



Oklahoma State University  
Traditional Report AY 2018-19  
Oklahoma



REPORT COMPLETE  
STATUS: **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

207388

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

325J Willard

CITY

Stillwater

STATE

Oklahoma

ZIP

74078

SALUTATION

Dr.

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Robin

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(\$205(a)(C))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

## List of Programs

| CIP Code | Teacher Preparation Programs                                    | UG, PG, or Both | Update |
|----------|-----------------------------------------------------------------|-----------------|--------|
| 13.121   | Early Childhood Education                                       | UG              |        |
| 13.1202  | Elementary Education                                            | Both            |        |
| 13.1     | Special Education                                               | PG              |        |
| 13.1301  | Teacher Education - Agriculture                                 | UG              |        |
| 13.1302  | Teacher Education - Art                                         | UG              |        |
| 13.1322  | Teacher Education - Biology                                     | Both            |        |
| 13.1303  | Teacher Education - Business                                    | UG              |        |
| 13.1323  | Teacher Education - Chemistry                                   | Both            |        |
| 13.1337  | Teacher Education - Earth Science                               | Both            |        |
| 13.1305  | Teacher Education - English/Language Arts                       | UG              |        |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics | UG              |        |
| 13.1306  | Teacher Education - Foreign Language                            | UG              |        |
| 13.1328  | Teacher Education - History                                     | UG              |        |
| 13.1311  | Teacher Education - Mathematics                                 | Both            |        |
| 13.1312  | Teacher Education - Music                                       | UG              |        |
| 13.1314  | Teacher Education - Physical Education and Coaching             | UG              |        |
| 13.1329  | Teacher Education - Physics                                     | Both            |        |
| 13.1317  | Teacher Education - Social Sciences                             | UG              |        |

| CIP Code | Teacher Preparation Programs                   | UG, PG, or Both | Update |
|----------|------------------------------------------------|-----------------|--------|
| 13.1318  | Teacher Education - Social Studies             | UG              |        |
| 13.1309  | Teacher Education - Technology/Industrial Arts | UG              |        |

Total number of teacher preparation programs:

20

# 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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

☒ Yes

☐ No

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

| Element                                                                 | Admission                                                     | Completion                                                    |
|-------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Transcript                                                              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check                                                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed              | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework                                  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s)                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement                                             | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element                       | Admission                                                     | Completion                                                    |
|-------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Interview                     | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br><div></div> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

2.5

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.)

2.5

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

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes

☐ No

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

| Element                                                                 | Admission                                                     | Completion                                                    |
|-------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Transcript                                                              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check                                                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed              | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework                                  | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework                        | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s)                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement                                             | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element                       | Admission                                                     | Completion                                                    |
|-------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| Interview                     | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br><div></div> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

2.75

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.)

2.75

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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)                          |                |
|--------------------------------------------------------------------------------------------|----------------|
| Number of clock hours of supervised clinical experience required prior to student teaching | <div>60</div>  |
| Number of clock hours required for student teaching                                        | <div>600</div> |

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)       |             |
|----------------------------------------------------------------------------------------------------------------------------|-------------|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | <div></div> |
| Number of years required for teaching as the teacher of record in a classroom                                              | <div></div> |

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

36

[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)

25

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

242

Number of students in supervised clinical experience during this academic year

242

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

Legislative action several years ago in Oklahoma removed the requirement and the associated funding for a mentoring/induction year for new teachers; therefore, most do not receive mentoring/induction support. While the minimum number of clinical hours prior to internship is 60, the mean was 140 hours prior to internship.



# 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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☒ Sum(s) do not equal total

PLEASE PROVIDE AN EXPLANATION:

Our candidates and completers reported Hispanic/Latinx status separate from race; therefore, totals across race should total the 684 enrolled and 232 completers when the Hispanic/Latinx totals are removed from the sums.

| 2018-19 Total                        |     |
|--------------------------------------|-----|
| Total Number of Individuals Enrolled | 684 |
| Subset of Program Completers         | 232 |

| Gender                           | Total Enrolled | Subset of Program Completers |
|----------------------------------|----------------|------------------------------|
| Male                             | 156            | 45                           |
| Female                           | 527            | 187                          |
| Non-Binary/Other                 | 1              | 0                            |
| No Gender Reported               | 0              | 0                            |
| Race/Ethnicity                   | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 47             | 19                           |
| Asian                            | 5              | 2                            |

| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
|-------------------------------------------|----------------|------------------------------|
| Black or African American                 | 17             | 5                            |
| Hispanic/Latino of any race               | 51             | 19                           |
| Native Hawaiian or Other Pacific Islander | 1              | 0                            |
| White                                     | 554            | 194                          |
| Two or more races                         | 57             | 12                           |
| No Race/Ethnicity Reported                | 3              | 1                            |

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

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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 2018-19

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>).

| CIP Code | Subject Area                             | Number Prepared |
|----------|------------------------------------------|-----------------|
| 13.10    | Teacher Education - Special Education    | <div>2</div>    |
| 13.1202  | Teacher Education - Elementary Education | <div>105</div>  |

| CIP Code | Subject Area                                                         | Number Prepared |
|----------|----------------------------------------------------------------------|-----------------|
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | 0               |
| 13.1210  | Teacher Education - Early Childhood Education                        | 25              |
| 13.1301  | Teacher Education - Agriculture                                      | 22              |
| 13.1302  | Teacher Education - Art                                              | 2               |
| 13.1303  | Teacher Education - Business                                         | 3               |
| 13.1305  | Teacher Education - English/Language Arts                            | 9               |
| 13.1306  | Teacher Education - Foreign Language                                 | 2               |
| 13.1307  | Teacher Education - Health                                           | 0               |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      | 4               |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     | 0               |
| 13.1311  | Teacher Education - Mathematics                                      | 7               |
| 13.1312  | Teacher Education - Music                                            | 14              |
| 13.1314  | Teacher Education - Physical Education and Coaching                  | 5               |
| 13.1315  | Teacher Education - Reading                                          | 0               |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        | 2               |
| 13.1317  | Teacher Education - Social Science                                   | 0               |
| 13.1318  | Teacher Education - Social Studies                                   | 24              |
| 13.1320  | Teacher Education - Trade and Industrial                             | 4               |
| 13.1321  | Teacher Education - Computer Science                                 | 0               |
| 13.1322  | Teacher Education - Biology                                          | 0               |
| 13.1323  | Teacher Education - Chemistry                                        | 2               |
| 13.1324  | Teacher Education - Drama and Dance                                  | 0               |
| 13.1328  | Teacher Education - History                                          | 0               |
| 13.1329  | Teacher Education - Physics                                          | 0               |
| 13.1331  | Teacher Education - Speech                                           | 0               |

| CIP Code | Subject Area                                       | Number Prepared                |
|----------|----------------------------------------------------|--------------------------------|
| 13.1337  | Teacher Education - Earth Science                  | <input type="text" value="0"/> |
| 13.14    | Teacher Education - English as a Second Language   | <input type="text" value="0"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/> | <input type="text" value="0"/> |

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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 2018-19

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](#)).

| CIP Code | Academic Major                                                       | Number Prepared                  |
|----------|----------------------------------------------------------------------|----------------------------------|
| 13.10    | Teacher Education - Special Education                                | <input type="text" value="2"/>   |
| 13.1202  | Teacher Education - Elementary Education                             | <input type="text" value="105"/> |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/>   |
| 13.1210  | Teacher Education - Early Childhood Education                        | <input type="text" value="25"/>  |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text" value="22"/>  |
| 13.1302  | Teacher Education - Art                                              | <input type="text" value="2"/>   |
| 13.1303  | Teacher Education - Business                                         | <input type="text" value="3"/>   |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text" value="9"/>   |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text" value="2"/>   |
| 13.1307  | Teacher Education - Health                                           | <input type="text" value="0"/>   |

| CIP Code | Academic Major                                                   | Number Prepared                 |
|----------|------------------------------------------------------------------|---------------------------------|
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics  | <input type="text" value="4"/>  |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text" value="0"/>  |
| 13.1311  | Teacher Education - Mathematics                                  | <input type="text" value="7"/>  |
| 13.1312  | Teacher Education - Music                                        | <input type="text" value="14"/> |
| 13.1314  | Teacher Education - Physical Education and Coaching              | <input type="text" value="5"/>  |
| 13.1315  | Teacher Education - Reading                                      | <input type="text" value="0"/>  |
| 13.1316  | Teacher Education - General Science                              | <input type="text" value="2"/>  |
| 13.1317  | Teacher Education - Social Science                               | <input type="text" value="0"/>  |
| 13.1318  | Teacher Education - Social Studies                               | <input type="text" value="24"/> |
| 13.1320  | Teacher Education - Trade and Industrial                         | <input type="text" value="4"/>  |
| 13.1321  | Teacher Education - Computer Science                             | <input type="text" value="0"/>  |
| 13.1322  | Teacher Education - Biology                                      | <input type="text" value="0"/>  |
| 13.1323  | Teacher Education - Chemistry                                    | <input type="text" value="2"/>  |
| 13.1324  | Teacher Education - Drama and Dance                              | <input type="text" value="0"/>  |
| 13.1328  | Teacher Education - History                                      | <input type="text" value="0"/>  |
| 13.1329  | Teacher Education - Physics                                      | <input type="text" value="0"/>  |
| 13.1331  | Teacher Education - Speech                                       | <input type="text" value="0"/>  |
| 13.1337  | Teacher Education - Earth Science                                | <input type="text" value="0"/>  |
| 13.14    | Teacher Education - English as a Second Language                 | <input type="text" value="0"/>  |
| 13.99    | Education - Other Specify:<br><input type="text"/>               | <input type="text"/>            |
| 01       | Agriculture                                                      | <input type="text"/>            |
| 03       | Natural Resources and Conservation                               | <input type="text"/>            |
| 05       | Area, Ethnic, Cultural, and Gender Studies                       | <input type="text"/>            |
| 09       | Communication or Journalism                                      | <input type="text"/>            |

| CIP Code | Academic Major                                       | Number Prepared      |
|----------|------------------------------------------------------|----------------------|
| 11       | Computer and Information Sciences                    | <input type="text"/> |
| 12       | Personal and Culinary Services                       | <input type="text"/> |
| 14       | Engineering                                          | <input type="text"/> |
| 16       | Foreign Languages, Literatures, and Linguistics      | <input type="text"/> |
| 19       | Family and Consumer Sciences/Human Sciences          | <input type="text"/> |
| 21       | Technology Education/Industrial Arts                 | <input type="text"/> |
| 22       | Legal Professions and Studies                        | <input type="text"/> |
| 23       | English Language/Literature                          | <input type="text"/> |
| 24       | Liberal Arts/Humanities                              | <input type="text"/> |
| 25       | Library Science                                      | <input type="text"/> |
| 26       | Biological and Biomedical Sciences                   | <input type="text"/> |
| 27       | Mathematics and Statistics                           | <input type="text"/> |
| 30       | Multi/Interdisciplinary Studies                      | <input type="text"/> |
| 38       | Philosophy and Religious Studies                     | <input type="text"/> |
| 40       | Physical Sciences                                    | <input type="text"/> |
| 41       | Science Technologies/Technicians                     | <input type="text"/> |
| 42       | Psychology                                           | <input type="text"/> |
| 44       | Public Administration and Social Service Professions | <input type="text"/> |
| 45       | Social Sciences                                      | <input type="text"/> |
| 46       | Construction                                         | <input type="text"/> |
| 47       | Mechanic and Repair Technologies                     | <input type="text"/> |
| 50       | Visual and Performing Arts                           | <input type="text"/> |
| 51       | Health Professions and Related Clinical Sciences     | <input type="text"/> |
| 52       | Business/Management/Marketing                        | <input type="text"/> |
| 54       | History                                              | <input type="text"/> |

| CIP Code | Academic Major             | Number Prepared |
|----------|----------------------------|-----------------|
| 99       | Other Specify: <div></div> | <div></div>     |



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\(b\)\)](#)

## Program Assurances

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:

We have remained committed to ensuring all candidates are placed in clinical experiences in both urban and rural settings, as well as a variety of socio-economic settings. Every candidate in addition to their special education course considers accommodations and modifications for learners with special needs in each methods course. We communicate frequently with our partner districts for placements, as well as districts that hire our completers in order to ensure we are addressing the needs of the field, both in terms of preparation and in our recruitment efforts. For addressing the needs of English language learners, we have threaded through our methods courses strategies to support English learners' needs. Multiple programs have added a specific course on serving emergent bilingual students with others considering this change as well.



# 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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our program sought to increase mathematics education (OSUTeach at our institution) enrollment by 1.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

We prepared 7 teachers both years, leaving us just short of our goal of adding one. Our program continues to offer two early recruitment courses (STEP 1 and STEP 2) aimed at recruiting students from across campus that might be interested in teaching. These students participate in learning about

inquiry teaching and teach a couple of lessons in an elementary classroom during STEP 1 and a couple of lessons in a middle school classroom during STEP 2. In addition, program staff and student ambassadors participate in a variety of recruitment and retention events/activities throughout the year: Orange Fridays (6), Saturday Campus Tours (6), A-Frame advertisements, OSUTeach Flyers – 60 in all buildings on campus, Majors Fair, Scholar's Day, Women in Science, OSU Up Close, Principal and Counselor Conference, Admitted Student Day, Junior Day, New Student Orientation, and SMED Course Visits as each semester begins and ends. Examination of a 5 year trend in the numbers of completers with a degree that includes an option in secondary mathematics education revealed a drop in number in our program.

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

While we made numerous efforts as noted above, we are also considering ways to make mathematics education more visible at our institution.

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

At the end of fall 2019, we had 32 students in the mathematics education program. Despite a variety of recruitment and retention strategies, the number of students in the program decreased to 29 as of spring of 2020. Oklahoma continues to lag behind other states in pay and classroom funding in education, making a particularly difficult challenge in mathematics, which has been a persistent shortage area prior to the onset of the broader shortages. We will keep working and considering new approaches, however. We did however, prepare 7 this year and 7 last year, holding steady on the number of completers.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

Projects based on enrollment are down, so our goal is to prepare the same number of teachers.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

Increase the number of students in our teacher prepared by the program by 3; we plan to do this by continuing our current approaches to recruitment as well as increasing our focus on transfer student recruitment.

# 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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We hoped to have 1 additional prepared teacher.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

Unfortunately numbers have declined for 2018-2019, with 9 prepared in 2017-2018 and just 4 prepared in 2018-2019. Since transitioning to the UTeach model (called OSUTeach from here on out), the number of science education students has seen a significant decrease. However, in 2019 we saw a

slight increase in the number of students enrolled in the secondary science methods courses. The 2019 spring semester of SMED 4613/4611 science methods course consisted of 10 students, while the 2019 fall semester junior level science methods course consisted of 9 students with one student dropping from the program. We will continue to work with Arts & Sciences to increase the visibility of teaching as a rewarding and vital STEM career. Our program continues to offer two early recruitment courses (STEP 1 and STEP 2) aimed at recruiting students from across campus that might be interested in teaching. These students participate in learning about inquiry teaching and teach a couple of lessons in an elementary classroom during STEP 1 and a couple of lessons in a middle school classroom during STEP 2. In addition, program staff and student ambassadors participate in a variety of recruitment and retention events/activities throughout the year: Orange Fridays (6), Saturday Campus Tours (6), A-Frame advertisements, OSUTeach Flyers – 60 in all buildings on campus, Majors Fair, Scholar's Day, Women in Science, OSU Up Close, Principal and Counselor Conference, Admitted Student Day, Junior Day, New Student Orientation, and SMED Course Visits as each semester begins and ends.

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

A science education faculty member has recently begun coordinating/hosting the state science fair on our campus. In addition to the OSUTeach recruitment activities that are duplicated with math education, we hope this event will entice more high school students who participate to consider teaching science and hopefully choosing OSU to prepare.

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

Since transitioning to the OSUTeach program, the number of secondary science education preservice teachers has remained low. This is likely in part due to the relatively low pay (though recently improved somewhat) and low per pupil funding for public education in Oklahoma. We will continue to work to improve the supply of science teachers, however.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

The program's goal for this year is to return to 9 completers again as was the case in 2017-2018.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

The program's goal for this year will be to prepare 10 teachers in science education.



# 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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes  
☐ No

2. Describe your goal.

Our goal was to increase the number of Special Education completers by 1. We continued to recruit for the master's degree and undergraduate 3202 course, a course that is required by all Professional Education Unit majors. We also reached out to other disciplines, such as communication sciences and disorders to increase the number of students entering into special education. We developed a Minor in Special Education that replaced the 4+1 program option.

3. Did your program meet the goal?

☒ Yes  
☐ No

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



We had 2 completers recommended in the certification pathway for 2018-2019, which met our goal of adding 1. However, given that there were zero students enrolled beyond the 2 who completed we made the difficult decision to end our certification pathway in February of 2019. Since the 4+1 was no longer viable and we had no regular master's completers since 2010, we felt this decision could let us continue to serve teachers and the pipeline but focus more narrowly in the areas where the vast majority of our students attending had needs already -- non-traditional certification courses. Toward our efforts to serve in-service and non-traditionally prepared teachers we did the following: We accepted 10 new students into the graduate program in 2018-2019 and began recruiting for the minor in special education; this was an increase from 6 in 2017-2018. Further, we served a total of 352 students in SPED 3202; recruitment for the minor in special education occurred in this course. We continued to recruit for the master's degree in Special Education through guest presentations in courses taught in communication sciences and disorders, math education, and elementary education. We proposed a graduate certificate in special education in order to meet the needs of students seeking non-traditional "boot camp" completers in special education who require 18 graduate credit hours in special education. Further, we proposed a second pathway to seek graduate coursework in special education in collaboration with school psychology faculty. This pathway focuses on intensive academic and behavioral interventions and applied behavior analysis for children with disabilities. While this pathway does not lead to teacher certification, it can lead to national board certification in behavior analysis for those who are already in the classroom and seeking deeper skills or those who want to work with individuals with disabilities in another way.

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

We wanted to ensure that students entering into any of the special education pathways were prepared to be effective educators. Thus, we continued to increase the rigor of coursework, specifically beginning the process of aligning our courses to Council for Exceptional Children High Leverage Practices. Further, all faculty members in special education visited a variety of courses in other programs to recruit for both undergraduate and graduate programs.

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

We hope that through tightening our focus on serving those in the non-traditional pathway via the graduate certificate and continuing to serve in-service teachers through our master's program that we will continue to serve the needs of in-service professionals and the demand for new educators in the field. Our primary goal has shifted to serving the preparation of those who have completed a boot camp by via expanding our program into the online space, further allowing us to reach teachers and prospective teachers across the state, specifically those seeking non-traditional certification in special education with our 18 hour graduate certificate. With this comes the goal of developing strong online courses using effective pedagogy for online teaching. Recruitment for the intensive interventions pathway and special education minor will continue on the Stillwater campus through working with advisors and colleagues in Teaching, Learning and Leadership, Psychology, and Communication and Sciences Disorders.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.**

- ☐ Yes  
☒ No

**8. Describe your goal.**

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.**

- ☐ Yes

10. Describe your goal.

# 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\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

## Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ☐ Yes  
☒ No

8. Describe your goal.

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes  
☒ No

10. Describe your goal.

# 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

| Assessment code - Assessment name<br>Test Company<br>Group                                                               | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| 111 -ADVANCED MATHEMATICS<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl   | 1                         |                         |                            |                     |
| 111 -ADVANCED MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                      | 7                         |                         |                            |                     |
| 011 -ADVANCED MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                      | 5                         |                         |                            |                     |
| 111 -ADVANCED MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                      | 1                         |                         |                            |                     |
| 011 -ADVANCED MATHEMATICS<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                      | 7                         |                         |                            |                     |
| 042 -AGRICULTURAL EDUCATION<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 10                        | 256                     | 9                          | 90                  |

| Assessment code - Assessment name<br>Test Company<br>Group                                                            | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| 042 -AGRICULTURAL EDUCATION<br>Evaluation Systems group of Pearson<br>Other enrolled students                         | 10                        | 255                     | 9                          | 90                  |
| 042 -AGRICULTURAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                 | 22                        | 260                     | 22                         | 100                 |
| 042 -AGRICULTURAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                 | 17                        | 260                     | 17                         | 100                 |
| 042 -AGRICULTURAL EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                 | 22                        | 256                     | 22                         | 100                 |
| 002 -ART<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl                 | 1                         |                         |                            |                     |
| 002 -ART<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                    | 1                         |                         |                            |                     |
| 002 -ART<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                    | 1                         |                         |                            |                     |
| 010 -BIOLOGICAL SCIENCES<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| 010 -BIOLOGICAL SCIENCES<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 6                         |                         |                            |                     |
| 010 -BIOLOGICAL SCIENCES<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 10                        | 253                     | 10                         | 100                 |
| 040 -BUSINESS EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                     | 3                         |                         |                            |                     |
| 040 -BUSINESS EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                     | 1                         |                         |                            |                     |
| 004 -CHEMISTRY<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                              | 4                         |                         |                            |                     |
| 004 -CHEMISTRY<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                              | 1                         |                         |                            |                     |
| 004 -CHEMISTRY<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                              | 1                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                       | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |  |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|--|
| 105 -EARLY CHILDHOOD EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                         | 25                        | 252                     | 25                         | 100                 |  |
| 105 -EARLY CHILDHOOD EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                         | 15                        | 255                     | 15                         | 100                 |  |
| 005 -EARLY CHILDHOOD EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                         | 4                         |                         |                            |                     |  |
| 105 -EARLY CHILDHOOD EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                         | 11                        | 247                     | 11                         | 100                 |  |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 43                        | 262                     | 42                         | 98                  |  |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 8                         |                         |                            |                     |  |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 105                       | 260                     | 105                        | 100                 |  |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 109                       | 262                     | 109                        | 100                 |  |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 104                       | 261                     | 104                        | 100                 |  |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 51                        | 263                     | 46                         | 90                  |  |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 8                         |                         |                            |                     |  |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 105                       | 262                     | 105                        | 100                 |  |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 109                       | 265                     | 109                        | 100                 |  |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 104                       | 264                     | 104                        | 100                 |  |
| 107 -ENGLISH<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl                        | 3                         |                         |                            |                     |  |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| 107 -ENGLISH<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                       | 9                         |                         |                            |                     |
| 107 -ENGLISH<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                       | 6                         |                         |                            |                     |
| 007 -ENGLISH<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                       | 11                        | 255                     | 11                         | 100                 |
| 007 -ENGLISH<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                                       | 24                        | 261                     | 24                         | 100                 |
| 009 -FAMILY AND CONSUMER SCIENCES<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                  | 4                         |                         |                            |                     |
| 009 -FAMILY AND CONSUMER SCIENCES<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                  | 3                         |                         |                            |                     |
| 009 -FAMILY AND CONSUMER SCIENCES<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                  | 3                         |                         |                            |                     |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 2                         |                         |                            |                     |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 9                         |                         |                            |                     |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 9                         |                         |                            |                     |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 14                        | 273                     | 14                         | 100                 |
| 129 -MILD-MODERATE DISABILITIES<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 3                         |                         |                            |                     |
| 029 -MILD-MODERATE DISABILITIES<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 1                         |                         |                            |                     |
| 129 -MILD-MODERATE DISABILITIES<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 4                         |                         |                            |                     |



| Assessment code - Assessment name<br>Test Company<br>Group                                                                        | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |  |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|--|
| 174 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 6                         |                         |                            |                     |  |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 143                       | 266                     | 143                        | 100                 |  |
| 174 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 53                        | 261                     | 48                         | 91                  |  |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 34                        | 267                     | 34                         | 100                 |  |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 224                       | 266                     | 224                        | 100                 |  |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 214                       | 267                     | 214                        | 100                 |  |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 242                       | 268                     | 242                        | 100                 |  |
| 076 -OPTE: 6-12<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl                      | 7                         |                         |                            |                     |  |
| 076 -OPTE: 6-12<br>Evaluation Systems group of Pearson<br>Other enrolled students                                                 | 1                         |                         |                            |                     |  |
| 076 -OPTE: 6-12<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                         | 90                        | 257                     | 89                         | 99                  |  |
| 076 -OPTE: 6-12<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                         | 88                        | 258                     | 88                         | 100                 |  |
| 076 -OPTE: 6-12<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                                         | 119                       | 258                     | 119                        | 100                 |  |
| 075 -OPTE: PK-8<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl                      | 1                         |                         |                            |                     |  |
| 075 -OPTE: PK-8<br>Evaluation Systems group of Pearson<br>Other enrolled students                                                 | 1                         |                         |                            |                     |  |
| 075 -OPTE: PK-8<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                         | 133                       | 254                     | 133                        | 100                 |  |

| Assessment code - Assessment name<br>Test Company<br>Group                                                                         | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| 075 -OPTE: PK-8<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                          | 126                       | 257                     | 126                        | 100                 |
| 075 -OPTE: PK-8<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                                          | 123                       | 254                     | 123                        | 100                 |
| 012 -PHYSICAL EDUCATION/HEALTH/SAFETY<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| 012 -PHYSICAL EDUCATION/HEALTH/SAFETY<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 4                         |                         |                            |                     |
| 012 -PHYSICAL EDUCATION/HEALTH/SAFETY<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 9                         |                         |                            |                     |
| 012 -PHYSICAL EDUCATION/HEALTH/SAFETY<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 8                         |                         |                            |                     |
| 014 -PHYSICS<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                             | 1                         |                         |                            |                     |
| 014 -PHYSICS<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                                             | 1                         |                         |                            |                     |
| 132 -PSYCHOLOGY/SOCIOLOGY<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                | 1                         |                         |                            |                     |
| 032 -PSYCHOLOGY/SOCIOLOGY<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                | 2                         |                         |                            |                     |
| 032 -PSYCHOLOGY/SOCIOLOGY<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                                | 1                         |                         |                            |                     |
| 119 -SPANISH<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                                             | 2                         |                         |                            |                     |
| 019 -SPANISH<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                                             | 2                         |                         |                            |                     |
| 119 -SPANISH<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                                             | 1                         |                         |                            |                     |
| 017 -US HIST/OK HIST/GOVERNMENT/ECON<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl  | 4                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group                                                            | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| 017 -US HIST/OK HIST/GOVERNMENT/ECON<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19        | 23                        | 258                     | 23                         | 100                 |
| 017 -US HIST/OK HIST/GOVERNMENT/ECON<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18        | 16                        | 258                     | 16                         | 100                 |
| 017 -US HIST/OK HIST/GOVERNMENT/ECON<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17        | 23                        | 254                     | 23                         | 100                 |
| 003 -VOCAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |
| 003 -VOCAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>Other enrolled students                            | 1                         |                         |                            |                     |
| 003 -VOCAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                    | 5                         |                         |                            |                     |
| 003 -VOCAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                    | 4                         |                         |                            |                     |
| 003 -VOCAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                    | 4                         |                         |                            |                     |
| 018 -WORLD HISTORY/GEOGRAPHY<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                | 4                         |                         |                            |                     |
| 018 -WORLD HISTORY/GEOGRAPHY<br>Evaluation Systems group of Pearson<br>All program completers, 2017-18                | 3                         |                         |                            |                     |
| 018 -WORLD HISTORY/GEOGRAPHY<br>Evaluation Systems group of Pearson<br>All program completers, 2016-17                | 3                         |                         |                            |                     |

# 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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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](#)

## Summary Pass Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2018-19 | 224                 | 223                  | 100           |
| All program completers, 2017-18 | 214                 | 214                  | 100           |
| All program completers, 2016-17 | 243                 | 243                  | 100           |

# Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

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:

North Central, NCATE (legacy)

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

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:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. 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.

Our program strives diligently to prepare teachers to integrate technology effectively into curricula and instruction. The College of Education, Health and Aviation’s Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the EHA Technology Resource Center and EHA Faculty Support. Resources in the EHA Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students, and with traditional. media and equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday evenings, and on weekends during the fall and spring semesters; a reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The EHA Technology Resource Center maintains multimedia equipment in the instructional spaces of the EHA. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the College of Education, Health and Aviation. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed assistance with 1) determining the most appropriate technology tool for an instructional activity, 2) developing websites and online course components, 3) videoconferencing, and 4) developing multimedia presentations. Instruction and

training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools. The Professional Education Unit and the Educational Technology academic program collaborated to develop the Emerging Technologies and Creativity Research Lab, a space for faculty and students to get hands-on experience with innovative technologies for teaching and learning. Individuals or classes frequent this Emerging Technologies and Creativity Research Lab to use 3D printers, telepresence robots, a SMART board, a Mursion simulator, mobile devices, Swivel video tool, makerspace materials (low- and high-tech), and a host of other creative tools for transforming teaching and learning. See <http://edtech.okstate.edu/techplayground> for more information. Most candidates in programs that lead to certification take a rigorous course in Applications of Educational Technology that is designed to develop their skills, knowledge, and dispositions toward improving student learning with technology. The course was recently redesigned to reflect the realities of the local context, field courses, and needs expressed by instructional technology coaches, coordinators, and directors from around the state of Oklahoma. Rather than emphasizing how to use specific technological tools, the content covered in this educational technology course emphasizes how to evaluate educational technologies, use the principles of universal design for learning to design instruction that effectively integrates technology, and manage classrooms that are rich with technology. In addition to the educational technology course, many of the courses candidates take in our program feature the modeling of and instruction in the use of the principles of universal design for learning. Instructional technology tools in every classroom give faculty the opportunity to use multiple means of representation, expression, and engagement to increase candidate's access to curriculum and prepare them to increase their own students' learning through instructional goals, methods, materials, and assessments in an inclusionary environment. The PEU assessment system is used to collect data for each of the INTASC standards at specific transition points in the program. Candidates must successfully complete electronic portfolios in which they document the attainment of all competencies with artifacts. We use online surveys to collect data to improve teaching and learning from candidates, cooperating teachers, supervisors, and school administrators. Electronic portfolios are assessed at three transition points in initial programs, and that data is also used to improve teaching and learning at the program level. The technology of online surveys and forms feeding directly into our assessment system gives us the ability to efficiently and effectively aggregate and disaggregate the data appropriately to make critical decisions regarding teaching and learning.

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

**a. Teach students with disabilities effectively**

All teacher candidates must complete a course about working with students with disabilities, including programs, instruction, policies, and procedures. The course covers general special education information, as well as specific interventions and methods for teaching and serving students with disabilities. Students learn about and show proficiency in universal design for learning, differentiated instruction, accommodations and modifications, and evidence-based practices for teaching students with disabilities. Teacher candidates also complete a service project that is designed to introduce them to working with children with disabilities through personal interactions. Further, they apply their knowledge from this course in other methods courses as applied to teaching children in their specific disciplines.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Not only is the concept of IEP development and IEP team participation addressed in this course, teacher candidates participate in IEP processes during their student teaching internship.

**c. Effectively teach students who are limited English proficient.**

In the course required in some secondary education programs, a strategy focus is translanguaging, in which student writers are encouraged to use heritage language and target language (English) with a focus on becoming bilingual, and contrastive analysis in which languages and dialects are compared and contrasted. Multiple programs are considering adding the course Culturally and Linguistically Diverse Learners. At this time, programs integrate strategies for serving students who are emergent multi-lingual in methods courses. The Elementary Education English program's language learner strategy "thread" through methods courses is provided below as an example: Literacy: CIED 3133 (Children's Literature Across the Curriculum) – Candidates are introduced to multicultural literature including bilingual texts and texts written in other languages. They access and analyze books from Outstanding International Books from USBBY, the Pura Belpre Award (honors LatinX experience and created by LatinX authors and illustrators). The textbook in this course addresses bilingual texts two of their Touchstone Texts (a collection of children's literature that they purchase and use in each of their literacy courses) are semi-bilingual. CIED 3253 (Teaching Language Arts) – The strategy focus in this course is translanguaging, a strategy in which student writers are encouraged to use heritage language and target language (English) with a focus on becoming bilingual, and contrastive analysis in which languages and dialects are compared and contrasted. CIED 3293 (Teaching Reading) – Candidates curate 10 strategies focused on the National Reading Panel 5 Pillars of Reading. For each strategy they use their texts and other resources to include an EL accommodation for each one. CIED 4233 (Literacy Assessment and Instruction) – Candidates are introduced to Total Physical Response, concept sorts, the use of cognates, and the WIDA assessment as well as culturally responsive teaching. Math: SMED 3153 (primary math methods) there are points throughout the textbook about adapting activities for ELLs which we discuss in class, although there is not one specific assignment or set of readings. SMED 4153 (intermediate math methods) the students had optional readings about teaching math and ELLs that many of them chose if they work with ELLs. Science: SMED 4353 (Science Methods) There are 2-3 readings and discussions about EL strategies in science methods.

### 2. Does your program prepare special education teachers?

☒ Yes

☐ No



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

**a. Teach students with disabilities effectively**

We prepared special education teachers through February of 2019 but not after that date, with two completers earlier in the year. Our current master's degree program provides students seeking alternative certification in special education the required 18 graduate credits in special education (also offered as a graduate certificate); further, students who complete the minor coursework may choose to take the certification exam in special education after obtaining certification in their primary area of study. Across the minor and master's program options, students complete coursework to prepare them in in data-based decision making, effective instruction, transition, and classroom and behavior management for individuals with disabilities.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Not only is the concept of IEP development and IEP team participation addressed in courses throughout the minor and master's degree options in special education, teacher candidates participate in IEP processes during their student teaching internship. In special education coursework, students learn about and practice the assessment to intervention process, matching accommodations and modifications to student needs, writing present levels of academic and functional performance and matching statements to instructional needs, writing IEP goals, data collection methodology, developing individualized behavior interventions, and planning for transition. Students work in teams to not only problem solve, but also present information related to IEP development.

**c. Effectively teach students who are limited English proficient.**

Our special education teachers did not have a specific course regarding language learning; however, strategies were integrated in methods courses.

# Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Robin Fuxa

TITLE:

Director, Professional Education

## 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:

Tammy Duncan

TITLE:

Certification Coordinator