

**Summary of the Case (from the Inquiry Brief)
Cincinnati Christian University
Early Childhood Education Teacher Licensure Program¹
Audit Dates: March 30-April 1, 2009**

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Rebecca Waters, with contributions by LaShelle Edmerson, Sandra Beam, Claudia Wehmann, Lianne Pierce, Jon Weatherly, Jim North, Paul Friskney, and Mark Koerner, and was approved by the teacher education faculty on October 19, 2008.

Introduction:

Cincinnati Christian University was established in 1924 as a seminary on a campus overlooking the Ohio River in the Cincinnati neighborhood of Price Hill, which is today a mix of Appalachian, African-American, European, and Latino cultures. There are three colleges within the CCU system: Cincinnati Bible Seminary and the College for Adult Learning, which serve graduate and nontraditional students, and Cincinnati Bible College, a four-year undergraduate unit that houses the teacher education program. All undergraduates at CCU take at least thirty hours of biblical study in addition to courses in general education and in their majors.

The CCU teacher education program has for over twenty years prepared candidates in early childhood education, originally partnering with another Cincinnati institution, the College of Mount St. Joseph, or with Milligan College in Tennessee. In 2004, CCU was approved to offer its own P-3 licensure program in early childhood education. The program is aligned with the National Association for the Education of Young Children (NAEYC) standards, and conceptualizes competent and caring teaching as a way of serving Christ.

The current enrollment in the P-3 teacher licensure program is 23 students, and the most recent graduation class size was 7. The program includes three full-time faculty members, one part-time faculty members, one or two adjunct faculty members each year and one administrative assistant.

Program claims:

The faculty make four claims about their graduates:

1. They know **WHAT** to teach in their licensure area (*linked to 1.1 Subject Matter Knowledge*).
2. They know **HOW** to teach in their licensure area so that learning is attainable to each pupil in terms of addressing developmental needs and using a variety of teaching strategies appropriate to the content (*linked to 1.2 Pedagogical*

- Knowledge and 1.3 Caring Teaching Skills).*
3. They demonstrate caring teaching and advocacy skills through their extensive field work with children of diverse backgrounds, needs, and abilities and through the completion of advocacy projects (*linked to 1.1 Subject Matter Knowledge, 1.2 Pedagogical Knowledge, and 1.3 Caring Teaching Skills*).
 4. They are qualified as educators to teach.

Evidence supporting the claims

- **Grade Point Average** (*Claim 1, Claim 4*)
The faculty regard the overall GPA, which must be 2.67 or higher for entry into the program, to be a valid assessment of their students' overall knowledge. The overall GPA at both program admission and student teaching admission, as well as the major GPA, was over 2.67 for all but one of the program's 25 graduates.
- **Grades in Specific Courses** (*Claim 1, Claim 2, Learning to Learn, Multicultural Perspectives, Technology*)
Program students must achieve or exceed not only minimum GPAs, but also minimum grades in specific subject matter courses in order to enter the program and in specific methods courses in order to student teach. Mean grades for each of these courses were well above the minimum required grades, although not all individual students achieved these minimums.
- **Praxis I Tests** (*Claim 1*)
The Praxis I measures basic skills in reading, writing, and mathematics. The State of Ohio does not require this test, so the CCU faculty set a cutoff score of 170 based on surveys of other Ohio programs. Mean scores for each subtest were between 176 and 181, and the lowest scores were at or just below 170.
- **Praxis II Tests** (*Claim 1, Claim 2, Claim 4*)
Ohio requires candidates for the P-3 license to pass the Praxis II tests *Principles of Learning and Teaching: Early Childhood* and *Education of Young Children*, both with a score of 166 or above. Both tests measure early childhood pedagogy. In addition, the *Principles of Learning and Teaching* test measures subject matter knowledge and the *Early Childhood and Education* measures knowledge of multicultural perspectives and family involvement. All 25 program graduates passed both tests with mean scores of 183 and 188, respectively.
- **Ratings of Student Teacher Files** (*Claim 1, Claim 2, Claim 3, Claim 4*)
The faculty rated evidence from the students' files, including notes, artifacts, essays, reflection papers, and evaluations, to assess 10 of the 19 ETS-established Pathwise framework criteria, including criteria from the domains

of Organizing Content Knowledge for Student Learning, Teaching for Student Learning, and Teacher Professionalism. The faculty were trained by the student teaching supervisor, and assured reliability by having at least two raters for each file achieve a high level of agreement. All but one student attained a score of 2 (competent) or higher on each criterion using a rubric with descriptors for scores of 1, 2, and 3.

- **Performance Outcomes** (*Claim 2, Claim 3, Claim 4, Learning to Learn, Multicultural Perspectives, Technology*)
The faculty rate students on 16 performance outcomes within three courses using a rubric with descriptors for scores of 1, 2, and 3. The scores do not factor into the students' grades for the associated courses, but rather are used formatively. Mean scores on the 16 course outcomes ranged from 2.42 to 2.95.
- **Field and Service Hours** (*Claim 3, Claim 4, Multicultural Perspectives*)
Program students are required to complete a cross cultural field experience, 75 hours of preschool clinical experience, 75 hours of classroom management field experience, and Christian Service Hours including 30 hours in an educational setting. Almost all students completed each of these requirements.
- **Post Graduate Impact Indicators** (*Claim 4*)
The faculty have stayed in close touch with the 25 program completers as well as with their employers, and have begun to assemble documentation about their work experiences, schooling and service following their licensure. In their first year after licensure, 8 of the 25 students were employed as classroom teachers and 11 as substitute teachers. During this past year, 12 were employed as classroom teachers and 5 as substitutes. Some of those not working as teachers had enrolled in graduate school or were working in a ministry.

Internal audit:

The faculty used an unbiased sample of 8 of the 25 program completers as the entry to the quality control system, and probed satisfaction of requirements for program admission, student teaching, graduation, and licensure; the approval, syllabi, and evaluations of the courses they took; the facilities and equipment in the classrooms they used; the hiring, qualifications, and evaluation of the professors they had; and the catalog description and state approval for their program.

For the most part, the faculty found the quality control system to be working as designed, although they did identify several weaknesses in the areas of review and classification of part-time faculty, accuracy of program information, and

formal tracking of student complaints. They also identified areas for improvement, which are among those listed below.

Plan for program improvement

Through the processes of making a case for accreditation and conducting the internal audit, the faculty noted that there is a need to improve the collection, recording, and monitoring of data regarding performance outcomes and program requirements. They also identified several other issues for future development; specifically, regular review of syllabi for consistency across instructors and with state and institutional requirements, modification of Student Concern Form to protect anonymity and promote more candid feedback, improvement in the process for sharing Performance Outcomes data with students, and creation of policies for program procedures.

Statement regarding commitment and capacity:

The faculty concluded that Cincinnati Christian University is committed to the teacher education program and that there is sufficient capacity to offer a quality program.

¹ **The program includes options in the following areas and Ohio, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Approved undergraduate program in the area of early childhood, with completers eligible for licensure to teach pre-kindergarten to grade three in the State of Ohio.