



Oklahoma State University
Traditional Report AY 2016-17
Oklahoma



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

339 Willard

CITY

Stillwater

STATE

Oklahoma

ZIP

74078

SALUTATION

Dr.

FIRST NAME

John

LAST NAME

Romans

PHONE

(405) 744-3373

EMAIL

john.romans@okstate.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agricultural Education	No	
Art	No	
Business & Information Technology	No	
Early Childhood Education	No	
Elementary Education	No	
Family and Consumer Sciences	No	
Foreign Language - Spanish/German/French	No	
Health Occupations Education	No	
Health/Physical Education/Safety	No	
Music Education - Instrumental/Vocal	No	
Secondary Education English	No	
Secondary Education Math	No	
Secondary Education Science	No	
Secondary Education Social Studies	No	
Technical and Industrial Education	No	

Total number of teacher preparation programs: 15

Teacher Preparation Programs

Teacher Quality Partnership Grant Member?

Update

Total number of teacher preparation programs: 15

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

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

Admissions

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

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

<http://education.okstate.edu/peu/admissions>

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

Students who have met all admission requirements except field experiences can be provisionally admitted with concurrent enrollment in field experiences.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

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
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<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 was the median GPA of individuals accepted into the program in academic year 2016-17?

3.35

4. 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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.1

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<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 was the median GPA of individuals accepted into the program in academic year 2016-17?

3.34

4. 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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.75

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	140
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	32
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	324
Number of students in supervised clinical experience during this academic year	252

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

Legislative action a few 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. Average number of clock hours required increased as a result of some programs increasing the number of weeks in student teaching.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	<input type="text" value="452"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="122"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="330"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="15"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

43

Asian

8

Black or African American

16

Native Hawaiian or Other Pacific Islander

13

White

357

Two or more races

0

Teachers Prepared

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

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

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

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 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	16
13.1202	Teacher Education - Elementary Education	104
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1206	Teacher Education - Multiple Levels	0

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	24
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	24
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	10
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	19
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	13
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	23
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	10
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	3

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: Teacher Education - Physical Science	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	15
13.1202	Teacher Education - Elementary Education	110
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1301	Teacher Education - Agriculture	23

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	25
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	20
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	12
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	21
13.1319	Teacher Education - Technical Education	6
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<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"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="0"/>
13.03	Education - Curriculum and Instruction	<input type="text" value="0"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
45.01	Social Sciences	<input type="text" value="0"/>
45.02	Anthropology	<input type="text" value="0"/>
45.06	Economics	<input type="text" value="0"/>
45.07	Geography and Cartography	<input type="text" value="0"/>
45.10	Political Science and Government	<input type="text" value="0"/>
45.11	Sociology	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>
16	Foreign Languages	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
23	English Language/Literature	<input type="text" value="0"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: <input data-bbox="289 926 1260 968" type="text"/>	0

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	<input type="text" value="256"/>
2015-16	<input type="text" value="273"/>
2014-15	<input type="text" value="311"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
- No
- Not applicable

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

We implemented the OSUTeach program, a UTeach replica to increase the number of mathematics and science teachers in our programs. To meet the goal to increase the number of prospective teachers met in 2016 – 2017, we began recruitment into Step I, an introduction to teaching mathematics and science. In this course, students who may be interested in teaching spend time in elementary classrooms and learn about teaching. They also develop and teach a math or science lesson in an upper elementary classroom. This effort continues in the following semester. The students take Step II. In this class, students observe and teach in a middle school mathematics or science classroom and prepare and teach a lesson. Students are also encouraged to join the OSUTeach club and study and visit the OSUTeach office in an effort to build a community of potential mathematics and science teachers. This space has a meeting area and comfortable study areas that provides a space for collaboration.

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

- Step I is effective in allowing future teachers to experience teaching prior to declaring mathematics and science education as a major. • The students

used the OSUTeach office frequently and developed a strong cohort of prospective mathematics and science teachers.

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

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

2

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

As mentioned in the 2016-17 goals, we are a UTeach replica site and we use the OSUTeach program. To meet the goal to increase the number of prospective teachers met in 2017 – 2018, our Master Science and Math Teacher recruit heavily for the OSUTeach program. They host information sessions, visit classes, and host recruitment events. As a result, in 2017-2018, we had 30 mathematics and 27 science education students enrolled in STEP 1 and 23 combined mathematics and science students enrolled in Step 2. Additionally, 13 math/science students enrolled in Classroom Interaction and 25 enrolled in Knowing and Learning, both classes they take after their Step I and Step 2 classes. We lost a few students to other majors but students also get off track in their programs and sit out of their science and math education courses for a semester or two. • In Step I and Step II, it is too early to have students develop a lesson plan. It is more effective to provide them with a lesson plan and support them in the implementation of the lesson plan. • Students need to be encouraged to stay on track so that their graduation isn't delayed. • Students were encouraged to attend the UTeach conference and to engage in internships in their content areas. This has been effective in keeping them connected to the discipline.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

2

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

From Spring 2017-2018, undergraduate secondary mathematics was down 5 students. It is typical in the program for the numbers to cycle between years because they may get off schedule on their program. Our typical range of students teaching in any academic year ranges from 6 to 12. In the Fall of 2017, we had 13 students enrolled in Classroom Interactions. Eight of these students continued into their methods course the following semester. The current number of mathematics education students enrolled in Step 1 for Spring 2018 is 14. This number is up from the previous year.

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 to state credential 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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

1

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No
 Not applicable

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

We implemented the OSUTeach program, a UTeach replica to increase the number of mathematics and science teachers in our programs. To meet the goal to increase the number of prospective teachers met in 2016 – 2017, we began recruitment into Step I, an introduction to teaching mathematics and science. In this course, students who may be interested in teaching spend time in elementary classrooms and learn about teaching. They also develop and teach a math or science lesson in an upper elementary classroom. This effort continues in the following semester. The students take Step II. In this class, students observe and teach in a middle school mathematics or science classroom and prepare and teach a lesson. Students are also encouraged to join the OSUTeach club and study and visit the OSUTeach office in an effort to build a community of potential mathematics and science teachers. This space has a meeting area and comfortable study areas that provides a space for collaboration.

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

- Step I is effective in allowing future teachers to experience teaching prior to declaring mathematics and science education as a major.
- The students used the OSUTeach office frequently and developed a strong cohort of prospective mathematics and science teachers.

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

2

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

As mentioned in the 2016-17 goals, we are a UTeach replica site and we use the OSUTeach program. To meet the goal to increase the number of prospective teachers met in 2017 – 2018, our Master Science and Math Teacher recruit heavily for the OSUTeach program. They host information

sessions, visit classes, and host recruitment events. As a result, in 2017-2018, we had 27 science education students enrolled in STEP 1 and 23 combined mathematics and science students enrolled in Step 2. Additionally, 13 math/science students enrolled in Classroom Interaction and 25 enrolled in Knowing and Learning, both classes they take after their Step I and Step 2 classes. We lost a few students to other majors but students also get off track in their programs and sit out of their science education courses for a semester or two. • In Step I and Step II, it is too early to have students develop a lesson plan. It is more effective to provide them with a lesson plan and support them in the implementation of the lesson plan. • Students need to be encouraged to stay on track so that their graduation isn't delayed. • Students were encouraged to attend the UTeach conference and to engage in internships in their content areas. This has been effective in keeping them connected to the discipline.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

2

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

In the Fall of 2017, we had 9 science students enrolled in Classroom Interactions. Five of these students continued into their methods course the following semester. The current number of science education students enrolled in Step 1 for Spring 2018 is 13.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

1

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
 No
 Not applicable

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

We offer several pathways into the special education classroom. • Alternative certification o Offered an 18 hour Boot Camp for Alternatively Certified SPED teachers o 4+1 Master's Program – Elementary education majors interested in obtaining a masters in SPED can enroll in the 4+1 program and obtain complete hours towards a Master's in SPED concurrently with their undergraduate in Elementary Education. o Traditional Master's Program – A few of the teachers in the Boot Camp decide to continue into the Master's program in Special Education

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

• We want to ensure that the students entering into any of the SPED pathways are prepared to be effective SPED teachers. Thus, we increased the rigor of our coursework. • We want to reach out to other undergraduate majors in education related fields to encourage them to obtain a Master's Degree in Special Education.

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

2

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

We continue to recruit in the undergraduate SPED 3202 course, a course that is required by all Professional Education Unit majors, for the master's degree and the minor. We are also reaching out to other areas to increase the number of students entering into SPED. • We developed a Minor in Special Education that will replace the 4+1 program option. • We are conducting a needs assessment to determine if we need to offer an undergraduate degree in SPED.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

5

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

Our SPED programs continue to be healthy. However, we still feel like more can be done to strengthen our program. We are currently developing an 18-hour graduate certificate that will provide those individuals interested in entering into the SPED classroom with no educational background an option in SPED.

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

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:

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

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

Academic year 2018-19

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

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

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

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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:

The Professional Education Unit works closely with the Professional Education Council and program area faculty to make sure our preparation programs are meeting needs as described above.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	10	274	10	100
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	9			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	259	10	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	22	256	22	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	20	257	20	100
042 -AGRICULTURAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	27	259	27	100
002 -ART Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -ART Evaluation Systems group of Pearson All program completers, 2014-15	5			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	3			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	10	253	10	100
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	13	252	13	100
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	10	257	10	100
040 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
040 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	3			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	2			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	9			
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	11	247	11	100
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	29	257	29	100
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	25	262	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	76	262	74	97
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	104	261	104	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	119	262	119	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	141	254	141	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	82	261	73	89
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	104	264	104	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	119	262	119	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	141	266	141	100
007 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
107 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	6			
007 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	3			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	24	261	24	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	12	261	12	100
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2014-15	17	259	17	100
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	3			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
009 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2014-15	3			
020 -FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	6			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	14	273	14	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	10	270	10	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
029 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	1			
029 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2014-15	8			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	51	259	43	84

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	260	266	260	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2016-17	243	268	243	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2015-16	260	268	260	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2014-15	292	268	292	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	5			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	119	258	119	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	107	257	107	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2014-15	123	260	123	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2016-17	123	253	122	99
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	153	254	153	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2014-15	168	257	168	100
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson Other enrolled students	2			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2016-17	8			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2015-16	9			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2014-15	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -PHYSICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
032 -PSYCHOLOGY/SOCIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	1			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			
019 -SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson Other enrolled students	13	254	9	69
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2016-17	23	254	23	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2015-16	21	258	21	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2014-15	22	256	22	100
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	7			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2016-17	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	3			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	243	242	100
All program completers, 2015-16	260	260	100
All program completers, 2014-15	292	292	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
 NCATE
 TEAC
 CAEP
 Other specify:

North Central

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

- Yes
 No

Use of Technology

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

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

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

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. All 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. Additionally, the College of Education, Health and Aviation 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 CEHA Technology Resource Center and CEHA Faculty Support. Resources in the CEHA 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 CEHA Technology Resource Center maintains multimedia equipment in the instructional spaces of the CEHA. 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 learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and 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. Professional Education and the Educational Technology academic program have recently collaborated to developing the Emerging Technologies and Creative 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 Creative Research Lab to use a 3D printer, a flight simulator, a SMART table or board, teachlive simulator, mobile devices or a host of other creative tools for transforming teaching and learning. See <http://edtech.okstate.edu/techplayground> for more information. 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. Many of the courses candidates take in our program feature the modeling of and instruction in the use 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.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

All teacher candidates must complete a course that addresses special needs students, programs and instruction, and policies and procedures. The course covers general special education information as well as specific interventions and methods for teaching and serving children with special needs. Teacher candidates also complete a field experience that is designed to introduce them to children with special needs through personal interactions. Teacher candidates participate in IEP processes during their student teaching internship. Each program addresses teaching strategies and methods for working with diverse learners and learning needs including ELL. Teacher candidates provide documentation through their portfolio that they have developed skills to work with ELL students. These strategies are embedded in methods courses for each program and are typically revisited in field experiences and internship.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

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

Our program is designed to add the unique skills of special education to an elementary, secondary, or P-12 teaching program. Candidates complete four courses addressing general special education methods/strategies, reading and language arts strategies, culturally responsive teaching approaches and a practicum where they apply those skills under the supervision of a mentor special educator. Special education teacher candidates must observe and participate in IEP processes during their program. They learn about IEPs in detail in a course and sit in on the process at schools. During their practicum they serve as a member of the IEP team. Special education teacher candidates complete three courses that address ELL students in various ways including teaching reading/language arts, methods and strategies that are culturally responsive and a models course that addresses specialized research-based strategies for working with children with unique needs, including language acquisition.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **452**.

Number of program completers from Section I: Program Information, Program Completers is **256**.

For a total enrollment of **708**.

I certify the total enrollment shown above is correct.

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:

John Romans

TITLE:

Dean and Executive Director of 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:

Robin Fuxa

TITLE:

Director of Professional Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	559	452	-19.14%
Male Enrollment	147	122	-17.01%
Female Enrollment	412	330	-19.90%
Hispanic/Latino Enrollment	24	15	-37.50%
American Indian or Alaska Native Enrollment	48	43	-10.42%
Asian Enrollment	9	8	-11.11%
Black or African American Enrollment	10	16	60.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	1	13	1200.00%
White Enrollment	461	357	-22.56%
Two or more races Enrollment	6	0	
Average number of clock hours required prior to student teaching	189	140	-25.93%
Average number of clock hours required for student teaching	626	600	-4.15%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	28	32	14.29%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	336	324	-3.57%
Number of students in supervised clinical experience during this academic year	275	252	-8.36%
Total completers for current academic year	273	256	-6.23%
Total completers for prior academic year	311	273	-12.22%
Total completers for second prior academic year	307	311	1.30%