

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.

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

For information, contact:

Richard Stackpole, Assistant Dean
(513) 556-2335
richard.stackpole@uc.edu

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

Report on the Quality of Teacher Preparation 2004-2005

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: 2004-2005 Testing Period: September 1, 2004 - August 31, 2005 Program Completers: 172¹

Type of Assessment	# Taking Praxis II	# Passing Praxis II	UC Pass Rate (%)	OH Passing Scores	OH Pass Rate (%)	National Pass Rate (%)⁵
Professional Knowledge						
Principles Learning & Teaching Early Childhood	62	62	100%	166	99%	
Principles Learning & Teaching 5-9	41	39	95%	168	92%	
Principles Learning & Teaching 7-12	62	62	100%	165	97%	
Academic Content Areas						
Early Childhood Education	11	11	100%	570	99%	
Education of Young Children	56	56	100%	166	99%	
Biology and General Science	***			560	100%	
Eng. Lang. Lit. Comp. Content Knowledge	12	12	100%	167	92%	
Middle School English Language Arts	27	27	100%	156	97%	
Mathematics: Content Knowledge	***			139	96%	
Middle School Mathematics	19	19	100%	143	100%	
Chem. Physics and General Science	***			520	95%	
Social Studies: Content Knowledge	10	10	100%	157	93%	
Middle School Social Studies	21	21	100%	151	93%	
Music Content Knowledge	***			154	97%	
Art Content Knowledge	11	11	100%	157	98%	
French Content Knowledge	***			160	93%	
German Content Knowledge	***			165	100%	
Spanish Content Knowledge	***			160	95%	
Biology Content Knowledge	***			148	98%	
Chemistry Content Knowledge	***			153	89%	
Physics Content Knowledge	***			134	90%	
Middle School Science	***			144	93%	
Earth Science Content Knowledge	***			151	93%	
SE Knowledge-Based Core Principles	***			151	95%	

Aggregate and Summary Institution Level Pass Rate Data

Type of Assessment	# Taking Assessment³	# Passing Assessment⁴	Institution Pass Rate	Statewide # Taking Assessment³	Statewide # Passing Assessment⁴	Statewide Pass Rate
Aggregate - Professional Knowledge	165	163	99%	5996	5731	96%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	202	202	100%	7996	7674	96%
Aggregate - Teaching Special Populations (Special Education, ESL, etc.)	***			777	740	95%
Summary Totals and Pass Rates²	172	170	99%	7777	7306	94%

1 The number of program completors 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 completors who successfully completed one or more tests across all categories used by the state for licensure and the total pass-rate.

3 Number of completors who took one or more tests in a category and within their area of specialization.

4 Number who passed all tests they took in a category and within their area of specialization.

5 National Pass Rate (%) will be provided when scores become available

***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 2004-2005	1003
Number of students in supervised student teaching in academic year 2004-2005	196
Number of faculty members who supervised student teachers in 2004-2005	32
Student teacher/faculty ratio	6 : 1
Total faculty appointed full-time in Professional Education	79
The average number of student teaching hours per week required	33.33
The average number of weeks of supervised student teaching required	18.5