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Amy Hogan Program User

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2020-21 Academic Year Data ▼

2022 Title II Reports National Teacher Preparation Data
Ottawa University

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AZ
Ottawa University Alternative, IHE-based Report AY 2020-21 Arizona
100% CompleteStatus: In Progress

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

IPEDS ID [   ]

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]

Address [9414 N 25th Ave.   ]

Address line 2: [   ]

City [Phoenix   ]

State

[Arizona   ▼]

Zip [85021   ]

Salutation

[Dr.   ▼]

First Name [Amy   ]

Last Name [Hogan   ]

Phone [(613) 233-7542   ]

Email [amy.hogan@ottawa.edu   ]

[Save/Stay]

[Reset]

[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **[(§205(a)(C))](#)**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	• [Edit] • [Delete]
13.1202	Elementary Education	Both	• [Edit] • [Delete]
13.1322	Teacher Education - Biology	Both	• [Edit] • [Delete]

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1303	Teacher Education - Business	Both	• Edit • Delete
13.1305	Teacher Education - English/Language Arts	Both	• Edit • Delete
13.1328	Teacher Education - History	Both	• Edit • Delete
13.1311	Teacher Education - Mathematics	Both	• Edit • Delete
13.1312	Teacher Education - Music	Both	• Edit • Delete
	[dropdown]	UG, PG, or Both ○ UG ○ PG ○ Both ○	• Insert • Cancel

Total number of teacher preparation programs: 8

Save Option

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[Info]

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Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level? ⦿ Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Fingerprint check	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Background check	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum SAT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum basic skills test score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Recommendation(s)	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Essay or personal statement	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Interview	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Other Specify: Other specify: [Teacher Work Sample]	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ Yes ○ No ○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[3]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[3]

4. Please provide any additional information about the information provided above: [   ]

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level? ⦿ Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Fingerprint check	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Background check	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum SAT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum basic skills test score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○

Postgraduate Requirements

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Recommendation(s)	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Essay or personal statement	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Interview	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Other Specify: **Other specify:** [Verification of completed]	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[3]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)
[3]

4. Please provide any additional information about the information provided above: [   ]

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models? ⦿ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching [80]
Number of clock hours required for student teaching	Number of clock hours required for student teaching [750]

Are there programs in which candidates are the teacher of record? ⦿ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom [30]
Number of years required for teaching as the teacher of record in a classroom	Number of years required for teaching as the teacher of record in a classroom [1]

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:
[   ]

All Programs

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [0]

Optional tool for automatically calculating full-time equivalent faculty

All Programs

in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) `0`
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year `0`
Number of students in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year `0`

Please provide any additional information about or descriptions of the supervised clinical experiences: There were no alternative program candidates for this reporting

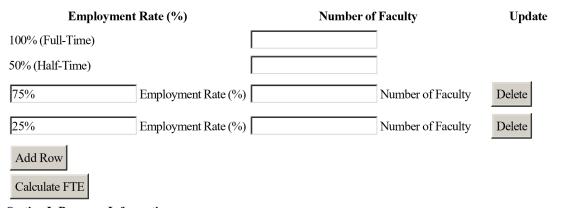> There were no alternative program candidates for this reporting year.

year.

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)		
50% (Half-Time)		
`75%` Employment Rate (%)	Number of Faculty	[Delete]
`25%` Employment Rate (%)	Number of Faculty	[Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 [0]

Subset of Program Completers Subset of Program Completers in 2020-21 [0]

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment [0]	Male Completers [0]
Female	Female Enrollment [0]	Female Completers [0]
Non-Binary/Other	Non-Binary/Other Enrollment [0]	Non-Binary/Other Completers [0]
No Gender Reported	Nonreported gender Enrollment [0]	Nonreported gender Completers [0]

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment [0]	American Indian or Alaska Native Completers [0]
Asian	Asian Enrollment [0]	Asian Completers [0]
Black or African American	Black or African American Enrollment [0]	Black or African American Completers [0]
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment [0]	Hispanic/Latino of any race Completers [0]
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment [0]	Native Hawaiian or Other Pacific Islander Completers [0]
White	White Enrollment [0]	White Completers [0]
Two or more races	Two or more races Enrollment [0]	Two or more races Completers [0]
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment [0]	Nonreported race/ethnicity Completers [0]

Save Option

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[Print] [Reset Page] [Save]

Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☑ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	
13.1202	Teacher Education - Elementary Education	Number Prepared	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	
13.1307	Teacher Education - Health	Number Prepared	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	
13.1312	Teacher Education - Music	Number Prepared	
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	

CIP Code	Subject Area	Number Prepared	
13.1322	**Teacher Education - Biology**	Number Prepared	
13.1323	**Teacher Education - Chemistry**	Number Prepared	
13.1324	**Teacher Education - Drama and Dance**	Number Prepared	
13.1328	**Teacher Education - History**	Number Prepared	
13.1329	**Teacher Education - Physics**	Number Prepared	
13.1331	**Teacher Education - Speech**	Number Prepared	
13.1337	**Teacher Education - Earth Science**	Number Prepared	
13.14	**Teacher Education - English as a Second Language**	Number Prepared	
13.99	**Education - Other Specify:** Other specify: [ ]	Number Prepared	

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☑ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.10	**Teacher Education - Special Education**	Number Prepared	
13.1202	**Teacher Education - Elementary Education**	Number Prepared	
13.1203	**Teacher Education - Junior High/Intermediate/Middle School Education**	Number Prepared	
13.1210	**Teacher Education - Early Childhood Education**	Number Prepared	
13.1301	**Teacher Education - Agriculture**	Number Prepared	
13.1302	**Teacher Education - Art**	Number Prepared	
13.1303	**Teacher Education - Business**	Number Prepared	
13.1305	**Teacher Education - English/Language Arts**	Number Prepared	
13.1306	**Teacher Education - Foreign Language**	Number Prepared	
13.1307	**Teacher Education - Health**	Number Prepared	
13.1308	**Teacher Education - Family and Consumer Sciences/Home Economics**	Number Prepared	
13.1309	**Teacher Education - Technology Teacher Education/Industrial Arts**	Number Prepared	
13.1311	**Teacher Education - Mathematics**	Number Prepared	
13.1312	**Teacher Education - Music**	Number Prepared	
13.1314	**Teacher Education - Physical Education and Coaching**	Number Prepared	

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - General Science	Number Prepared	
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	
13.1322	Teacher Education - Biology	Number Prepared	
13.1323	Teacher Education - Chemistry	Number Prepared	
13.1324	Teacher Education - Drama and Dance	Number Prepared	
13.1328	Teacher Education - History	Number Prepared	
13.1329	Teacher Education - Physics	Number Prepared	
13.1331	Teacher Education - Speech	Number Prepared	
13.1337	Teacher Education - Earth Science	Number Prepared	
13.14	Teacher Education - English as a Second Language	Number Prepared	
13.99	Education - Other Specify: Other specify:	Number Prepared	
01	Agriculture	Number Prepared	
03	Natural Resources and Conservation	Number Prepared	
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared	
09	Communication or Journalism	Number Prepared	
11	Computer and Information Sciences	Number Prepared	
12	Personal and Culinary Services	Number Prepared	
14	Engineering	Number Prepared	
16	Foreign Languages, Literatures, and Linguistics	Number Prepared	
19	Family and Consumer Sciences/Human Sciences	Number Prepared	
21	Technology Education/Industrial Arts	Number Prepared	
22	Legal Professions and Studies	Number Prepared	
23	English Language/Literature	Number Prepared	
24	Liberal Arts/Humanities	Number Prepared	
25	Library Science	Number Prepared	
26	Biological and Biomedical Sciences	Number Prepared	
27	Mathematics and Statistics	Number Prepared	
30	Multi/Interdisciplinary Studies	Number Prepared	
38	Philosophy and Religious Studies	Number Prepared	
40	Physical Sciences	Number Prepared	
41	Science Technologies/Technicians	Number Prepared	
42	Psychology	Number Prepared	
44	Public Administration and Social Service Professions	Number Prepared	
45	Social Sciences	Number Prepared	
46	Construction	Number Prepared	

CIP Code	Academic Major	Number Prepared
47	**Mechanic and Repair Technologies**	Number Prepared
50	**Visual and Performing Arts**	Number Prepared
51	**Health Professions and Related Clinical Sciences**	Number Prepared
52	**Business/Management/Marketing**	Number Prepared
54	**History**	Number Prepared
99	**Other Specify:** Other specify:	Number Prepared

Save Option

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Info

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

This Page Includes:

- Program Assurances

Program Assurances

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1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. ⦿ Yes
○ No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ⦿ Yes
○ No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ⦿ Yes
○ No
○ Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ⦿ Yes
○ No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ⦿ Yes
○ No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ⦿ Yes
○ No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ⦿ Yes
○ No
8. Describe your institution's most successful strategies in meeting the assurances listed above: Early Childhood Education is a Dual program with Special Education. Field placements are in metropolitan schools. Instruction is provided by instructors who are practitioners in the field.

```
Early Childhood Education is a Dual program
with Special Education.
Field placements are in metropolitan schools.
Instruction is provided by instructors who are
```

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

○ This Page is in Progress ⊙ This Page is Completed

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Section II: Annual Goals

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
⊙ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ○ Yes
⊙ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

We plan to have one candidate for mathematics for 2022-23.

10. Describe your goal. We plan to have one candidate for mathematics for 2022-23.

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Section II: Annual Goals

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
⦿ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ⦾ Yes
⦿ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ⦾ Yes
⦿ No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or <u>clear responses already entered</u>).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

<u>Back To Top</u>
7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ○ Yes
◉ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

<u>Back To Top</u>
9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

We will continue to recruit students for early childhood special education.

10. Describe your goal. We will continue to recruit students for early childhood special education.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

○ Yes
◉ No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ◉ Yes
○ No

8. Describe your goal. All teacher education candidates will take at least one ELL course.

> All teacher education candidates will take at least one ELL course.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ◉ Yes
○ No

> All teacher education candidates will take at least

10. Describe your goal. All teacher education candidates will take at least one ELL course.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Assessment Pass Rates

Assessment Pass Rates

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Assessment pass rates have been submitted for your state, but none have been provided for this program. If assessment pass rates are not available for this program the current reporting year, please confirm.

☑ No assessment pass rates are available

No candidates for this reporting year.

Please provide an explanation: No candidates for this reporting year.

Save Option

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Section III: Program Pass Rates

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

This Page Includes:

- Summary Pass Rates

Summary Pass Rates

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Summary pass rates have been submitted for your state, but none have been provided for this program. If summary pass rates are not available for this program the current reporting year, please confirm.

☑ No summary pass rates are available

| No candidates for this reporting year. |

Please provide an explanation: No candidates for this reporting year.

Save Option

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Section IV: Low-Performing

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

This Page Includes:

- Low-Performing

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? ● Yes
○ No

If yes, please specify the organization(s) that approved or accredited your program: ☑ State
☑ CAEP
☐ AAQEP
☑ Other specify:
Other specify: |Higher Learning Commiss|

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ○ Yes
● No

Save Option

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Use of Technology

Use of Technology

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1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

   Does your program prepare teachers to:
   1. integrate technology effectively into curricula and instruction ⦿ Yes
      ⊙ No
   2. use technology effectively to collect data to improve teaching and learning ⦿ Yes
      ⊙ No
   3. use technology effectively to manage data to improve teaching and learning ⦿ Yes
      ⊙ No
   4. use technology effectively to analyze data to improve teaching and learning ⦿ Yes
      ⊙ No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. Early in the Teacher Education program technology is introduced and emphasized throughout the program of study for all certification programs. Student assignments, lesson plans, and signature assignments are posted to the Blackboard learning management platform allowing the instructor to evaluate the practical application of lessons that incorporate technology to help with data management goals and instructional strategies. These assignments are used as part of Ottawa University's continuous improvement model. The quality of assignments impacts decision-making regarding infrastructure changes related to technology as well as curriculum revision.

   > Early in the Teacher Education program
   > technology is introduced and emphasized
   > throughout the program of study for all
   > certification programs. Student assignments,

Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
   1. Teach students with disabilities effectively All teacher education candidates take at least one course to learn about the instructional needs as well as the

      social and emotional needs of students with disabilities.

      > All teacher education candidates take at least one course to learn about the instructional needs as well as the social and emotional needs of students with disabilities.

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All teacher education candidates learn about the processes of preparing an IEP. They also engage in working with IEP teams during clinical practice.

      > All teacher education candidates learn about the processes of preparing an IEP. They also engage in working with IEP teams during clinical practice.

   3. Effectively teach students who are limited English proficient. All teacher education candidates take at least one ELL course.

      > All teacher education candidates take at least one ELL course.

2. Does your program prepare special education teachers? ⦿ Yes
   ○ No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   1. Teach students with disabilities effectively All teacher education candidates in the dual early childhood/special education program take at least one course to learn about the instructional needs as well as the social and emotional needs of students with disabilities.

      > All teacher education candidates in the dual early childhood/special education program take at least one course to learn about the instructional needs as well as the social and emotional needs of

   2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All teacher education candidates in the dual early childhood/special education program learn about the processes of preparing an IEP. They also

      engage in working with IEP teams during clinical practice.

      > All teacher education candidates in the dual early childhood/special education program learn about the processes of preparing an IEP. They also engage in working with IEP teams during clinical practice.

   3. Effectively teach students who are limited English proficient. All teacher education candidates in the dual early childhood/special educaiton program take at

      > All teacher education candidates in the dual early childhood/special educaiton program take at least one ELL course.

      least one ELL course.

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- Contextual Information

Contextual Information

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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Link Text [   ]

File [Choose File] No file selected

[Upload File]
Save Option

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Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program: [ ]

Title: [ ]

Certification of review of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer: [ ]

Title: [ ]

[Certify and Submit Report Card]