

Features and Accomplishments

- actively engaged in UC|21, our initiative to define the new urban research institution.
- committed to key relationships with over 150 partnerships with school districts, businesses, local and state government agencies, and other community partners.
- committed to practicing theory in action, grounded in research excellence.
- putting students at the center through relationships with faculty members and over 185 scholarships based on achievement and contributions to the community.
- emphasis on working successfully with students and clients from diverse cultural, ethnic, and linguistic groups.

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

Report on the Quality of Teacher Preparation 2003-2004

College of Education, Criminal Justice, and Human Services

Special features of teacher preparation:

- The use of aggregated, Unit-wide data for the continuous improvement of our programs.
- Strong links between theory and practice.
- Use of performance assessments and critical performances to assess and document candidates' learning.
- Commitment to preparing candidates to address issues of diversity with equity.
- Infusion of technology throughout our preparation programs.

The mission of the University of Cincinnati educator preparation community is *to prepare committed, caring, and competent educators*. In view of this mission, the Unit's standards for performance expectations for candidates are *committed, caring, competent educators...*

- who acquire and develop foundation knowledge, including knowledge of how individuals learn and develop.
- who, with content knowledge, are able to articulate the central concepts, tools of inquiry, and structures of their discipline.
- who successfully collaborate and who demonstrate leadership.
- who are able to address issues of diversity with equity.
- who are able to use technology to support their practice.
- who use assessment to inform their efforts.

For those who are teachers in initial preparation or who are pursuing continuing education, we have the additional standard:

- Candidates of the University of Cincinnati are *committed, caring, competent educators* who demonstrate pedagogical knowledge, including organizing content knowledge for learning, creating supportive learning environments, instruction which maximizes the opportunity for learning, and professionalism.

Accreditation:

The University of Cincinnati is accredited by the North Central Association of Colleges and Schools (NCA). Programs for the initial and continuing education of teachers and other school personnel are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education.

Admission Requirements:

Admission to 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 and demonstrate competence in reading, writing, and mathematics.

Admission to Art Education:

Applicants must have a 3.0 grade point average in Art and Education.

Admission to Music Preparation Program:

Applicants audition in their applied performance area, are interviewed, and must have a 3.0 grade average.

University of Cincinnati

Praxis II Pass-Rate: Teacher Preparation Programs

Academic Year: 2003-2004 Testing Period: September 1, 2003 - August 31, 2004 Program Completers: 215¹

Type of Assessment	# Taking Praxis II	# Passing Praxis II	UC Pass Rate (%)	OH Passing Scores	OH Pass Rate (%)	National Pass Rate (%)
Professional Knowledge						
Principles Learning & Teaching K-6	***			168	91%	67%
Principles Learning & Teaching 5-9	36	36	100%	168	91%	61%
Principles Learning & Teaching 7-12	73	73	100%	165	94%	77%
Academic Content Areas						
Early Childhood Education	103	103	100%	570	99%	88%
Eng. Lang. Lit. Comp. Content Knowledge	12	12	100%	167	91%	70%
Middle School English Language Arts	19	19	100%	156	96%	84%
Mathematics Content Knowledge	***			139	92%	53%
Middle School Mathematics	19	19	100%	143	99%	85%
Chem. Physics and General Science	***			520	93%	70%
Social Studies Content Knowledge	***			157	92%	70%
Middle School Social Studies	22	22	100%	151	94%	80%
Music Content Knowledge	17	17	100%	154	96%	79%
Art Content Knowledge	17	17	100%	157	94%	82%
French Content Knowledge	***			160	100%	81%
Spanish Content Knowledge	***			160	87%	73%
Biology Content Knowledge Part 1	***			158	94%	74%
Biology Content Knowledge Part 2	***			144	85%	56%
Chemistry Content Knowledge	***			153	80%	56%
Physics Content Knowledge	***			134	92%	47%
SE Knowledge-Based Core Principles	12	12	100%	151	94%	77%

Aggregate and Summary Institution Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide # Taking Assessment	Statewide # Passing Assessment	Statewide Pass Rate
Aggregate - Professional Knowledge	112	112	100%	4571	4250	93%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	226	226	100%	7515	7183	96%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	12	12	100%	830	787	95%
Summary Totals and Pass-Rates²	215	215	100%	7703	7154	93%

1 The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

2 Summary Totals and Pass-Rates: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass-rate.

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

Number of students in teacher preparation, all specializations, in academic year 2003-2004	1101
Number of students in supervised student teaching in academic year 2003-2004	274
Number of faculty members who supervised student teachers in 2003-2004	38
Student teacher/faculty ratio	7.21 - 1
Total faculty appointed full-time in Professional Education	81
The average number of student teaching hours per week required	27.5
The average number of weeks of supervised student teaching required	22