



BOWLING GREEN STATE UNIVERSITY

REPORT ON THE QUALITY OF TEACHER PREPARATION

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Mission: Bowling Green State University was founded in 1910 as Bowling Green Normal College, with a mission to prepare quality teachers for northwest Ohio. The University is now recognized as one of the leading comprehensive universities in Ohio, offering programs in arts and sciences, business administration, health and human services, human development, musical arts and technology, as well as teacher education. The core values to which the University adheres are respect for one another, cooperation, intellectual and spiritual growth, creative imaginings, and pride in a job well done.

Teacher Preparation: The College of Education and Human Development's undergraduate program offers 18 major programs in preK-12 education. Each leads to provisional licensure in Ohio. The college also offers human development majors in 12 areas, master's programs in 17 areas of specialization, an Ed. D. program in leadership studies, a Ph.D. program in higher education administration, and the Specialist in Education and Specialist in Reading degrees. In addition, the college offers a cohort program for degree-holders who wish to qualify for principal certification, as well as a similar program for those interested in certification as a superintendent.

Student Characteristics: Bowling Green State University's College of Education and Human Development has a full-time enrollment of 4,586 students, including 3,449 teacher education majors. Most students are traditional college age, attend full-time and are Ohio residents. Nearly 8 percent of all University students are minority students.

Admission Requirements

Admission to Teacher Education: For formal admission to the following majors, students must earn the indicated accumulative GPA in their BGSU studies: early childhood studies, 3.2; middle childhood studies, 2.8, secondary education, 2.7, special education, 2.75. Students may apply for formal admission after completing 30 semester credit hours.

Admission to Student Teaching: Students must have completed 90 semester credit hours with the following minimum GPA: Early and middle childhood, 2.5; secondary, 2.7 (2.3 in the major).

Accreditation: Bowling Green State University is fully accredited by the North Central Association of Colleges and Schools. Professional education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education.

Teacher Education Vision:

- Bowling Green State University's vision for the teaching profession parallels that of the State of Ohio: To recruit the best and brightest into the teaching profession, to target recruitment to address high-need areas, to develop a diverse teaching force, and to graduate caring, competent and qualified teachers committed to helping every student achieve and succeed.

Special Features

- Field experience in area classrooms is integrated into the curriculum throughout the teacher preparation programs, and beginning as early as the freshman year.
- The Martha Gesling Weber Reading Center is a partner in the regional Center for Learning, Attention and Behavior, where graduate students in medical and educational areas are trained side by side as experts in learning disorders.

Notable Features and Accomplishments

- Recent grants to the College of Education and Human Development total more than \$15 million, and provide BGSU students the opportunity to gain unique practical experiences in both urban and rural schools.

The following chart represents compliance with the Higher Education Act of 1998 and indicates BGSU teacher education graduates' success at passing the national licensing examinations. In 2000-01, BGSU students took the licensing tests in 33 areas. Information is not reported in areas in which there were fewer than 10 students taking the exam: biology; biology and general science; chemistry, physics and general science; social studies; physical education; art education; French content; French production; German content; German production; home economics education; health education; marketing education; education in the elementary school

Bowling Green State University

Praxis II Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2000-2001

Testing Period: 7/00-6/01

Number of Program Completers: 655

Type of Assessment	# Taking Praxis II	# Passing Praxis II	Ave. Pass Rate (%)	OH Passing Score	OH Pass Rate (%)	Nat'l Pass Rate (%)*
<i>Professional Knowledge</i>	10	10	100%		99%	
<i>Principles of Lrng & Teaching K-6</i>	360	339	94%	168	91%	71%
<i>Principles of Lrng & Teaching 5-9</i>	36	28	78%	168	85%	66%
<i>Principles of Lrng & Teaching 7-12</i>	235	222	94%	165	94%	74%
Academic Content Areas						
Early Childhood Education	19	19	100%	570	97%	87%
Elementary Education: C/I/A	267	264	99%	162	94%	82%
Business Education	10	8	80%	610	82%	58%
English Lang., Lit. and Comm.	32	23	72%	167	83%	66%
Mathematics: Content Knowledge	17	13	76%	139	89%	54%
Social Studies – Content Knowledge	56	52	93%	157	93%	72%
Music Content Knowledge	40	36	90%	154	90%	77%
Art – Content Knowledge	13	11	85%	157	94%	85%
Physical Educ.—Content Knowledge	20	16	80%	153	83%	57%
Spanish Content Knowledge	10	8	80%	160	86%	77%
Spanish Productive Language Skills	10	6	60%	167	59%	55%
Special Education – Application of core	88	88	100%	151	97%	71%
Special Education – Knowl-based core	88	88	100%	147	97%	79%
Aggregate—Professional Knowledge	641	599	93%		93%	
Aggregate—Academic Content Area	508	468	92%		92%	
Aggregate—Other/Special Content Area	12	12	100%		97%	
Aggregate—Tchg Special Populations	88	88	100%		97%	
Summary Totals and Pass Rates	655	579	88%		89%	

*The national passing rate is calculated at *Ohio's cut scores*, which are among the highest in the nation. For instance, Ohio requires the highest cut score in Principles of Learning and Teaching 5-9 (middle childhood) and ranks second in Principles of Learning and Teaching in K-6 and 7-12 (early childhood and adolescent/young adult).

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Contextual Information

Total number of students enrolled in teacher preparation, all specializations, in academic year 2000-01	3780
Number of students in supervised student teaching in academic year 2000-01	743
Number of faculty members who supervised student teachers in 2000-01	85
➤ Full-time faculty in professional education	106
➤ Part-time faculty in professional education but full-time in the institution	3
➤ Part-time faculty in professional education, not otherwise employed by the institution	0
Total faculty student teaching supervisors	85
Student teacher/faculty ratio	8.7:1
The average number of student teaching hours per week required	30
The total number of weeks of supervised student teaching required	10
Average total number of hours required	300

Student teaching varies by program, ranging from 10 to 16 weeks.

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