



University of Oklahoma  
Traditional Report AY 2017-18  
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS



CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Garn

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# 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
Biology	No	
Chemistry	No	
Early Childhood	No	
Earth Science	No	
Elementary	No	
English	No	
Foreign Language - French	No	
Foreign Language - German	No	
Foreign Language - Latin	No	
Foreign Language - Spanish	No	
Instrumental Music	No	
Mathematics	No	
Physical Science	No	
Physics	No	
Social Studies	No	

**Total number of teacher preparation programs: 17**

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Special Education	No	
Vocal Music	No	
<b>Total number of teacher preparation programs: 17</b>		

# Program Requirements

## THIS PAGE INCLUDES:

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

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.

## Admissions

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

Other



If Other, please specify:

Minimum of 30 hours completed or degree.

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://www.ou.edu/content/education/resources/undergraduate-advising/admissions.html>

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

## 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

Element	Required for Entry	Required for Exit
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input 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 2017-18?

3.3

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 2017-18?

3.58

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

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§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	80
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	146

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



# 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 2017-18	<input type="text" value="447"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="64"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="383"/>

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="32"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

17

Asian

6

Black or African American

10

Native Hawaiian or Other Pacific Islander

0

White

333

Two or more races

43

## 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 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="7"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="60"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="27"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	24
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1319	Teacher Education - Technical Education	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	2
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: <input type="text"/>	

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	7
13.1202	Teacher Education - Elementary Education	60
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	27
13.1205	Teacher Education - Secondary Education	

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	24
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	5
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	1
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input type="text"/>	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	
45.01	Social Sciences	
11	Computer and Information Sciences	
45.02	Anthropology	
45.06	Economics	
12	Personal and Culinary Services	
14	Engineering	
45.07	Geography and Cartography	
45.10	Political Science and Government	1
16	Foreign Languages, Literatures, and Linguistics	

CIP Code	Academic Major	Number Prepared
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
45.11	Sociology	<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	4 <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"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
45	Social Sciences	<input type="text"/>
40.05	Chemistry	1 <input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>



CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

2017-18	146
2016-17	131
2015-16	181

# 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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

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

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

8

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
- No
- Not applicable

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

We worked to advertise the program and initiatives that will support our students in their endeavors to not only complete a degree in mathematics education at OU but also ones that will support and reward them for remaining in mathematics education for a significant number of years beyond graduation. For example, TEACH grant opportunities and the Oklahoma State Regents for Higher Education TISEP programs were prominently advertised on the JRCOE website. More recently, we are working to advertise the OU Debt Free Teacher program to help recruit teachers into our program at OU and to encourage them to remain as teachers in Oklahoma. We will continue in this vein to work closely with recruitment efforts taking place at the University level with area high school students to promote mathematics education.

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

Working more closely with other University entities that engage with area high school students was a focus of our recruitment efforts. Specifically, we promoted mathematics education as a degree option at college fair days (like the OU College and Career Fair Day). This promotion included a

representative from the OU Mathematics Education program being present and/or speaking at these events. Additionally, a student organization for future teachers of mathematics (an NCTM student affiliate group) was developed in order to develop a stronger mathematics education community and for aid in recruiting.

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

Once students are admitted to our program, we experience very little attrition, so our efforts are focused on simply getting more students into the program.

**Academic year 2018-19**

**7. Is your program preparing teachers in mathematics in 2018-19?**

- Yes  
 No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in mathematics in 2018-19?**

6

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

**Academic year 2019-20**

**10. Will your program prepare teachers in mathematics in 2019-20?**

- Yes  
 No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in mathematics in 2019-20?**

8

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

## 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 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 science in each of three academic years.

**Academic year 2017-18**

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

10

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes  
 No  
 Not applicable

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

Due to budgetary concerns, we were unable to produce and disseminate recruitment materials for the 2017-2018 academic year.

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

Provide any additional comments, exceptions and explanations below: The science education faculty hosted a campus-wide solar eclipse watch party in August 2017. We used this event as a recruitment tool to attract undecided or science majors to consider applying to our science education program. We continue to believe the persistent economic situation in our state as well as the negative perception towards education in our state are attributing factors to the lack of interest in science teaching during this academic year. We did receive an increase in prospective students who changed majors from a STEM field to science education and who are adding on a teacher endorsement to their current science degree programs.

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

The science education faculty hosted a campus-wide solar eclipse watch party in August 2017. We used this event as a recruitment tool to attract undecided or science majors to consider applying to our science education program. We continue to believe the persistent economic situation in our state as well as the negative perception towards education in our state are attributing factors to the lack of interest in science teaching during this academic year. We did receive an increase in prospective students who changed majors from a STEM field to science education and who are adding on a teacher endorsement to their current science degree programs.

## Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

10

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

We were hopeful that we could build on the positive momentum of the statewide teacher walkout and the legislative decision to increase teaching salaries and funding dedicated to common education as recruitment tools to attract a quality pool of applicants. It appeared that our college-level advising office had difficulty in establishing effective communications with the University College on our campus, which 'houses' all undecided and first-year declared majors during their freshman year. Through this potential and seemingly beneficial communicative relationship, we were hoping to identify students whose interests, skills, and career goals align with our science education degree program. Although we are seeing interest in science-related majors changing to science education, unfortunately, our hope of adding ten (10) prospective teachers to our program was not realized.

## Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

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

11. How many prospective teachers does your program plan to add in science in 2019-20?

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

At our most recent college-wide faculty retreat (Spring 2019), several faculty members raised the concern of our past and current recruiting models in our college and how these strategies may not be effectively reaching our current and future millennial prospective student population. We continue to believe the persistent economic situation in our state as well as the negative perception towards public education in our state are attributing factors to the continued lack of interest in science teaching.

## 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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

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

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

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- 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:**

The special education faculty plans to continue recruiting as we have been and to work through and with the advisors in our College of Education's Student Services and Undergraduate Student Advising office. Special education faculty has also increased involvement in efforts at the college level to increase students.

**Academic year 2018-19**

**7. Is your program preparing teachers in special education in 2018-19?**

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

**8. How many prospective teachers did your program plan to add in special education in 2018-19?**

12

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

The special education program has helped ensure that current and future students in special education. Advising has tremendously helped with course organization. Class times have been altered to help address some concerns with conflicting coursework and evening classtimes. An estimated 11 new admits have declared a major of special education and there are over 20 students who have contacted the advising office showing interest in special education.

**Academic year 2019-20**

**10. Will your program prepare teachers in special education in 2019-20?**

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

**11. How many prospective teachers does your program plan to add in special education in 2019-20?**

12

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

## 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 2017-18**

**1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?**

- 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 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- 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 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- 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 2018-19?

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

While all students are prepared to work with English language learners, we do not offer a stand-alone endorsement in instruction of limited English proficient students.

### Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- 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 2019-20?

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 most successful strategy for meeting the needs of local education agencies is maintaining national accreditation of the teacher preparation unit (e.g., NCATE, CAEP recognition) as well as maintaining recognition of each of our program of study (e.g., SPA recognition). The most successful strategy for meeting assurances associated with diversity is requiring varied field experiences (e.g., urban, suburban and rural) and streaming diversity-related issues (e.g., differentiated instruction, culturally-responsive pedagogy) throughout the teacher preparation program.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	8			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
002 -ART Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	2			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	4			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
004 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	27	249	24	89
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	23	256	22	96
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	32	257	30	94
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	9			
008 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
008 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	260	14	88
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	59	259	59	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	67	263	67	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	69	263	69	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	260	16	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	59	263	57	97
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	67	265	67	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	69	267	69	100
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	4			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	4			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	14	267	14	100
020 -FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	20	274	20	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	7			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	7			
023 -LATIN Evaluation Systems group of Pearson Other enrolled students	1			
024 -MIDDLE LEVEL ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
026 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
027 -MIDDLE LEVEL SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
025 -MIDDLE LVL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
025 -MIDDLE LVL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	4			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson Other enrolled students	2			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2017-18	6			
029 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2016-17	7			
029 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2015-16	5			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	271	47	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	312	269	311	100

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 All program completers, 2017-18	146	269	146	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2016-17	135	269	135	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2015-16	168	272	168	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	3			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	53	264	53	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	36	260	35	97
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	49	262	49	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	259	13	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson Other enrolled students	1			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	89	257	89	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2016-17	97	255	95	98
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	118	255	118	100
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
119 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
119 -SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
119 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	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			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	5			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2016-17	10	264	10	100
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2015-16	16	265	16	100
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	6			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	4			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2015-16	2			

## Summary Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	146	139	95
All program completers, 2016-17	136	132	97
All program completers, 2015-16	168	165	98



## 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:

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## 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.

All students in the Jeannine Rainbolt College of Education at the University of Oklahoma are required to take EIPT 3043 Learning with Educational Technologies. This course is designed based on the National Educational Technology Standards for Teachers from the International Society for Technology in Education (ISTE). These can be found at <https://www.iste.org/standards/for-students>. Preservice teachers in our programs learn to participate and model information age communication and data analysis techniques with activities such as:

- The use of iPads in schools is discussed and observed.
- Creating a classroom course management site.
- interacting with Twitter for professional learning networks. (PLNs)
- Discussion of parental communication techniques using technology.

The preservice teachers learn different techniques for integrating technology into the curriculum by:

- Creating videos for classroom participation.
- Reviewing and critiquing how iPads are used in education and apps in education.
- Designing interactive learning activities using Interactive whiteboards and alternatives.
- Creating an iBook for online reading.

In addition, students write a variety of lesson plans that include assessment and scoring of technology projects created by students and using technology to aid in grading, feedback, and evaluation. We spend a lot of time focusing on objectives and assessment and how students can create measurable learning goals in relation to state and national standards. Through these lesson planning activities and a lesson on assistive technology, students are regularly called upon to plan to use technology to accommodate students with different learning needs and design lessons that are universal through technology use. This course does not look at long time data trends with technology but instead focuses on classroom implementation. Course readings throughout the program focus on trends and data in education as a whole.



# 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.

OU general education candidates learn about teaching students with disabilities effectively, participating as a member of individualized education program teams, and teaching students who are limited English proficient effectively by virtue of the required course all teacher candidates must take, EDSP 3054, Understanding and Accommodating Students with Exceptionalities. Course objectives and outcomes include: The candidate will be able to – \*explain the relationship between special and general education in teaching children and youth with exceptionalities. \*describe the procedure for developing appropriate special education programs for students. \*describe issues regarding overrepresentation of culturally and linguistically diverse individuals in special education programs. \*describe the areas of exceptionality addressed by IDEA, their characteristics, etiologies, and effective education.

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.**

The Special Education Program is designed to ensure that all program completers meet the standards established by the Council for Exceptional Children for beginning teachers of students with mild and moderate disabilities. All program completers over the last many years have met these required standards. Evidence of the quality of students completing the Special Education program is provided through student products, state certification examinations, as well as through information from school personnel who give very positive feedback regarding the students' teaching competencies. Students practice the knowledge and skills they have learned in their formal courses through extensive field experiences (more than 1,100 mentored hours by the time they complete their program). These field experiences include two intensive practica and two placements as interns. Thus, OU special education students have in-depth experience in four varied classroom environments with students of different ages and abilities levels. We anticipate that the high quality of our students will continue. We have not identified any program weaknesses but nevertheless we continue to assess regularly and use that data to further refine the program to meet changes in the field and society to ensure the continued high quality of our students.

- Individualized Education Programs OU special education students have many opportunities throughout the program to learn to be effective members of Individualized Education Programs Teams. Some examples are:
  - In EDSP 3054, Understanding and Accommodating Students with Exceptionalities, students complete an IEP and Parents' Rights project.
  - In EDSP 4023, Assessment for Eligibility and Program Planning, students use a case study to develop an IEP from the initial referral to conducting a hypothetical IEP team meeting.
  - In the Introductory Practicum, EDSP 4072, and Advanced Practicum in Special Education, EDSP 4112, students majoring in special education attend IEP meetings and assist their master teachers in developing IEPs.
  - In the Introductory and Advanced Internships, EDSP 4134 and EDSP 4144, students majoring in special education help the master teachers develop IEPs and lead IEP team meetings.
  - Students with Limited English Proficiency Topics related to students with Limited English Proficiency are addressed throughout the program and specifically in the following courses:
    - EDSP 3054, Understanding and Accommodating Students with Exceptionalities,
    - EDSP 4023, Assessment for Eligibility and Program Planning
    - EDSP 4013 Fundamental Academic Instructional Strategies
    - EDSP 4053 Language, Literacy, and Communication
    - EDSP 4033 Families and Young Children with Developmental Delays

## Contextual Information

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On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

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

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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. Gregg Garn

TITLE:

Dean & Director of Teacher 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:

Jamie Aldridge

TITLE:

Certification Chair