

Special Features of Teacher Preparation

In-depth content area study

9-27 hours of graduate study

Year-long teaching internship opportunities

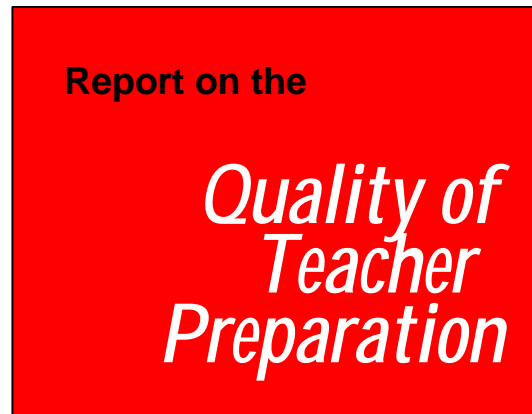
A variety of experiences with strong support from mentor teachers

Internship mentors are experienced teachers. Many are trained in Praxis III and/or hold advanced certification from the National Board of Professional Teaching Standards.

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



Features and Accomplishments:

- Continued strong partnerships with schools over 150 partnerships with school districts, businesses, local and state government agencies, private foundations, and other community partners
- Committed to preparing teachers for urban settings in collaboration with the Great Cities Universities: Urban Educator Corps
- Infused technology into every aspect of the teacher education continuum through our Comprehensive, Educational Restructuring and Technology Infusion Initiative (CERTI), a U.S. Department of Education funded program
- Awarded over 160 scholarships to students based on their academic achievement and contributions to the community
- Our Vision: Preparing committed, caring, competent educators



The University of Cincinnati is a public comprehensive system of learning and research. The faculty have distinguished themselves worldwide for their creative pedagogy and research, especially in problem solving and the application of their discoveries.

The University of Cincinnati's system:

- is designed to serve a diverse student body with a broad range of interests and goals
- strives to provide the highest quality learning environment, world-renowned scholarship, innovation and community service
- serves as a place where freedom of intellectual interchange flourishes.

Our Teacher Education Vision:

At the University of Cincinnati, four colleges work in partnership to prepare teachers for initial licensure: College of Education, College of Design, Architecture, Art and Planning, College-Conservatory of Music, and the McMicken College of Arts and Sciences. Within the College of Education, the Division of Teacher Education prepares teachers who will plan and deliver quality educational programs to learners of all ages and abilities. Our Teacher Education programs focus on the preparation of teachers who will serve in diverse Pre-K-12 settings in the areas of Early Childhood, Middle Childhood, Secondary, and Special Education. Graduate programs prepare individuals to serve in leadership roles in educational endeavors throughout the public and private sectors in in-school-and-out-of-school settings.

As a unit preparing educators and leaders, we are committed to serving schools, agencies and communities in a number of ways:

- creating and disseminating knowledge to further professional practice
- linking pedagogy to research and learning
- preparing students to work within diverse communities
- serving as a model of and a resource for diversity and
- developing a continuing community of life-long learners.

Accreditation

The University of Cincinnati is accredited by the North Central Association of Colleges and Schools (NCA). Preparatory programs offered by the College of Education for prospective teachers and other school personnel are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education.

The University of Cincinnati's College of Education has a full-time enrollment of 943 students in Teacher Education Programs. Approximately 12 percent of the students in teacher education belong to a minority group.

Teacher Preparation

Our teacher education program prepares candidates to teach in early childhood, middle school, secondary and special education in a variety of majors. Highlights of the programs include in-depth content area study and feature year-long internship opportunities in some programs. The College of Education offers master and doctoral degree programs, including the Urban Educational Leadership doctoral program.

Admission Requirements:

Admission to the Teacher Education Cohort Admission is competitive. 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 Education.

Admission to Music Education Program

Applicants audition in their applied performance area and are interviewed to determine admission to the program. Applicants must have a 3.0 GPA for admission to the program.

**University of Cincinnati
Praxis II pass-rate: Teacher Preparation Programs**

Academic Year: 2001-2002 Testing Period: September 1, 2001 – August 31, 2002 Program Completers: 144

Type of Assessment	# Taking Praxis II	# Passing Praxis II	UC Pass Rate (%)	OH Passing Scores	OH Pass Rate (%)	Nat'l Pass Rate (%)
Professional Knowledge						
Professional Knowledge	***			NA	96%	NA
Principles of Learning & Teaching K-6	52	52	100%	168	90%	68%
Principles of Learning & Teaching 5-9	10	10	100%	168	92%	67%
Principles of Learning & Teaching 7-12	52	52	100%	165	95%	77%
Academic Content Areas						
Early Childhood Education	28	28	100%	570	99%	82%
English Language, Lit & Comm.	11	11	100%	167	89%	71%
Elementary Education: C/I/A	46	46	100%	162	95%	80%
Middle School – Social Studies	***			151	92%	79%
Middle School – Language Arts	***			156	96%	81%
Middle School - Mathematics	***			143	98%	87%
Mathematics: Content Knowledge	***			139	86%	55%
Chemistry: Content Knowledge	***			153	97%	79%
Earth Science	***			151	94%	78%
General Science Content Knowledge Pt 1	***			155	91%	70%
General Science Content Knowledge Pt 2	***			149	100%	72%
Chemistry, Physics and Gen. Science	***			520	100%	69%
Biology Content Knowledge 1	***			158	93%	71%
Biology Content Knowledge 2	***			144	81%	55%
Physics-Content Knowledge	***			134	89%	44%
Biology & General Science	***			560	100%	64%
Social Studies-Content Knowledge	***			157	91%	72%
German – Content Knowledge	***			165	100%	75%
German – Productive Lang. Skills	***			169	92%	91%
French – Content Knowledge	***			160	76%	85%
French – Productive Lang. Skills	***			169	94%	67%
Spanish - Content Knowledge	***			160	85%	76%
Spanish – Productive Lang. Skills	***			167	52%	49%
Music - Content Knowledge	***			154	93%	76%
Art – Content Knowledge	12	12	100%	157	95%	84%
Special Education- Knowledge-Based core	11	11	100%	151	99%	75%
Aggregate and Summary Institution						
	# Taking Assessment	# Passing Assessment	Institution Pass Rate	# Statewide Taking Assessment	# Statewide Passing Assessment	Statewide Pass Rate
Aggregate – Basic Skills						
Aggregate – Professional Knowledge	115	115	100%	5880	5441	93%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	120	120	100%	6749	6298	93%
Aggregate – Teaching Special Populations (Special Education, Etc.)	11	11	100%	805	796	99%
Summary Totals and Pass Rate	144	144	100%	7456	6771	89%

*The state passing rate is based on data collected from all Ohio individuals taking the Praxis II in 2001-2002, regardless of their status in teacher education programs. Some test takers may be sophomores or juniors in college. Others may be persons who are not enrolled in a teacher education program.

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

Teacher preparation, all specializations, in academic year 2001-2002	943		
Number of students in supervised student teaching in academic year 2001-2002	163		
Number of faculty members who supervised student teachers in 2001-2002	22		
<ul style="list-style-type: none"> • Full time faculty in professional education who supervised student teacher • Appointed part time faculty in professional education and full-time in the institution • Part-time faculty in professional education and full-time personnel in the institution who supervise 	22		
Student teacher/faculty ratio	1		
Total faculty appointed full-time in Professional Education	0		
The average number of student teaching hours per week required*	6-1		
	43		
The average number of student teaching hours per week required*	Academics 17.5	Art Ed.: 40	Music Ed: 40
*For the entire academic year			
Total number of weeks of supervised student teaching required	Academics *36	Art Ed.: 10	Music Ed: 14
*Early Childhood Education, Elementary Education, Middle Childhood, Secondary Education, Special Education			