# title II higher education act

## 2024 TITLE II REPORTS
National Teacher Preparation Data

**OK**

**Oklahoma City University**
Traditional Report AY 2022-23
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**

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**CITY**

Oklahoma City

**STATE**

Oklahoma ▼

**ZIP**

73106

**SALUTATION**

Dr. ▼

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|------------------------------|-----------------|--------|
| 13.121 | Early Childhood Education | UG | |
| 13.1202 | Elementary Education | UG | |
| 13.1302 | Teacher Education - Art | UG | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1316 | Teacher Education - General Science | UG | |
| 13.1312 | Teacher Education - Music | UG | |
| 13.1318 | Teacher Education - Social Studies | UG | |
| 13.1331 | Teacher Education - Speech | UG | |

**Total number of teacher preparation programs:**

8

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

# Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

| Element | Admission | | Completion | |
|---|---|---|---|---|
| **Transcript** | ● Yes | ○ No | ● Yes | ○ No |
| **Fingerprint check** | ○ Yes | ● No | ● Yes | ○ No |
| **Background check** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum number of courses/credits/semester hours completed** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA in content area coursework** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum GPA in professional education coursework** | ● Yes | ○ No | ● Yes | ○ No |
| **Minimum ACT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum SAT score** | ○ Yes | ● No | ○ Yes | ● No |
| **Minimum basic skills test score** | ○ Yes | ● No | ○ Yes | ● No |
| **Subject area/academic content test or other subject matter verification** | ○ Yes | ● No | ● Yes | ○ No |
| **Recommendation(s)** | ● Yes | ○ No | ● Yes | ○ No |

| Element | Admission | | | | Completion | | | |
|---|---|---|---|---|---|---|---|---|
| Essay or personal statement | ● Yes | | ○ No | | ● Yes | | ○ No | |
| Interview | ● Yes | | ○ No | | ○ Yes | | ● No | |
| Other Specify:<br>Disposition Evaluation | ● Yes | | ○ No | | ● Yes | | ○ No | |

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

2.5

**3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

3

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

Our minimum GPA for exit is a 3.0 in a combination of education coursework and the content specialty (for P-12 and secondary majors).

# Postgraduate Requirements

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

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

○ Yes
● No

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

| Element | Admission | | Completion | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Transcript | ○ | ○ | ○ | ○ |
| Fingerprint check | ○ | ○ | ○ | ○ |
| Background check | ○ | ○ | ○ | ○ |
| Minimum number of courses/credits/semester hours completed | ○ | ○ | ○ | ○ |
| Minimum GPA | ○ | ○ | ○ | ○ |
| Minimum GPA in content area coursework | ○ | ○ | ○ | ○ |
| Minimum GPA in professional education coursework | ○ | ○ | ○ | ○ |
| Minimum ACT score | ○ | ○ | ○ | ○ |
| Minimum SAT score | ○ | ○ | ○ | ○ |
| Minimum basic skills test score | ○ | ○ | ○ | ○ |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Subject area/academic content test or other subject matter verification | ○ Yes | ○ No | ○ Yes | ○ No |
| Recommendation(s) | ○ Yes | ○ No | ○ Yes | ○ No |
| Essay or personal statement | ○ Yes | ○ No | ○ Yes | ○ No |
| Interview | ○ Yes | ○ No | ○ Yes | ○ No |
| Other Specify:<br>Disposition Evaluations | ○ Yes | ○ No | ○ Yes | ○ 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 is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[                                                                    ]

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

# Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

**Are there programs with student teaching models?**

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

| Programs with student teaching models (most traditional programs) | |
|---|---|
| Number of clock hours of supervised clinical experience required prior to student teaching | 100 |
| Number of clock hours required for student teaching | 560 |

**Are there programs in which candidates are the teacher of record?**

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) |
|---|

| | |
|---|---|
| **Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom** | |
| **Years required of teaching as the teacher of record in a classroom** | |

## All Programs

| | |
|---|---|
| **Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**<br><br>Optional tool for automatically calculating full-time equivalent faculty in the system | 2 |
| **Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)** | 1 |
| **Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year** | 24 |
| **Number of students in supervised clinical experience during this academic year** | 16 |

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

All candidates complete a minimum of 15 weeks of full-time internships in one or two settings (7-8 weeks at each school). Supervisors complete a minimum of four observations of each student teacher. University supervisors conduct an individual orientation with the mentor on the expectations that we have for both the student teacher and the mentor teacher. We provide a student teaching handbook and all evaluation documents in a Google Drive folder that is provided to the mentor teacher. We conduct an orientation session virtually for all supervisors and in person for student teachers prior to the start of the semester. Each student teacher meets for an evaluation conference two times per semester with their cooperating teacher and university supervisor.

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

## Enrollment and Program Completers

| 2022-23 Total | |
|---|---|
| **Total Number of Individuals Enrolled** | 74 |
| **Subset of Program Completers** | 16 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|---|---|
| **Male** | 25 | 6 |
| **Female** | 47 | 10 |
| **Non-Binary/Other** | 2 | 0 |
| **No Gender Reported** | 0 | 0 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| **American Indian or Alaska Native** | 7 | 0 |
| **Asian** | 1 | 1 |
| **Black or African American** | 3 | 0 |
| **Hispanic/Latino of any race** | 10 | 4 |
| **Native Hawaiian or Other Pacific Islander** | 0 | 0 |
| **White** | 53 | 11 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 0 | 0 |
| No Race/Ethnicity Reported | 0 | 0 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|

# Teachers Prepared

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

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

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

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

- Academic Major

# Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2022-23.**

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

**What are CIP Codes?**

☐ **No teachers prepared in academic year 2022-23**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.10 | **Teacher Education - Special Education** | 0 |

| CIP Code | Subject Area | Number Prepared |
|----------|--------------|-----------------|
| 13.1202 | Teacher Education - Elementary Education | 2 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 0 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 2 |
| 13.1306 | Teacher Education - Foreign Language | 0 |
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 10 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 2 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 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 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |

| CIP Code | Subject Area | Number Prepared |
|---|---|---|
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: | 0 |

# Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

*Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.*

**What are CIP Codes?**

**Does this teacher preparation provider grant degrees upon completion of its programs?**

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 13.10 | Teacher Education - Special Education | 0 |
| 13.1202 | Teacher Education - Elementary Education | 2 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 0 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 2 |
| 13.1306 | Teacher Education - Foreign Language | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|----------------|-----------------|
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 10 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 2 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 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 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 09 | Communication or Journalism | 0 |
| 11 | Computer and Information Sciences | 0 |
| 12 | Personal and Culinary Services | 0 |
| 14 | Engineering | 0 |
| 16 | Foreign Languages, Literatures, and Linguistics | 0 |
| 19 | Family and Consumer Sciences/Human Sciences | 0 |
| 21 | Technology Education/Industrial Arts | 0 |
| 22 | Legal Professions and Studies | 0 |
| 23 | English Language/Literature | 0 |
| 24 | Liberal Arts/Humanities | 0 |
| 25 | Library Science | 0 |
| 26 | Biological and Biomedical Sciences | 0 |
| 27 | Mathematics and Statistics | 0 |
| 30 | Multi/Interdisciplinary Studies | 0 |
| 38 | Philosophy and Religious Studies | 0 |
| 40 | Physical Sciences | 0 |
| 41 | Science Technologies/Technicians | 0 |
| 42 | Psychology | 0 |
| 44 | Public Administration and Social Service Professions | 0 |
| 45 | Social Sciences | 0 |
| 46 | Construction | 0 |
| 47 | Mechanic and Repair Technologies | 0 |
| 50 | Visual and Performing Arts | 0 |
| 51 | Health Professions and Related Clinical Sciences | 0 |
| 52 | Business/Management/Marketing | 0 |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 54 | History | 0 |
| 99 | Other Specify: | 0 |

# Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

## Program Assurances

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

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   - ● Yes
   - ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   - ● Yes
   - ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   - ○ Yes
   - ○ No
   - ● **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   - ● Yes
   - ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   - ● Yes
   - ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   - ● Yes
   - ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   - ● Yes
   - ○ No

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

   All early childhood and elementary candidates are required to complete a course in the instruction of English Language Learners. All candidates in this course work with Hispanic students in a high-poverty urban school. We place ALL candidates in urban schools early in their field experience. Candidates also have opportunities to work in suburban and rural schools if desired. The urban schools we place our candidates in primarily serve students from low SES households and many are Hispanic emerging bilinguals. Methods of working with students in urban schools are stressed throughout the certification program. Many of our graduates choose to take jobs in urban schools and are actively recruited by these urban schools due to their ability to effectively instruct ELL and students from low socioeconomic households.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

# Report Progress on Last Year's Goal (2022-23)

**1. Did your program prepare teachers in mathematics in 2022-23?**

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

**2. Describe your goal.**

Our program goal is to recruit at least one mathematics education candidate to our program.

**3. Did your program meet the goal?**

- ○ Yes
- ● No

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

We spoke with mathematics majors enrolled in the Pre-Calculus and Calculus classes to share relevant scholarship information for aspiring educators.

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

We will continue to speak to math classes and expand our recruitment to College Algebra courses as well.

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

# Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

We continue to recruit teacher candidates from existing mathematics majors as well as from the community at large. Our goal is to recruit at least one additional candidate for our mathematics education program.

# Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

Our goal is to continue to recruit at least one teacher education candidate from our mathematics degree program or from the community at large.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

**THIS PAGE INCLUDES:**

›› Report Progress on Last Year's Goal (2022-23)

›› Review Current Year's Goal (2023-24)

›› Set Next Year's Goal (2024-25)

## Report Progress on Last Year's Goal (2022-23)

**1. Did your program prepare teachers in science in 2022-23?**

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

○ Yes
● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

○ Yes
○ No

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

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

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

# Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.**

- ● Yes
- ○ No

**8. Describe your goal.**

We will continue to recruit candidates on and off-campus for Science Education. We will target our undecided majors specifically, highlighting the latest financial incentives offered by the state.

# Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.**

- ● Yes
- ○ No

**10. Describe your goal.**

We will continue to recruit from our existing science students on campus as well as from the community at large with the goal of adding at least one additional science education candidate.

# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

## Report Progress on Last Year's Goal (2022-23)

**1. Did your program prepare teachers in special education in 2022-23?**

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ○ Yes
- ● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

- ○ Yes
- ○ No

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

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

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

# Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.**

- ○ Yes
- ● No

**8. Describe your goal.**

# Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.**

- ○ Yes
- ● No

**10. Describe your goal.**

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

## Report Progress on Last Year's Goal (2022-23)

**1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?**

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).
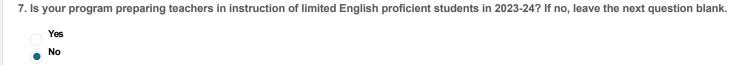
○ Yes
● No

**2. Describe your goal.**

**3. Did your program meet the goal?**

○ Yes
○ No

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

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

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

# Review Current Year's Goal (2023-24)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.**

- ◯ Yes
- ⬤ No

**8. Describe your goal.**

# Set Next Year's Goal (2024-25)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.**

- ◯ Yes
- ⬤ No

**10. Describe your goal.**

# Assessment Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| 002 -ART<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 1 | | | |
| 010 -BIOLOGICAL SCIENCES<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 1 | | | |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 1 | | | |
| 150 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 1 | | | |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| 150 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 1 | | | |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 1 | | | |
| 151 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 1 | | | |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 1 | | | |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 1 | | | |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 1 | | | |
| 107 -ENGLISH<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 2 | | | |
| 107 -ENGLISH<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 1 | | | |
| 201 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | |
| 201 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 6 | | | |
| 201 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 3 | | | |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 5 | | | |
| 174 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2022-23 | 8 | | | |
| 174 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2021-22 | 7 | | | |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2020-21 | 4 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| 174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21 | 11 | 265 | 10 | 91 |
| 076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2020-21 | 6 | | | |
| 075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| 075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2020-21 | 6 | | | |
| 0490 -PPAT Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| 0490 -PPAT Educational Testing Service (ETS) All program completers, 2022-23 | 14 | 42 | 12 | 86 |
| 0490 -PPAT Educational Testing Service (ETS) All program completers, 2021-22 | 7 | | | |
| 116 -SPEECH/DRAMA/DEBATE Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| 117 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2022-23 | 2 | | | |
| 117 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| 003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|

# 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

# Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2022-23 | 15 | 12 | 80 |
| All program completers, 2021-22 | 9 | | |
| All program completers, 2020-21 | 16 | 13 | 81 |

# Low-Performing

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

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

## Low-Performing

**1. Is your teacher preparation program currently approved or accredited?**

- 🔘 Yes
- ⚪ No

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

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ⚪ Yes
- 🔘 No

# 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.**

   The Teacher Education Program has a dedicated classroom that contains a large panel display, responders, laptops, and a document camera. We also have sets of iPads and programmable robots. All education courses are held in this classroom. At the end of each semester, course evaluation data is collected electronically from students. The resulting data is then analyzed to determine any necessary changes in course delivery and/or course assignments. Candidates begin to work with the integration of technology to effectively instruct all learners in early professional education coursework. The focus of the use of technology varies according to the central purpose of the course. For example, candidates in Human Development learn to adapt instruction based on the cognitive, physical, and social development levels of learners. In Psychology and Assessments of Learning, the focus shifts to the design of appropriate instruction to meet the needs of different types of learners by orienting the candidates to the concept of Universal Design for Learning. In Students with Exceptionalities, the candidates learn to integrate technology to effectively instruct students with identified special learning needs and provide students an overview of assistive technology. In the various methods courses, technology is matched to learner objectives in content areas. The unit also requires the Technology in the Classroom course for all education majors except those in music education programs. In this course, students learn how to integrate technology across the curriculum utilizing a variety of hardware, software, apps, websites, and other technology tools. The School of Music integrates the use of technology for teaching and learning in multiple courses. Curriculum methods courses require plans that implement the principles of Universal Design for Learning as well as the integration of technology. The culminating activity for all candidates is the Praxis Performance Assessment for Teachers (PPAT). For the PPAT, candidates gather contextual information on the community, school, and classroom. They note the demographics and learning level for each student related to an identified learning goal and standard. Instruction is then designed to meet the

specific needs of all learners. A post-assessment that is identical to the pre-assessment is given at the end of instruction. Candidates create tables using appropriate technology to evaluate the learning gains of each student as well as for the class as a whole. They then analyze and reflect on the effectiveness of their instruction. Finally, they submit a video recording of their teaching of a lesson from their instructional unit.

# Teacher Training

Provide the following information about your teacher preparation program.
**(§205(a)(1)(G))**

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

## Teacher Training

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

   a. **Teach students with disabilities effectively**

   In our Students with Exceptionalities course, candidates complete a 15-hour field experience in a special education classroom or school for children with disabilities. They complete a notebook of accommodations for a variety of learner needs and then practice applying these accommodations to case study students. In our Human Development course, candidates learn about behavior and cognition that falls within and outside the normal range. They then create lesson plans and assessments that best address individual student's needs. All program candidates are required to take both courses listed above.

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

   In our Students with Exceptionalities Course, students participate in a mock IEP meeting with each student taking on the role of an IEP team member. The intent of the exercise is to expose students to the roles and responsibilities of all members of an IEP team and to have experience of collaborating to draft educational goals for neurodiverse students. Additionally, during student teaching, our candidates are encouraged to participate in IEP meetings given their mentor teacher and student's family approval.

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

   In our English Language Learner course, strategies are explored in class and implemented during a 15-hour field experience. Candidates compile a resource notebook with research-based strategies and provide one-to-one tutoring for an EL student. In our Students with Exceptionalities course, students learn appropriate instructional strategies to support EL students.

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

   ○ Yes
   ● No

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

   a. **Teach students with disabilities effectively**

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

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

# Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

## 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.**

The Teacher Education Program (TEP) at Oklahoma City University received national accreditation for the first time from the National Council for Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP) in November 2012 and again in November of 2019. We also received initial state accreditation in 2004 from the Oklahoma Commission for Teacher Preparation, now called the Oklahoma Office for Educational Quality and Accreditation, and our accreditation was continued at our last visit in fall 2019. In order to address the severe shortage of teachers in our area, we have developed a partnership with Oklahoma City Community College (OCCC) and Rose State College (RSC). This "OCU Teaching Scholars" program provides OCCC and RSC students who graduate with an associate's degree and a minimum 3.0 GPA to earn scholarships that make the price of our tuition and fees similar to the public universities in our area. The program began in the fall of 2017. We also participate in a Teacher Academy at a nearby high school with one faculty member serving on the board and faculty along with our students attending recruitment events there.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

**NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:**

Dr. Heather Sparks

**TITLE:**

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:**

Denise Binkley

**TITLE:**

Teacher Certification Officer