

Title II

Higher Education Act

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Ottawa University
 Traditional Program
 2009-10

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Name of Institution: Ottawa University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 1001 South Cedar

 Ottawa, KS, 66067

Contact Name: Ms. Amy Hogan
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA

Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	No	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify:)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:

http://www.ottawa.edu/assets/documents/UW_Catalog_FINAL_122110

Indicate when students are formally admitted into your initial teacher certification program:

Other Upon completion of admission requirements

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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Total number of students enrolled in 2009-10:	186
Unduplicated number of males enrolled in 2009-10:	37
Unduplicated number of females enrolled in 2009-10:	149

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	125
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	80
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	145
Number of students in supervised clinical experience during this academic year	206

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Biology	1
Elementary Education	55
English	1
History	1
Physical Education	4

TOTAL	62
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Subject area	Number prepared
6-12 Biology	1
6-12 English	1
6-12 History	1
K-6 Elementary Education	55
PK-12 Physical Education	4
TOTAL	62

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 61

2008-09: 53

2007-08: 58

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: Encourage candidates</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>To continue to encourage elementary candidates and secondary candidates to take additional mathematical courses. The mathematics department will revamp coursework and continue to provide an updated listing of mathematics courses that contains the courses needed to demonstrate mathematics competencies. Elementary candidates can use this set of courses as an emphasis.</p>

	<p>Secondary candidates can use this set of courses to obtain a minor in mathematics.</p> <p>Listing of courses was created.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Add more marketing memos about teaching mathematics to encourage this campaign. Continue to coach elementary education to consider middle school mathematics as an endorsement.</p>
<p>Science</p>	<p>Academic year: 2009-10</p> <p>Goal: Encourage interest</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The Science Department will again host an event where high school students visit the campus to learn about the programs in science.</p> <p>Event was hosted in 2009-10. The event was planned in 2008-09.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Add more marketing memos about teaching science to encourage this campaign.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: na</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: To create an ELL program</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>To create an ELL program by means of following state guidelines.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

	ELL program was created; and now the need is to market this program during the 2011-12 academic year. (To note: ELL is not initial licensure program in the state of KS.)
na	<p>Academic year: 2008-09</p> <p>Goal: na</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

We create opportunities for our candidates to observe and learn from teachers who work in diverse populations. Our candidates reflect on these experiences. In addition, during the student teaching semester - candidates are able to work with practicing teachers to further discuss students needs, especially those with diverse backgrounds.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				92	170
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	174
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	30	173	25	83	83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	55	178	55	100	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	50	178	50	100	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	56	178	56	100	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				99	156

All program completers, 2007-08						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				95	158
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1					
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				91	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	3				96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	2				98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	2				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	29	172	26	90	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	58	175	58	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	51	179	51	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	56	176	56	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				90	170

All program completers, 2009-10							
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Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	61	61	100	93
All program completers, 2008-09	53	53	100	95
All program completers, 2007-08	58	58	100	97

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program 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 how your program 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.

Since Fall 2003, a technology course for all candidates has been an aspect of the teacher education program coursework. The coursework for the technology course is evaluated each academic year. The coursework helps candidates learn to plan instruction using appropriate technologies and incorporate technologies to better understand data collection and analysis.

Candidates are to demonstrate aspects of technology use in lesson planning (curricula and instruction) and this is noted/recorded during student teaching. During student teaching, candidates create a unit which encompasses data collection, including managing and analyzing the data to improve teaching and student learning.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Since Fall 2002 (or prior), candidates have been introduced to a myriad of strategies to assist teaching students with disabilities. Beginning in Fall 2008, candidates have been provided integrated strategies for ELL learners. The candidates learn about the individualized education program teams during their Exceptional Child course. The strategies used during this coursework are evaluated each academic year.

Candidates also learn strategies to assist communication with parents, and added discussions are provided about parents of students with limited English proficiency and/or disabilities. Lesson plans for all methods courses document aspects of instructional strategies to assist students with limited English proficiency and disabilities. During student teaching, candidates are encouraged to participate on individualized education program teams (though we have found some school districts resistive of having a student teacher as part of the team). During student teaching, candidates plan a unit where they specifically document the instructional strategies used for students with limited English proficiency and disabilities. Data is collected and analyzed to improve teaching and student learning.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**

NA

- **teach students who are limited English proficient effectively**

NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

n/a -- in the state of Kansas special education is not an initial licensure program.

Section VII. Contextual Information

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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Ottawa University
Traditional Program
2009-10

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)