

# Title II Higher Education Act

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Matthew Conley Program User

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data

Ohio Dominican University

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OH

Ohio Dominican University Traditional Report AY 2020-21 Ohio

Report CompleteStatus: Certified

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

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▾

First Name

Last Name

Phone

Email

## 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 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	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1	Special Education	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1302	Teacher Education - Art	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1322	Teacher Education - Biology	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1323	Teacher Education - Chemistry	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.14	Teacher Education - English as a Second Language	PG	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>
13.1316	Teacher Education - General Science	Both	<ul style="list-style-type: none"> <li>• <a href="#">Edit</a></li> <li>• <a href="#">Delete</a></li> </ul>

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1311	Teacher Education - Mathematics	Both	<ul style="list-style-type: none"> <li>Edit</li> <li>Delete</li> </ul>
13.1318	Teacher Education - Social Studies	Both	<ul style="list-style-type: none"> <li>Edit</li> <li>Delete</li> </ul>
<input type="text"/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> <li>Insert</li> <li>Cancel</li> </ul>

Total number of teacher preparation programs:

**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.

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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**

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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
<b>Transcript</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Fingerprint check</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Background check</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum number of courses/credits/semester hours completed</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No

Undergraduate Requirements

Element	Admission	Completion
<b>Minimum GPA</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA in content area coursework</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA in professional education coursework</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum ACT score</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Minimum SAT score</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Minimum basic skills test score</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Subject area/academic content test or other subject matter verification</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Recommendation(s)</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Essay or personal statement</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Interview</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Other Specify:</b>	Required for Entry <input type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No

Other specify:

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. 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.)

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

**Postgraduate Requirements**

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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
<b>Transcript</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Fingerprint check</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Background check</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum number of courses/credits/semester hours completed</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA in content area coursework</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum GPA in professional education coursework</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Minimum ACT score</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Minimum SAT score</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Minimum basic skills test score</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Subject area/academic content test or other subject matter verification</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Recommendation(s)</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Essay or personal statement</b>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
<b>Interview</b>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Other Specify:</b>	Required for Entry <input type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No

Other specify:

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. 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.)

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

Number of clock hours required for student teaching

Number of clock hours required for student teaching

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

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

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)

[Optional tool](#) for automatically calculating full-time equivalent faculty 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)

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

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: The low number of students in supervised clinical experience is

The low number of students in supervised clinical experience is due to the closing of schools during the pandemic.

due to the closing of schools during the pandemic.

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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)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>
<input type="text" value="25%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>

## 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

Subset of Program Completers Subset of Program Completers in 2020-21

### Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="23"/>	Male Completers <input type="text" value="6"/>
Female	Female Enrollment <input type="text" value="65"/>	Female Completers <input type="text" value="22"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="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 <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="1"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="5"/>	Black or African American Completers <input type="text" value="1"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="8"/>	Hispanic/Latino of any race Completers <input type="text" value="1"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="64"/>	White Completers <input type="text" value="25"/>
Two or more races	Two or more races Enrollment <input type="text" value="5"/>	Two or more races Completers <input type="text" value="1"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="5"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

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### 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 <input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="3"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="8"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="1"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="1"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="4"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text" value="3"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

## Teachers Prepared by Academic Major



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 <input type="text" value="12"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="3"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="8"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="1"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="1"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="4"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
13.99	Education - Other Specify: Other specify: <input type="text" value="Education Studies"/>	Number Prepared <input type="text" value="1"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text" value="1"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text" value="1"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text" value="1"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: Other specify: <input type="text" value="Jewish Studies, Spanish/W"/>	Number Prepared <input type="text" value="3"/>

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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: All teacher candidates at Ohio Dominican University are required to take EDU 379: Principles of Education. In this course, candidates discuss, conduct presentations, and write summative essays related to diversity. Specifically, they are asked to examine how they will address diversity in their classroom. They discuss how they will build resilience in their students, and they write a reflection that examines how individuals build resilience. We feel that building resilience is one of the best ways to help at-risk students - which would include students that are LEP, have IEPs, and are from low-income SES. Students also read social theory including the works of Kozol and Payne to increase awareness of these needs. Faculty and cooperating teachers support interactions in extensive, supervised field work to ensure that teacher candidates gain insight into and address the needs of area schools. Professors who instruct field-based courses are actively involved in mentoring teacher candidates and help them in making appropriate instructional decisions. We provide urban, suburban, and in some instances, small town field placements for our candidates to conduct clinical work. In addition, the majority of our candidates have the opportunity to participate in private school settings for at least one of their placements. Ohio Dominican is located in an urban area. Accordingly, we require all students to have at least one urban placement. Many have more than one. Professors stay current by reading research and by participating in professional associations and attending conferences. Knowledge gleaned on current evidence-based practices is incorporated into coursework. All professors supervise some field work thus they spend time in Pk-12 school setting on a regular basis. We have an education advisory board that consists of practicing teachers, local school administrators, and graduates of our program. This board meets once a semester to provide feedback on our licensure programs. This helps us stay connected to the needs and interests of our school partners. Cooperating teachers for clinical experiences provide input on a regular basis. During student teaching, we have implemented the CPAST field evaluation instrument which requires candidates, university supervisors, and mentor teachers to participate in 2 three-ways conferences. This creates a space for mentors to provide input not only to our candidates but also to our programs as well. Increasingly, we are rely on our P-12 school partners, South-Western City schools, and Columbus Catholic Diocesan schools, to provide feedback on our programs and clinical experiences.

All teacher candidates at Ohio Dominican University are required to take EDU 379: Principles of Education. In this course, candidates discuss, conduct presentations, and

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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

Our goal is to is to prepare eight candidates in mathematics education.

2. Describe your goal. Our goal is to is to prepare eight candidates in mathematics education.

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: We currently have a NSF Noyce grant that provides funds to support mathematics candidates. In addition, we have tried to make Mathematics more appealing to potential candidates by creating an AYA Mathematics/Intervention Specialist double licensure pathway and by offer an Computer Science endorsement. Both of these options can be completed while working

on an Integrated Mathematics license.

We currently have a NSF Noyce grant that provides funds to support mathematics candidates. In addition, we have tried to make Mathematics more appealing to potential

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

Our goal is to prepare eight candidates in mathematics education.

8. Describe your goal. Our goal is to prepare eight candidates in mathematics education.

## Set Next Year's Goal (2022-23)

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

Our goal is to prepare eight candidates in mathematics education.

10. Describe your goal. Our goal is to prepare eight candidates in mathematics education.

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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)

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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

Our goal is to is to prepare four candidates in science education.

2. Describe your goal. Our goal is to is to prepare four candidates in science education.

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: The university received an NSF Noyce grant to support candidates who are interested in pursuing a career in science education. We hope the prospect of receiving financial support will draw more candidates to the field. Furthermore, we discuss with prospective students and accepted candidates the need for Mathematics, Science, Intervention Specialist, and TESOL educators as well as the increased likelihood of finding employment after graduation. Faculty and admission counselors share the benefits of these careers during student orientation and

The university received an NSF Noyce grant to support candidates who are interested in pursuing a career in science education. We hope the prospect of receiving financial support will draw

preview days at the university.

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 science in 2021-22? If no, leave the next question blank.  Yes

No

Our goal is to prepare four science candidates.

8. Describe your goal. Our goal is to prepare four science candidates.

### Set Next Year's Goal (2022-23)

[Back To Top](#)

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

No

Our goal is to prepare four science candidates.

10. Describe your goal. Our goal is to prepare four science candidates.

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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)

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

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

Yes

No

Our goal is to is to prepare 10 candidates in special education.

2. Describe your goal. Our goal is to is to prepare 10 candidates in special education.

3. Did your program meet the goal?  Yes

No

4. Description of strategies used to achieve goal, if applicable: We have developed several double licensure pathways. These pathways allow general education licensure seekers to complete the requirements for Intervention Specialist. This has proven attractive to quite a few candidates and has increased our numbers in the Intervention program. Furthermore, we discuss with prospective students and accepted candidates the need for Mathematics, Science, Intervention Specialist, and TESOL educators as well as the increased likelihood of finding employment after graduation. Faculty and admission counselors share the benefits of these careers during student

We have developed several double licensure pathways. These pathways allow general education licensure seekers to complete the requirements for Intervention Specialist. This has

orientation and preview days at the university.

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 special education in 2021-22? If no, leave the next question blank.  Yes

No

Our goal is to prepare 10 candidates in special education.

8. Describe your goal. Our goal is to prepare 10 candidates in special education.

### Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.  Yes

No

Our goal is to prepare 10 candidates in special education.

10. Describe your goal. Our goal is to prepare 10 candidates in 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

Our goal is to prepare ten candidates in TESOL.

2. Describe your goal. Our goal is to prepare ten candidates in TESOL.

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: We have provided additional options for course delivery. We now offer face-to-face and online options for TESOL candidates. We have also added a TESOL endorsement which allows candidates to teach P-12 TESOL in the state. These candidates already hold an initial license, and therefore, are not counted in this report. However, they add to the teaching force in TESOL. Furthermore, we discuss with prospective students and accepted candidates the need for Mathematics, Science, Intervention Specialist, and TESOL educators as well as the increased likelihood of finding employment after graduation. Faculty and admission counselors share the benefits of these careers during student orientation and

preview days at the university.

We have provided additional options for course delivery. We now offer face-to-face and online options for TESOL candidates. We have also added a TESOL endorsement which allows

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

Our goal is to prepare eight candidates in TESOL.

8. Describe your goal. Our goal is to prepare eight candidates in TESOL.



**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

Our goal is to prepare eight candidates in TESOL.

10. Describe your goal. Our goal is to prepare eight candidates in TESOL.

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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 Westat'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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Passing tests	Pass rate (%)
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson Other enrolled students	1			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2020-21	3			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2019-20	5			
003 -APK: ADOLESCENCE TO YOUNG ADULT (7-12) Evaluation Systems group of Pearson All program completers, 2018-19	6			
001 -APK: EARLY CHILDHOOD (PK-3)	1			

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2020-21				
001 -APK: EARLY CHILDHOOD (PK-3)	12	255	12	100
Evaluation Systems group of Pearson All program completers, 2019-20				
001 -APK: EARLY CHILDHOOD (PK-3)	11	242	11	100
Evaluation Systems group of Pearson All program completers, 2018-19				
002 -APK: MIDDLE CHILDHOOD (4-9)	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
002 -APK: MIDDLE CHILDHOOD (4-9)	8			
Evaluation Systems group of Pearson All program completers, 2019-20				
002 -APK: MIDDLE CHILDHOOD (4-9)	7			
Evaluation Systems group of Pearson All program completers, 2018-19				
004 -APK: MULTI-AGE (PK-12)	2			
Evaluation Systems group of Pearson Other enrolled students				
004 -APK: MULTI-AGE (PK-12)	6			
Evaluation Systems group of Pearson All program completers, 2020-21				
004 -APK: MULTI-AGE (PK-12)	7			
Evaluation Systems group of Pearson All program completers, 2019-20				
004 -APK: MULTI-AGE (PK-12)	12	251	12	100
Evaluation Systems group of Pearson All program completers, 2018-19				
006 -ART	1			
Evaluation Systems group of Pearson Other enrolled students				
006 -ART	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
006 -ART	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
007 -BIOLOGY	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
009 -CHEMISTRY	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
TP014 -EARLY CHILDHOOD	1			
Evaluation Systems group of Pearson Other enrolled students				
TP014 -EARLY CHILDHOOD	5			
Evaluation Systems group of Pearson All program completers, 2020-21				
012 -EARLY CHILDHOOD EDUCATION	2			
Evaluation Systems group of Pearson Other enrolled students				
012 -EARLY CHILDHOOD EDUCATION	7			
Evaluation Systems group of Pearson All program completers, 2020-21				
012 -EARLY CHILDHOOD EDUCATION	12	254	12	100
Evaluation Systems group of Pearson				

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
All program completers, 2019-20				
012 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	12	232	9	75
TP115 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2020-21	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
020 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
021 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2020-21	2			
021 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2019-20	6			
021 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2018-19	2			
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	10	225	6	60
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	17	245	17	100
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	21	245	18	86
090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	23	241	23	100
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	3			
025 -INTEGRATED SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	3			
027 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3			
027 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			

## Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
TP019 -MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP017 -MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	2			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
028 -MIDDLE GRADES ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
030 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	6			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
029 -MIDDLE GRADES SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	2			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	7			
031 -MIDDLE GRADES SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	2			
043 -SPECIAL EDUCATION	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Pass tests	Pass rate (%)
Evaluation Systems group of Pearson Other enrolled students				
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	13	244	13	100
TP012 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	4			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
043 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			

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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 Westat'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

Group	Number taking tests	Number Passing tests	Pass rate (%)
All program completers, 2020-21	28	26	93
All program completers, 2019-20	35	32	91
All program completers, 2018-19	38	34	89

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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\(a\)\(1\)\(E\)](#))

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### 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:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?  Yes

No

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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.

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### 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. Effective integration of technology into curricula and instruction is modeled by all education professors in professional education classes. In each program, teacher candidates must develop a technology plan that is included as a signature assessment. Teacher candidates receive instruction on how to complete a comprehensive case study in methods courses prior to student teaching. Teacher candidates develop a case study during student teaching to illustrate their impact on student learning (edTPA). In the case study they must use technology to collect, manage, and analyze data and make recommendations on how instruction will be modified to increase student achievement. The edTPA case study is included as a signature assessment within each program. Teacher candidates receive instruction and training in UDL in specified courses across all programs, specifically in Introduction to Special Education. UDL principles often rely on integrated technology. The EPP uses a valid and reliable instrument, 'CPAST', to assess candidates' teaching performance in the field. Section H of this instrument measures candidates' ability to integrate digital tools in their planning and instruction of P-12 students. Finally, to ensure our candidates are proficient in utilizing educational technology as well as to strengthen their abilities to teach ALL students, we require EDU 410: Assessment and Technology to be taken by all initial licensure candidates. This course is taken in conjunction with a methods course. Finally, our Center for Teaching and Learning offers workshops in technology used in the classroom.

Effective integration of technology into curricula and instruction is modeled by all education professors in professional education classes. In each program, teacher candidates must develop a

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### Section VI: Teacher Training

## Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

### This Page Includes:

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### 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 In each program, a course is specified that addresses teaching students with disabilities or who are limited English proficient. All undergraduate and post-bac candidates in Primary Ed., Middle Childhood and Intervention Specialists are required to take EDU 230: Introduction to Special Education. In addition, the EPP's lesson plan template, utilized in methods and student teaching, includes sections for accommodations and differentiation. Candidates across all programs are required to use this format. During clinical experiences, candidates are required to demonstrate the ways in which their teaching is culturally relevant and meets the needs of individual learners.

In each program, a course is specified that addresses teaching students with disabilities or who are limited English proficient. All undergraduate and post-bac candidates in

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 general education candidates are required to take EDU 230: Introduction to Special Education. Through readings, lecture and discussion, candidates 1) understand the process of identification; 2) analyze the components of an IEP; and 3) evaluate the legality of student performance objectives. Candidates knowledge is assessed in all three areas. Furthermore, many general education candidates complete clinical hours in diverse field settings--

including academic, social and emotional diversity--and work in inclusive classroom contexts with students with IEPs.

All general education candidates are required to take EDU 230: Introduction to Special Education. Through readings, lecture and discussion, candidates 1) understand the process

- 3. Effectively teach students who are limited English proficient. Candidates learn to address the needs of students who speak English as an additional language throughout several of their courses, including EDU 230: Introduction to Exceptional Children, EDU 211: Teaching Phonics and the Structure of Language, and program-specific methods courses. In field classes and student teaching, faculty collect and analyze evidence from various sources to ensure candidates are considering and addressing the needs of ELL students including lesson plans, field evaluations, and edTPA.

Candidates learn to address the needs of students who speak English as an additional language throughout several of their courses, including EDU 230: Introduction to Exceptional Children,

- 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 Candidates take multiple methods classes including K-6 methods, 7-12 methods, transition planning, and four classes related to teaching and assessing reading. Across these classes, candidates learn how to plan, implement, and assess using evidence-based practices in special education. They complete a minimum of 100 field hours prior to student teaching. During student teaching, they complete a 15-week internship where they receive ongoing feedback and coaching from a qualified mentor teacher and university supervisor. The EPP collects evidence of candidate effectiveness through lesson plans, formal evaluations (Pre-CPAST and CPAST), edTPA, and state licensure tests. These assessments are

Candidates take multiple methods classes including K-6 methods, 7-12 methods, transition planning, and four classes related to teaching and assessing reading. Across these classes,

aligned to CAEP standards and the Council for Exceptional Children Initial Preparation Standards.

- 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*. Candidates are required to attend an IEP meeting during each practicum experience linked to a teaching methods course. In EDU 330: Elementary Methods for Students with Mild-Moderate Disabilities and EDU 331: Elementary Methods for Students with Moderate-Intensive Disabilities, candidates are required to complete the IEP Key Assessment project which includes reviewing student records, collecting data on the focus student's current level of performance, and using the data to develop an IEP for the focus student in collaboration with their mentor teacher. Additionally, candidates take EDU 370: Collaborating with Parents and Professionals and the textbook and supplemental assigned readings relate to effectively planning for and implementing IEP meetings. In EDU 260: Adults with Disabilities, candidates create a transition plan for an IEP as a course assignment. Finally, during student teaching, candidates are required to participate in the IEP process for the students in their placement and they are evaluated on their participation through our CEC

Candidates are required to attend an IEP meeting during each practicum experience linked to a teaching methods course. In EDU 330: Elementary Methods for Students with Mild-

aligned student teaching evaluation.

- 3. Effectively teach students who are limited English proficient. Candidates learn to address the needs of students who speak English as an additional language throughout several of their courses, including EDU 230: Introduction to Exceptional Children, EDU 330/331: Elementary Methods, EDU 350/351: Secondary Methods, and EDU 370: Collaborating with Parents and Professionals. In field classes and student teaching, faculty collect and analyze evidence from various sources to ensure candidates are considering and addressing the needs of ELL students including lesson plans, field evaluations, and edTPA. In EDU 370, candidates read a textbook that addresses diversity within each chapter and they create a collaboration plan as a final project where

Candidates learn to address the needs of students who speak English as an additional language throughout several of their courses, including EDU 230: Introduction to Exceptional Children,

they are required to discuss strategies for collaborating with families from diverse backgrounds.

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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.

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## 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.**

Ohio Dominican University is a private, Catholic liberal arts university founded by the Dominican Sisters of St. Mary of the Spring. The campus is located in urban Columbus, the state capital. The University enrolls approximately 1700 students who are served by approximately 61 full-time faculty and approximately 100 full-time staff. The majority of students come from central Ohio, but recent admissions initiatives target recruitment of students not only from other states but internationally. Our teacher preparation unit offers licensure in the following programs: Early Childhood/Primary, Middle Childhood, Intervention Specialist (Mild-to-Moderate/Moderate-to-Intensive), Multi-age programs (TESOL and Visual Arts) and Adolescence to Young Adult licensure areas (Integrated Language Arts; Integrated Social Studies; Integrated Mathematics; Integrated Science). Advanced programs include: Endorsements (Reading, TESOL, Teacher Leader); M.Ed. in Curriculum and Instruction; M.Ed. in Educational Leadership; and MA in TESOL. The EPP strives to provide distinctive undergraduate and graduate programs committed to the fundamental value of liberal education and rooted in the Dominican tradition. The EPP is known for its student-centered and innovative approaches to teaching and learning; its commitment to service and community responsibility; and its outreach in response to educational needs. The Ohio Dominican University teacher education programs support the mission of the University by providing rigorous, professional education programs for individuals seeking licensure and continuing education opportunities that integrate learning, reflection, collaboration, diversity, and technology. The programs prepare competent, effective, caring teacher-leaders capable of meeting the needs of all students in a diverse student population. The EPP is guided by a strong conceptual framework. Development of the conceptual framework was a collaborative effort of the unit faculty through an iterative process that resulted in the identification of four overarching themes: Learning, Collaborating, Teaching, and Reflecting. The themes guide program design, expected student outcomes, and assessment strategies and reflect the philosophical teachings of St. Dominic Guzman, founder of the Dominican order in 1216. St. Dominic stressed the importance of a life supported by study, prayer/reflection, community, and preaching/service. These four aspects of life identified by St. Dominic are referred to as the four pillars of Dominican life and are mirrored in the four unit themes. LEARNING (Dominican Pillar: Study): In keeping with the Dominican tradition, education experiences are grounded in the liberal arts, foster the development of spiritual, aesthetic and ethical values, promote physical and mental health. Since the quest for truth is a lifelong activity, Ohio Dominican is committed to lifelong learning. Faculty, staff and students practice this through research, creative activities, community involvement, and professional service. COLLABORATING (Dominican Pillar: Community): Students drawn to pursuing Ohio Dominican enrich one another in the quest for truth in this small community of students, faculty, and staff, through curriculum, supporting services, and informal learning opportunities carried out in a climate of respect and freedom. Candidates actively participate in this community of learners and communicate and collaborate according to legal and ethical practice with all stakeholders who influence and/or are impacted by the learning experiences of every child. In field-clinical experiences candidates develop their capacity to work as a member of a team of professionals to assess and maximize the potential of each student. They also learn the importance of partnering with families and communities to extend the learning opportunities of their students. TEACHING (Dominican Pillar: Service): Ohio Dominican University facilitates the search for truth in the expanding horizons of an unknown future. Educators must provide fair, relevant, and engaging learning opportunities for every learner that are based on the assessment of the students' needs and strengths. To fulfill this obligation, candidates must acquire the knowledge, skills, and dispositions necessary to enable them to support and develop the holistic needs of all students. REFLECTING (Dominican Pillar: Prayer): Ohio Dominican University is guided in its educational mission by the Dominican motto: to contemplate truth and share with others the fruits of this contemplation. Truth can be found in all cultures and traditions, in the whole range of the arts and sciences, and, in a special way, in religious faith and theological reflection on faith. Reflection is tantamount to exemplary teaching. Educators engage in professional reflective practices related to critical and analytical strategies that enhance conscious decision making. Finally, the EPP monitors candidate performance through an assessment management system: Tk20 by Watermark. Key assessments aligned to state and national standards are routinely collected and analyzed to inform student progress and program quality. The EPP utilizes valid and reliable assessments--namely, edTPA and CPAST to ensure the effectiveness of program candidates.

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## Supporting Files

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### 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: