title **II** higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

OK
Univ. of Science and Arts of Oklahoma
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

207722

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1727 W. Alabama Ave.

CITY

Chickasha

STATE

Oklahoma ▼

ZIP

73018

SALUTATION

Dr. ▼

FIRST NAME

Sarah

LAST NAME

Layman

PHONE

(405) 574-1253

EMAIL

slayman@usao.edu

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	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

10

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: Entry-English Proficiency; Exit - Foreign Language Competency, Portfolio, Perfor…	● 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.)

2.5

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

We require a background check prior to first clinical experience and again before the final clinical experience/student teaching semester.

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	
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	

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:	○ 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	60
Number of clock hours required for student teaching	480

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) Optional tool for automatically calculating full-time equivalent faculty in the system	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	28
Number of students in supervised clinical experience during this academic year	28

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

Candidates in the Professional Trimester student teaching final level of clinical experience complete the Praxis Performance Assessment for Teachers (PPAT). This certification assessment is now required of all EPP candidates completing their final clinical experience and is a statewide requirement for all candidates in Oklahoma beginning in 2021-2022. University Supervisors meet weekly with Professional Trimester candidates on campus or through virtual platforms as necessary and a minimum of four times at placement sites.

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	101
Subset of Program Completers	26

Gender	Total Enrolled	Subset of Program Completers
Male	17	4
Female	84	22
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	2
Asian	0	0
Black or African American	2	1
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	75	21

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	1
No Race/Ethnicity Reported	2	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	1
No Race/Ethnicity Reported	2	0

Teachers Prepared

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

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

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

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**	4

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	3
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	1
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	2
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	5
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	4
13.1202	Teacher Education - Elementary Education	12
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	3
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	0
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	2
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	0
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	2
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	3
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:**

   Professional education courses including Educational Psychology, School and Society, Education of the Exceptional Child, Human Development & Learning (or Child Development for Early Childhood candidates), Applied Professional Studies, and Clinical Experience classes address the issues of preparation for teaching students with diverse backgrounds and needs as listed above (students with disabilities, limited English proficient students, students from low-income families, etc.). In addition, foreign language competency (most frequently met through two semesters of the same language with an earned grade of "C" or better) is required. Deaf education majors not only have a minimum 20-hour area of concentration, but also 12 semester hours of math, 12 semester hours of science, 12 semester hours of language arts, and 12 semester hours of social studies. Elementary and Early Childhood majors complete at least 12 semester hours of math, 12 semester hours of science, 12 semester hours of language arts and 12 semester

hours of social studies. Methods classes also address areas for differentiating instruction based on student needs as they apply in specific contexts. Membership on the Teacher Education Committee includes representation from public school administration, public school teachers, current teacher candidates from different programs, and a faculty representative from each program area. Clinical experiences are designed to provide diversity of school setting as well as student diversity (academic needs, grade levels, ethnicity, socioeconomic background, etc.).

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 goal is to retain and continue to prepare two current mathematics teacher candidates and add at least one additional mathematics teacher candidate.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Faculty advising Math with teacher certification candidates have been increasingly involved in professional development opportunities to support recruitment, retention, and completion of candidates.

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

To improve performance of meeting goals to recruit, retain, and prepare mathematics candidates, faculty and administration are continuing to seek strategies and implementation of strategies. Faculty have attended recruitment events and provided increased supports for retention and completion purposes.

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

The area of mathematics continues to be a critical shortage area for teachers in Oklahoma. We recognize and reflect this shortage in our Teacher Education Program. We are continuing to collaborate with partnering schools and seek opportunities for fulfilling this high need area.

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.

Our goal will be to maintain an enrollment minimum of three declared mathematics teacher candidates.

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 will be to retain an enrollment minimum of three declared mathematics teacher candidates and increase recruitment efforts for mathematics teacher candidates.

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

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.

Our goal is to support one science teacher candidate through student teaching and program completion in 2022-2023 while retaining and supporting the progression of three other current science teacher candidates. Our goal is to add at least one additional science teacher candidate. We are actually ahead of this previous goal for 2022-2023 with three science teacher candidates likely to reach full program completion during the academic year and more than five additional declared majors in science with teacher certification.

3. Did your program meet the goal?

- 🔘 Yes
- ⚪ No

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

We exceeded our goal by supporting three science teacher candidates through student teaching in 2022-2023 with two of those science teacher candidates reaching program completion during the 2022-2023 reporting dates. The third teacher candidate that completed student teaching will be reported as a program completer for the 2023-2024 reporting year since they passed their OSAT certification exam in fall of 2023. Strategies to achieve our goal include continued supports for certification exams and recruitment and retention efforts.

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

Steps to improve performance in meeting our goals include focused retention and recruitment efforts and enhanced partnerships with surrounding PK-12 schools and community colleges.

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.

Our goal for 2023-2024 is to support one science teacher candidate through student teaching and program completion while retaining and supporting the progression of a minimum of five other current science teacher candidates.

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.

Our goal for 2024-2025 is to maintain and support the progression of a minimum of five science teacher candidates.

Annual Goals: Special Education

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)

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.

Our goal is to retain and continue to support 8 deaf education teacher candidates while preparing at least 2 deaf education prospective teachers through to completion of the program.

3. Did your program meet the goal?

- 🔘 Yes
- ⚪ No

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

We met and exceeded our goal with three deaf education teacher candidates reaching completion of the program and thirteen enrolled in the program. Strategies to achieve our goal include additional supports for students for admission application and certification exam preparation. We have focused recruitment and retention efforts for deaf education.

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

Steps to improve our performance in meeting our goals include additional enhancements to recruitment efforts through the Inspired to Teach Scholarship and Employment Incentive Program and visits to local area high schools, especially those with ASL classes.

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.

Our goal is to continue to support current deaf education candidates with at least two candidates completing the deaf education program in 2023-2024.

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.

Our goal is to continue to support current deaf education candidates with at least two candidates completing the deaf education program in 2024-2025.

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**).
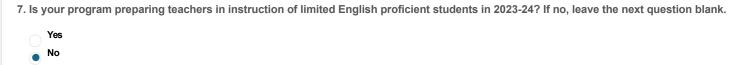
○ Yes
● No

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

THIS PAGE INCLUDES:
>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -ART Evaluation Systems group of Pearson All program completers, 2021-22	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson Other enrolled students	2			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	1			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2021-22	7			
030 -DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2020-21	3			
205 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
205 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
205 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	3			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	7			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	7			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	12	266	12	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	8			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	12	262	12	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	1			
201 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	14	262	13	93
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	5			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2022-23	1			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2022-23	10	265	9	90
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2021-22	22	260	20	91
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2021-22	2			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	12	268	12	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	6			
076 -OPTE: 6-12 Evaluation Systems group of Pearson Other enrolled students	1			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2022-23	1			
075 -OPTE: PK-8 Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2022-23	1			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2021-22	4			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2020-21	6			
0490 -PPAT Educational Testing Service (ETS) Other enrolled students	9			
0490 -PPAT Educational Testing Service (ETS) All program completers, 2022-23	24	43	24	100
0490 -PPAT Educational Testing Service (ETS) All program completers, 2021-22	20	43	20	100
0490 -PPAT Educational Testing Service (ETS) All program completers, 2020-21	12	45	12	100
117 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson Other enrolled students	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2021-22	2			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2022-23	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))**

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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	26	25	96
All program completers, 2021-22	26	23	88
All program completers, 2020-21	19	19	100

Low-Performing

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

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.**

   Our program utilizes the International Society for Technology in Education (ISTE) Standards for Students, for Educators, and for Education Leaders. By exposing our prospective teachers to these three sets of technology standards, they begin to see how integral the immersion of technology becomes across the learning community. These standards become a focal point as we introduce a variety of instructional technology platforms. We demonstrate the relevance of these tools in the educational environment and connect these tools back to the ISTE Standards and current educational research. Technology use is integrated across our courses with the strongest emphasis in our Educational Technology course. This course is an asynchronous course that utilizes the learning management system Canvas to deliver instruction to students. As students navigate the course week to week, they are responsible for researching and implementing a variety of technology platforms and their relation to student learning. Students are tasked with creating digital lessons that are reviewed by myself and their classmates. Students are asked to review each of their classmates' work and provide positive and constructive feedback based on their knowledge of what they have attained from each week's information. The overarching goal of this program is to prepare our prospective teachers with the skills necessary to engage a generation of learners who have lived a life immersed in technology, but do not necessarily have the skills to become productive, literate, and collaborative in a global economy that will evolve in ways that can only be answered with speculation. We also want our teachers to realize that technology is only a tool that enhances the many intricacies of teaching and learning. Used wisely and effectively, technology becomes an enabler, but it does not replace the essence of what teaching and learning is all about. Therefore, we prepare our students with a framework of proven instructional methodologies as well as emerging technical competencies to position themselves as effective teachers for the 21st century. Our program prepares prospective teachers to use the principles of Universal Design for Learning (UDL) beginning in an

early professional education course titled Education of the Exceptional Child, which is a course required of all certification areas. They are introduced to the principles of UDL, conduct research on the effective practice of UDL principles on our campus, and then present their findings to their classmates and faculty. The UDL principles are reinforced throughout other education courses and clinical experiences through lesson planning and implementation of principles in teaching experiences.

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**

   All of our programs require prospective teachers to prepare lesson plans that include adjustments, adaptations, modifications, and accommodations for diverse learners. All formal clinical experiences require the candidate to research and gather contextual information related to diversity and special needs within his/her clinical experience placements. All programs require prospective teachers to successfully complete a professional education course titled, Education of the Exceptional Child, in which various exceptionalities are carefully considered with emphasis on methods and techniques of identification, instruction, and finding available resource assistance. The course specifically includes, but is not limited to, content on and teaching students with various learning disabilities, autism spectrum disorders, emotional/behavioral disorders, students who are deaf, blind, other health impaired, severe-profound/multi-handicapped, gifted/talented, and on mental illness. Attention to IEPs and resulting lesson plans and teaching modifications and accommodations are introduced in Education of the Exceptional Child and reinforced in various methods courses. Courses such as Human Development and Learning, Child Development, and Educational Psychology also include attention to exceptionalities, multiple intelligences, and diverse learning preferences and teaching modalities.

   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 the professional education course, Education of the Exceptional Child, prospective teachers explore components of an Individualized Education Plan and participate in class activities that help prepare them for being a member of an individualized education program team. Prospective teachers may have clinical experience participating in individualized education program teams during their Professional Trimester/Student Teaching.

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

   Preparing all prospective teachers to effectively teach students who are limited English proficient is an integral part of our Diversity Action Plan. This is evidenced by the following excerpt from our diversity proficiencies: Teacher Candidates are expected within the Knowledge Category to: Be aware of the needs of and effective strategies for working with an English Language Learner (ELL), such as: a) Building blocks of language, b) Stages of second language acquisition, c) Context matters; students are competent in home language, d) Different dialects of English, e) How to use multiple assessments to determine what students know, f) Important connections between language & culture. Teacher Candidates are expected within the Skills category to: a) Demonstrate a variety of strategies/techniques proven to be effective with ELL, b) Demonstrate a high novice proficiency in a foreign language. These elements are addressed in many of the professional education courses and throughout the methods courses. One course example is School and Society where course curriculum and discussion emphasizes considerations for working with students who are ELL or LEP, and prospective teachers are required to reflect on and write about their own strengths and areas of growth within our diversity proficiencies. Clinical Experiences provide hands-on opportunities for teacher candidates to work with PK-12 students with diverse backgrounds including students who are limited English proficient.

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

   ● Yes
   ○ No

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

a. **Teach students with disabilities effectively**

We prepare prospective teachers in the special education area of Deaf Education certification. All of the Deaf Education classes focus on deaf and hard of hearing (DHH) students and what they need to be successful in school. In the course titled as Individualized Education Programs (IEP) for D/deaf and Hard-of-Hearing Students, candidates learn how to work with DHH students with additional disabilities. Clinical Experiences allow for hands-on opportunities to practice effective teaching strategies for students with disabilities.

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

The required Deaf Education course titled as Individualized Education Programs (IEP) for D/deaf and Hard-of-Hearing Students focuses on learning the IEP process. Along with the course reading assignments, students learn how to use EdPlan and create an IEP for a case study student. USAO Deaf Education teacher candidates are able to create IEP goals in EdPlan. The Professional Trimester/Student Teaching Semester often also allows Deaf Education teacher candidates to participate or observe as a member of an IEP team.

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

USAO Deaf Education prospective teachers take three courses currently titled as Language and Literacy for D/deaf and Hard-of-Hearing Students in the Early Childhood Setting, in the Elementary Setting, and in the Secondary Setting. Language and Literacy in the Early Childhood Setting for D/deaf and Hard-of-Hearing Students focuses on normal language development from birth to age 6 and then on applying this knowledge to DHH students. During Language and Literacy in the Elementary Setting for D/deaf and Hard-of-Hearing Students, candidates focus on elementary age DHH students and how best to support their language development. Language and Literacy in the Secondary Setting for D/deaf and Hard-of-Hearing Students teaches candidates how to best support middle and high school students who need language support. In each class, students learn assessments, strategies, and curriculum to teach students with limited English proficiency. During the Professional Trimester/Student Teaching, Deaf Education teacher candidates will have additional clinical experiences in effectively teaching 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.

USAO's Teacher Education program utilizes the co-teaching model of student teaching. USAO has trained over 825 mentor teachers in the co-teaching approach. We have received positive feedback from teacher candidates, mentor teachers, and administrators in response to the co-teaching model and in response to our Teacher Education program and the preparation of our teacher candidates overall. USAO's teacher certification program in Music is nationally recognized through the National Association of Schools of Music (NASM) and our Deaf Education program is nationally recognized through the Council on Education of the Deaf (CED). Our teacher certification programs in Math, Science, Social Studies, English, Physical Education, Art, Elementary, and Early Childhood Education have all been reapproved and recognized by the Oklahoma Office of Educational Quality and Accountability (OEQA). USAO's Teacher Education program as an entire Educator Preparation Provider (EPP) is nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP). Our Site Visit Review occurred in November 2023 with very positive feedback and a recommendation of continued accreditation from the CAEP Review Team. We should receive our official accreditation decision report from the CAEP Accreditation Council in May 2024.

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. Sarah Layman

TITLE:

Dean of the School of Education and Speech-Language Pathology, 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:

Dr. Sarah Layman

TITLE:

Dean of the School of Education and Speech-Language Pathology, Director of Teacher Education