

Special Features of Teacher Preparation

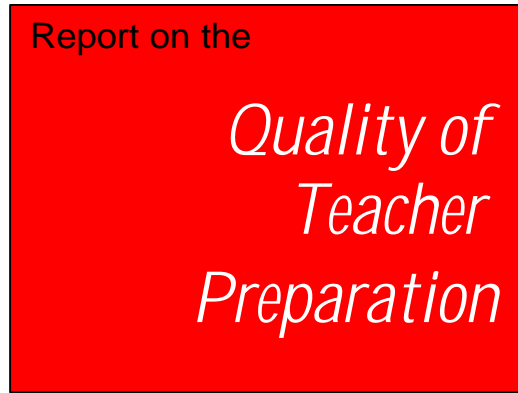
- In-depth content area study
- 9-27 hours of graduate study
- Year-long teaching internship, some of which are paid positions that accrue experience credit and retirement benefits
- Clinical experiences in Professional Development Schools
- Internship mentors are experienced teachers. Many are trained in Praxis III and/or hold advanced certification from the National Board of Professional Teaching Standards.

University of Cincinnati
 College of Education
 Lawrence J. Johnson, Dean
 P.O. Box 210002
 Cincinnati, OH 45221-0002

For information contact:

Gay VanZandt
 (513) 556-2327
<http://www.education.uc.edu>
Gay.VanZandt@uc.edu

This report is provided in compliance with the requirements of the Title II Higher Education Act.



University of Cincinnati

Features and Accomplishments:

- Featured program at former Secretary of Education Riley’s Teacher Quality Institutes in Washington, DC and Denver, Colorado (2000)
- 1999 Ohio’s BEST Practices Award
- 1999 Ohio’s Best Practices World Class Teaching Award
- 1999 American Association of Colleges of Teacher Education Best Practice Award in Support of Teacher Education Accreditation

Featured in:

- “Promising Practices: New Ways to Improve Teacher Education” (USDOE, 1998)
- “What Matters Most: Teaching for America’s Future” (NCTAF, 1996)
- TIME Magazine
- NBC Nightly News



Teacher Preparation Programs

University of Cincinnati

Overview

The University of Cincinnati is a public comprehensive university and research institution. The university has a diverse student body and a wide range of programs, including teacher preparation. The university is committed to providing high-quality education and research.

The University of Cincinnati

- The University of Cincinnati is a public comprehensive university and research institution.
- The university has a diverse student body and a wide range of programs, including teacher preparation.
- The university is committed to providing high-quality education and research.

Teacher Education Programs

The University of Cincinnati offers a variety of teacher education programs, including early childhood, middle school, secondary, and special education. The programs are designed to provide students with the knowledge and skills they need to become effective teachers. The university also offers a variety of support services for teacher education students, including tutoring and career counseling.

Beginning in 2005, Ohio’s new teacher education standards became effective. The standards are designed to ensure that all teachers are prepared to meet the needs of all students. The University of Cincinnati is committed to providing high-quality teacher education programs that meet these standards.

Accreditation

The University of Cincinnati is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education. The university’s teacher education programs are also accredited by the Ohio State Board of Education.

accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education.

Student Characteristics

The University of Cincinnati’s teacher education programs have a full-time enrollment of 833 students in teacher education programs. There is a diverse student body. Approximately 12 percent of teacher preparation students are minority students.

Teacher Preparation

CITE prepares candidates to teach in early childhood, middle school, secondary, and special education in a variety of majors. CITE programs feature in-depth content area study and feature a year-long internship in a professional development school. The College of Education offers master and doctoral degree programs, including the new Urban Education Leadership doctoral program.

The University of Cincinnati also offers preparation programs in music education and art education. The Art Education program is housed in the College of Design, Architecture, Art, and Planning. The Music Education program is housed in the College-Conservatory of Music.

Admission Requirements:

Admission to the CITE Cohort

Candidates must have completed at least two years of a preparation program with a minimum 2.8 grade point average (GPA), pass a basic skills test in reading, writing & mathematics or have an ACT score of 22 or an SAT score of 1000.

Admission to Art Education

Applicants must have a 3.0 GPA in Art and in Education.

Admission to Music Education Program

Applicants audition in their applied performance area and are interviewed to determine admission to the program. Average GPA for students admitted to Music Education was 3.42 during 1999-2000 academic year.

Academic Year: 1999–2000 • Testing Period: September 1, 1999–August 31, 2000 • Program Completers: 142

Type of Assessment	# Taking Praxis II	# Passing Praxis II	UC Pass Rate (%)	OH Passing Scores	OH Pass Rate (%)*	Net '1 Pass Rate (%)**
PROFESSIONAL KNOWLEDGE						
Professional Knowledge	16	16	100%	N A	100%	NA
Principles of Lrng. & Teaching K-6	80	78	94%	168	95%	70%
Principles of Lrng. & Teaching 5-9	2			168	90%	66%
Principles of Lrng. & Teaching 7-12	37	37	100%	165	97%	83%
ACADEMIC CONTENT AREAS						
Early Childhood Education	10	10	100%	570	99%	87%
Elementary Education: C//A	72	71	99%	162	99%	73%
English Lang., Lit. and Comm.	10	10	100%	167	91%	68%
Mathematics: Content Knowledge	4			139	94%	53%
Chemistry: Content Knowledge	4			153	91%	48%
Earth Science	***			151	100%	81%
General Science Content Knowledge Pt 1	***			155	100%	74%
General Science Content Knowledge Pt 2	***			149	100%	70%
Chemistry, Physics and Gen Sci.	***			520	97%	70%
Biology — Content Knowledge 1	3			158	93%	76%
Biology — Content Knowledge 2	3			144	90%	59%
Physics — Content Knowledge	1			134	90%	34%
Biology & General Science	5			560	100%	100%
Social Studies — Content Knowledge	1			157	98%	73%
German — Content Knowledge	***			165	No data	73%
German — Productive Lang. Skills	***			169	No data	77%
French — Content Knowledge	3			160	85%	85%
French — Productive Lang. Skills	3			169	69%	66%
Spanish — Content Knowledge	***			160	90%	76%
Spanish — Productive Lang. Skills	***			167	65%	52%
Music Content Knowledge	8			154	95%	78%
Art — Content Knowledge	12	12	100%	157	99%	88%
Special Education — Application of core	3			147	99%	72%
Special Education — Knowl.-based core	3			151	100%	82%

Aggregate and Summary Institution

	# Taking Assessment	# Passing Assessment	Institution Pass Rate	# Statewide Taking Assess- ment	# Statewide Passing Assessment	Statewide Pass Rate
Aggregate — Professional Knowledge	135	133	99%	7124	6970	98%
Aggregate — Academic Content Areas (Math, English, Biology, etc.)	139	139	99%	6266	6079	97%
Aggregate — Teaching Special Populations (Special Education, etc.)	3			863	863	99%
SUMMARY TOTALS AND PASS RATE	144	141	98%	6991	6991	96%

*The state passing rate is based on data collected from all Ohio individuals taking the Praxis II in 1999-2000, regardless of their status in teacher education program. Some test takers may be sophomores or juniors in college. Others may be persons who are not enrolled in a teacher education program.

**The national passing rate is calculated at Ohio's cut scores, which are

among the highest in the nation. For instance, Ohio requires the highest cut score in Principles of Learning and Teaching 5-9 (middle childhood) and ranks second in Principles of Learning and Teaching in K-6 and 7-12 (early childhood and adolescent/young adult.)

*** No pass rate is calculated when fewer than 10 teacher candidates take the Praxis II test.