

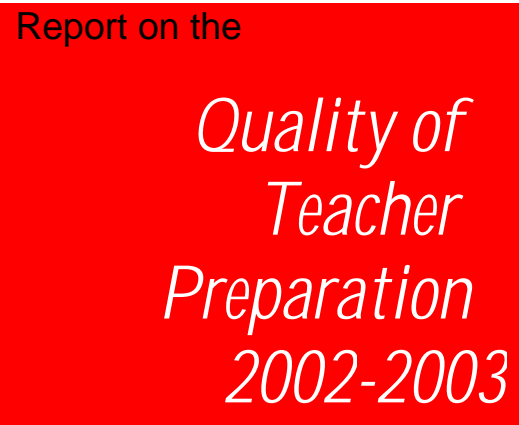
Special Features of Teacher Preparation

- In-depth content area study; all programs meet national standards
- Strong links between theory and practice
- Year-long teaching internship option
- Commitment to performance assessment
- A variety of field 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.

University of Cincinnati
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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.
- Unit-wide collaboration across eight colleges on behalf of the initial and continuing preparation of teachers and other professional school personnel
- 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, Criminal Justice, and Human Services (CECH), College of Design, Architecture, Art and Planning, College-Conservatory of Music, and the McMicken College of Arts and Sciences. Within CECH, 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 of 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 for prospective teacher 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 CECH has a full-time enrollment of 982 students in Teacher Education Programs. Approximately 12 percent of the students in teacher education belong to a minority group.

Teacher Preparation

Our teacher education programs prepare candidates to teach in early childhood, middle school, secondary education, art, music, and special education in a variety of majors. Highlights of the programs include in-depth content area study and year-long internship options in some programs. CECH offers master and doctoral degree programs, including the Urban Education 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: 2002-2003 Testing Period: September 1, 2002 – August 31, 2003 Program Completers: 114

Type of Assessment	# Taking Praxis II	# Passing Praxis II	UC Pass Rate (%)	OH Passing Scores	OH Pass Rate (%)	
Professional Knowledge						
Professional Knowledge	***			NA	95%	
Principles of Learning & Teaching K-6	***			168	92%	
Principles of Learning & Teaching 5-9	13	13	100%	168	94%	
Principles of Learning & Teaching 7-12	50	50	100%	165	92%	
Academic Content Areas						
Early Childhood Education	43	43	100%	570	98%	
English Language, Lit & Comm.	***			167	90%	
Elementary Education: C/I/A	***			162	95%	
Middle School – Social Studies	12	12	100%	151	92%	
Middle School – Language Arts	***			156	95%	
Middle School - Mathematics	***			143	100%	
Mathematics: Content Knowledge	***			139	90%	
Chemistry: Content Knowledge	***			153	85%	
Earth Science	***			151	97%	
Chemistry, Physics and Gen. Science	***			520	88%	
Biology Content Knowledge 1	***			158	94%	
Biology Content Knowledge 2	***			144	88%	
Physics-Content Knowledge	***			134	86%	
Social Studies-Content Knowledge	***			157	91%	
German – Content Knowledge	***			165	N/A	
French – Content Knowledge	***			160	96%	
Spanish - Content Knowledge	***			160	92%	
Music - Content Knowledge	***			154	94%	
Art – Content Knowledge	***			157	96%	
Special Education- Knowledge-Based core	***			151	99%	
Aggregate and Summary Institution	# Taking Assessment	# Passing Assessment	Institution Pass Rate	# Statewide Taking Assessment	# Statewide Passing Assessment	Statewide Pass Rate
Aggregate – Professional Knowledge	71	71	100%	4264	3958	93%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)	116	116	100%	6700	6359	95%
Aggregate – Teaching Special Populations (Special Education, Etc.)	***			815	810	99%
Summary Totals and Pass Rate	114	114	100%	6951	6428	92%

*The state passing rate is based on data collected from all Ohio individuals taking the Praxis II in 2002-2003, 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 2002-2003	982
Number of students in supervised student teaching in academic year 2002-2003	183
Number of faculty members who supervised student teachers in 2002-2003	19
Student teacher/faculty ratio	10-1
Total faculty appointed full-time in Professional Education	44
The average number of student teaching hours per week required*	Academics *30 Art Ed.: 40 Music Ed: 40
*For the entire academic year	
Total number of weeks of supervised student teaching required	Academics *28 Art Ed.: 10 Music Ed: 14
*Early Childhood Education, Middle Childhood Education, Secondary Education, Special Education	