculty for the teacher preparation program during academic year 2001-2002? ()		
5. What was the Student/faculty ratio? (the total in the total in .)		
6. How many of the supervising faculty have a current Arkansas teaching license?		
7. How many of the supervising faculty have a current teaching license from any state?		
8. How many of the supervising faculty have had a license and have let it expire?		
	_____	_____
1. As of 4/7/03, is the teacher preparation program approved by the state?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. As of 4/7/03, is the teacher preparation program accredited by NCATE?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. As of 4/7/03, is the teacher preparation program designated as low-performing by the state (per section 208(a) of the HEA of 1998)? See State Plan for definition of low-performing programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	_____	_____
1. Is passing the Praxis I exams required for <u>entry</u> into the teacher preparation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Is passing the Praxis I exams required for <u>completion</u> of the teacher preparation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is passing the Praxis II Content Area exam(s) required for <u>entry</u> into the institution's teacher preparation program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Is passing the Praxis II Content Area exam(s) required for <u>completion</u> of the teacher preparation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Is passing the Praxis II PLT, PK, or Content Pedagogy exam required for <u>entry</u> into the institution's teacher preparation program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Is passing the Praxis II PLT, PK, or Content Pedagogy exam required for <u>completion</u> of the teacher preparation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

As part of the program overview, you can include: i) admission requirements, ii) a list of program areas offered and the number of students formally enrolled in each, iii) a brief description of each program (reflective of standards-based instruction), iv) a description of the credentials of the General Education and College of Education faculty.

The purpose of the education program at UCA is to prepare professional educators who, through a variety of structured and sequential experiences, develop a deep understanding of the subject matter they will teach while also developing pedagogical skills that lead to the improvement of student learning. The experiences afforded candidates demand demonstration of proficient and flexible use of different ways of teaching to engage all students in active learning. Teacher candidates possess the knowledge, skills, and dispositions of effective educators. They are well versed in the characteristics of students of different ages, abilities, and cultural backgrounds. They have skill in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. They know when and how to assess learning through various forms of traditional and authentic assessments. They are able to reflect critically upon their own performance as well as on the performance of students under their charge as they design learning experiences. They demonstrate professionalism with all students, parctive tda0.02.0328 trcAsmsm,s

In this section you can include special program characteristics and/or particular accomplishments of your graduates

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.