

## 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.
- dedicated to practicing theory in action, grounded in research excellence.
- placing students at the center through relationships with faculty members and over 250 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](mailto:richard.stackpole@uc.edu)

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

## College of Education, Criminal Justice, and Human Services

### Report on the Quality of Teacher Preparation 2005-2006

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 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: 2005-2006 Testing Period: September 1, 2005 - August 31, 2006 Program Completers: 168<sup>1</sup>

<i>Type of Assessment</i>	<i># Taking Praxis II</i>	<i># Passing Praxis II</i>	<i>UC Pass Rate (%)</i>	<i>OH Passing Scores</i>	<i>OH Pass Rate (%)</i>	<i>National Pass Rate (%)</i>
<b>Professional Knowledge</b>						
Principles Learning & Teaching Early Childhood	48	48	100%	166	99%	94%
Principles Learning & Teaching 5-9	44	44	100%	168	93%	63%
Principles Learning & Teaching 7-12	70	70	100%	165	96%	79%
<b>Academic Content Areas</b>						
Early Childhood Education	***			570	100%	85%
Education of Young Children	46	46	100%	166	100%	93%
Biology and General Science	***			560	100%	81%
Eng. Lang. Lit. Comp. Content Knowledge	17	17	100%	167	93%	69%
Middle School English Language Arts	27	27	100%	156	99%	84%
Mathematics: Content Knowledge	***			139	97%	60%
Middle School Mathematics	21	21	100%	143	100%	84%
Chem. Physics and General Science	***			520	96%	67%
Social Studies: Content Knowledge	***			157	95%	72%
Middle School Social Studies	28	28	100%	151	94%	77%
Music Content Knowledge	***			154	98%	81%
Art Content Knowledge	12	12	100%	157	96%	85%
Spanish Content Knowledge	***			160	95%	78%
Biology Content Knowledge	***			148	98%	73%
Chemistry Content Knowledge	***			153	95%	69%
Physics Content Knowledge	***			134	100%	79%
Middle School Science	***			144	97%	79%
Earth Science Content Knowledge	***			151	100%	77%
SE Knowledge-Based Core Principles	***			151	97%	77%

### Aggregate and Summary Institution Level Pass Rate Data

<i>Type of Assessment</i>	<i># Taking Assessment</i> <sup>3</sup>	<i># Passing Assessment</i> <sup>4</sup>	<i>Institution Pass Rate</i>	<i>Statewide # Taking Assessment</i> <sup>3</sup>	<i>Statewide # Passing Assessment</i> <sup>4</sup>	<i>Statewide Pass Rate</i>
Aggregate - Professional Knowledge	167	167	100%	7271	7032	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	202	202	100%	7939	7944	98%
Aggregate - Teaching Special Populations (Special Education, ESL, etc.)	***			780	754	97%
<b>Summary Totals and Pass Rates</b> <sup>2</sup>	168	168	100%	7761	7404	95%

1 The number of program completers found, matched, and used in the passing rate calculation may 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.

3 Number of completers 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 2005-2006	1027
Number of students in supervised student teaching in academic year 2005-2006	210
Number of faculty members who supervised student teachers in 2005-2006	35
Student teacher/faculty ratio	6 : 1
Total faculty appointed full-time in Professional Education	93
The average number of student teaching hours per week required	33.33
The average number of weeks of supervised student teaching required	18.5