



BOWLING GREEN STATE UNIVERSITY

REPORT ON THE QUALITY OF TEACHER PREPARATION

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. BGSU students will demonstrate substantial mastery of the learning outcomes in a major field of study; furthermore, students will think critically and constructively, communicate skillfully, and engage others actively and effectively so that they participate fully in society as well-informed citizens.

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. The college also offers off-campus cohort programs for degree holders who wish to earn a master's, certification and/or licensure in education (i.e., classroom technology, curriculum and teaching, educational administration and supervision, gifted and talented, and intervention services). Many graduate course offerings are available in a variety of formats: face-to-face, online, and blended.

Student Characteristics: Bowling Green State University's College of Education and Human Development has a full-time enrollment of 5,699 students, including 3,696 education majors in fall 2006. Most students are traditional college age, attend full-time and are Ohio residents.

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, 2.8; special education, 2.75.

Admission to Student Teaching: Students must have completed 90 semester credit hours with the following minimum GPA: early childhood, 2.5; middle childhood and secondary, 2.8 (2.8 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), Specialized Professional Associations, and approved by the Ohio Department of Education.

Together we empower the future—The unit goal for all initial and advanced preparation programs at BGSU is to empower our educator candidates to act in various capacities to positively impact the future of learners, clients, and colleagues. Toward that end, we hold the following statements as guiding core concepts:

- P** = An effective educator is broadly and thoroughly **prepared**.
- R** = An effective educator is a **reflective** practitioner.
- E** = An effective educator is actively **engaged** within the larger educational community.
- P** = An effective educator is foremost a **professional**, with a lifelong commitment to learning and to all learners.

Notable Features and Accomplishments

- BGSU students begin taking teacher education courses as early as their freshman year, engaging in authentic field experiences through programs like Literacy Serve and Learn, a campus-wide service learning program designed to improve proficiency scores of children in the local public schools.
- An on-campus child care facility provides special opportunities for candidates majoring in early childhood education.
- The College offers students opportunities to study abroad for one semester at Keele University in England and to complete student teaching internships in Canada or Brazil. A recent partnership with the Aldine Independent School District in Texas created opportunities for curricular and practicum experiences with diverse populations of learners.
- Active engagement in outreach and collaborative initiatives such as: the Martha Gesling Weber Reading Center staff working with local schools, community agencies and families to provide reading interventions; the Center for Evaluation Services offers program evaluations for schools and agencies; and the International Democratic Education Institute develops curricular programs with partner countries in Europe, Africa and the Middle East to provide democracy education opportunities to teachers and students.
- Multiple grants totaling about \$10 million in external funding have enabled EDHD faculty and students to develop, participate and publish educational products related to innovation, reform and research.
- Recent collaborations with the BGSU Center for Math and Science, the College of Arts and Sciences, and the NWO Educational Services Center have produced varied course, degree and licensure opportunities for high school, undergraduate and graduate BGSU students and local teachers, particularly initiatives to improve math and science instruction statewide.
- Alumni are loyal in their support for the College with more than \$200,000 in scholarships awarded this year. The percentage of faculty and staff contributing to these funds is always among the highest at BGSU.
- The 2006 Teacher Job Fair attracted over 155 school systems from across the nation and nearly 2,700 BGSU students and alumni interviewed with these potential employers, many returning year after year because of the strong reputation BGSU enjoys for producing quality educators.

The chart below represents compliance with the Higher Education Act of 1998 and indicates BGSU teacher education graduates' success at passing the national licensing examinations. In 2004-05, BGSU students took the licensing tests in 34 areas. Information is not reported in areas in which there were fewer than 10 students taking the exam.

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Praxis II Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2004-2005

Program Completers: 701

| Type of Assessment | # Taking Praxis II | # Passing Praxis II | Avg. Pass Rate (%) | OH Passing Score | OH Pass Rate (%) | Nat'l Pass Rate (%)* |
|--|--------------------|---------------------|--------------------|------------------|------------------|----------------------|
| Professional Knowledge | | | | | | |
| Principles Learning & Teaching Early Child | 65 | 65 | 100% | 166 | 99% | 93% |
| Principles Learning & Teaching K-6 | 54 | 47 | 87% | 168 | 92% | 69% |
| Principles Learning & Teaching 5-9 | 136 | 114 | 84% | 168 | 92% | 60% |
| Principles Learning & Teaching 7-12 | 290 | 266 | 92% | 165 | 97% | 79% |
| Academic Content Areas | | | | | | |
| Early Childhood Education | 141 | 141 | 100% | 570 | 99% | 85% |
| Education of Young Children | 62 | 62 | 100% | 166 | 99% | 93% |
| English Lang., Lit., and Comp. | 47 | 41 | 87% | 167 | 92% | 70% |
| Middle School English Language Arts | 44 | 36 | 82% | 156 | 97% | 84% |
| Mathematics | 29 | 26 | 90% | 139 | 96% | 56% |
| Middle School Mathematics | 47 | 47 | 100% | 143 | 100% | 84% |
| Middle School Science | 48 | 42 | 88% | 144 | 93% | 78% |
| Social Studies | 73 | 61 | 84% | 157 | 93% | 71% |
| Middle School Social Studies | 77 | 63 | 82% | 151 | 93% | 75% |
| Physical Education | 18 | 14 | 78% | 153 | 93% | 63% |
| Business Education | 11 | 10 | 91% | 610 | 95% | 77% |
| Music | 42 | 40 | 95% | 154 | 97% | 82% |
| Art | 36 | 34 | 94% | 157 | 98% | 85% |
| Teaching Special Populations | | | | | | |
| Special Education Core Principles | 75 | 70 | 93% | 151 | 95% | 79% |
| Aggregate - Professional Knowledge | 545 | 492 | 90% | | 93% | |
| Aggregate - Academic Content Areas | 702 | 638 | 91% | | 96% | |
| Aggregate - Teaching Special Populations | 78 | 73 | 94% | | 95% | |
| Summary Totals and Pass Rates | 701 | 618 | 88% | | 93% | |

* The national pass rate is calculated at the Ohio passing scores

Contextual Information

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| Total number of students enrolled in teacher preparation, all specializations, in academic year 2004-05 | 4085 |
| Number of students in supervised student teaching in academic year 2004-05 | 729 |
| Number of faculty members who supervised student teachers in 2004-05 | |
| ➤ Full-time faculty in professional education | 18 |
| ➤ Part-time faculty in professional education but full-time in the institution | 0 |
| ➤ Part-time faculty in professional education, not otherwise employed by the institution | 77 |
| Total faculty student teaching supervisors | 95 |
| Student teacher/faculty ratio | 5.2:1 |
| The average number of student teaching hours per week required | 30 |
| The total number of weeks of supervised student teaching required | 14 |
| Average total number of hours required | 420 |

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

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