title II higher education act

2019 TITLE II REPORTS
National Teacher Preparation Data

IN | Oakland City University
Traditional Report AY 2017-18
Indiana

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

138 North Lucretia

CITY

Oakland City

STATE

Indiana ▼

ZIP

47660

SALUTATION

Dr. ▼

FIRST NAME

Karen

LAST NAME

Bevis

PHONE

(317) 838-8215

EMAIL

kbevis@oak.edu

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
All Grade Special Education	No	
All-Grade Physical Education and Health	No	
Biology Secondary Education	No	
Business Education	No	
Early Childhood Education	No	
Elementary Education	No	
Elementary/Special Education	No	
English Secondary Education	No	
Mathematics Secondary Education	No	
Social Studies Secondary: Historical Perspectives	No	
Total number of teacher preparation programs: 10		

Program Requirements

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

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

Admissions

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

Sophomore year ▼

If Other, please specify:

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

● Yes
○ No

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

http://www.oak.edu/academics/undergraduate-degrees

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

Teacher candidates are normally admitted to the School of Education during the second semester of the sophomore year. The following additional assessments/routes are acceptable to document basic skills competency at the time of admission to a teacher preparation program: ACT with a score of at least 24 based on Math, Reading, Grammar, and Science; SAT with a score of at least 1100 based on Critical Reading and Math if taken prior to March 1, 2016; SAT total score of at least 1170 based on Evidence-Based Reading and Writing and Math if taken on or after March 1, 2016; OR CASA scores of 220 on each of the three tests OR have passed the Praxis I with Indiana passing scores if taken prior to 9/1/2013. Additional admission requirements to the School of Education program are: candidates must carry a 3.0 cumulative GPA, complete pre-professional coursework with C+ or higher, complete required early field experiences, complete an interview with unit and/or P-12 faculty, and secure two recommendations from unit faculty as to teacher potential. One recommendation would normally come from the EDUC 101 professor and one from a faculty member in the major.

Undergraduate Requirements

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

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

● Yes
○ No

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

Element	Required for Entry		Required for Exit	
Transcript	● 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
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

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

3.51

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

3

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

3.75

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

Postgraduate Requirements

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

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

● **Yes**
○ **No**

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

Element	Required for Entry		Required for Exit	
Transcript	● 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
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Mentor meetings, evlauations, and dispositional audits	○ 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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.25

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

3

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

3.85

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

Oakland City University was approved for a Master of Arts in Education and a Transition to Teach, both secondary education, in May, 2014. The first students began in June of 2014. Three completed the Transition to Teach program in 2015. Indiana schools often prefer to follow their own protocols in regard to background checks for a candidate who wants to observe or Intern in the school. In regards to subject or content verification, Indiana has just recently made a change. In 2014-15 admissions to the program required passing both basic skill assessment and CORE content. In 2014 that was the requirement. That will change for those entering after March 31, 2016, passing CORE content will no longer be a requirement for admissions. To successfully complete the Transition to Teach or Master of Arts in Teaching, a candidate cannot have any grade lower than a "C", therefore, minimum GPA can be no lower than a 2.0.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	110
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	5
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	21
Number of students in supervised clinical experience during this academic year	19

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

Students are required to participate in seminar prior to participation in student teaching as well as during the process to ensure adequate mentorship. Numerous field experience hours are also required prior to student teaching.

Enrollment

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	41
Unduplicated number of males enrolled in 2017-18	31
Unduplicated number of females enrolled in 2017-18	10

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

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	41
Two or more races	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

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

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1205	Teacher Education - Secondary Education	

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

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

CIP Code	Academic Major	Number Prepared
45.11	Sociology	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
40.01	Physical Sciences	
42	Psychology	
40.02	Astronomy and Astrophysics	
44	Public Administration and Social Service Professions	
45	Social Sciences	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
46	Construction	
47	Mechanic and Repair Technologies	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
50	Visual and Performing Arts	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	
99	Other Specify:	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

Program Completers

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

2017-18	6
2016-17	9
2015-16	12

Annual Goals

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

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

THIS PAGE INCLUDES:

>> Annual Goals - Mathematics

>> Annual Goals - Science

>> Annual Goals - Special Education

>> Annual Goals - Instruction of Limited English Proficient Students

>> Assurances

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

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

○ Yes

● No (leave remaining questions for year blank)

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

[   ]

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

○ Yes

○ No

● Not applicable

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

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:

Indiana's licensing statutes and laws provide multiple avenues toward licensure. While a student may choose a major other than Math, they are made aware of the ability to add Math to a teaching license through CORE testing. Students who show interest in Math but may not major in Math would be encouraged to test and add Math once they are licensed. An elementary education student may choose Math as a concentration (required by the state) and in turn can take the CORE assessment for either Middle School or Secondary, adding that to the Elementary license. Indiana is projected to begin

offering an elementary education license in Math. We would be poised to create such a licensure area. We have also just added additional practicum units for secondary education students. We are also rebuilding partnerships in hopes to attract more STEM teachers.

Academic year 2018-19

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

○ Yes

● No (leave remaining questions for year blank)

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

[   ]

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

Admissions is well aware of the need for STEM teachers. It is in the best interest to promote Math as an education major and licensing area. the number of Math majors in total on campus is minimal. The addition of intentional outreach to partner high schools is one way we hope to change the numbers in this area.

Academic year 2019-20

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

● Yes

○ No (leave remaining questions for year blank)

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

[1   ]

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

There is one currently enrolled Math Education student.

Annual Goals - Science

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

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

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

Academic year 2017-18

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

○ Yes

○ **No (leave remaining questions for year blank)**

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

[   ]

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

○ Yes

○ No

○ Not applicable

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

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:

Our university hosts a STEM challenge annually with high school students. It would be beneficial to reach out to those involved in this challenge and encourage this career path.

Academic year 2018-19

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

○ Yes

● **No (leave remaining questions for year blank)**

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

[   ]

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

Indiana's licensing statutes and laws provide multiple avenues toward licensure. While a student may choose a major other than a Science, they are made aware of the ability to add a Science to a teaching license through CORE testing. Students who show interest in Science but may not major in Science would be encouraged to test and add Science once they are licensed. An elementary education student may choose Science as a concentration (required by the state) and in turn can take the CORE assessment for either Middle School or Secondary, adding that to the Elementary license

Academic year 2019-20

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

○ Yes

● **No (leave remaining questions for year blank)**

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

[   ]

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

Annual Goals - Special Education

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

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

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

Academic year 2017-18

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

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

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

8

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

- ● Yes
- ○ No
- ○ Not applicable

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

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

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

Academic year 2018-19

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

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

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

8

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

The course content has been revised to ensure all standards are met multiple times during the four years. Student preparation includes practical and hands-on coursework and practicums.

Academic year 2019-20

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

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

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

> 5

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

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

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

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

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

- ○ Yes
- ○ No
- ○ Not applicable

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

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

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

Academic year 2018-19

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

○ Yes
◉ No (leave remaining questions for year blank)

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

[   ]

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

Academic year 2019-20

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

○ Yes
◉ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

[   ]

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

Assurances

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

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

◉ Yes
○ No

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

◉ Yes
○ No

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

◉ Yes
○ No
○ Program does not prepare special education teachers

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

The School of Education Advisory Council is composed of P-12 teachers and administrators, business persons, content faculty, and parents. It is the major source of information to meet these assurances. Focused field experiences including the above content as curricular threads has also been successful. During the clinical (student teaching) semester, candidates participate in a seminar that concentrates on diversity. Students visit diverse schools, in a metropolitan city, to observe and meet with the teachers who teach a diverse population. All students take a course specifically for English Language Learners built around the INTASC standards, which are in-bedded in our Conceptual Framework. INTASC and State standards include preparing teachers for special populations, whether that be academic, demographic, or cultural. Syllabi can show these particular standards are weaved throughout the program and also in very specific courses.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	2			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	7			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	9			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	4			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	7			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	4			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	3			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	4			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	6			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	3			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16	5			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2015-16	2			
066 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2017-18	2			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2016-17	1			
5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	2			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	2			
5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	1			

Summary Pass Rates

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

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

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, 2017-18	6		
All program completers, 2016-17	2		
All program completers, 2015-16	12	11	92
All program completers, combined 3 academic years	20	19	95

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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

- ● Yes
- ○ No

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

- ☑ State
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☑ Other specify:

ELCC,NSTA,NCTE, NASPE, CEC, NCTM, NCSS.

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

- ○ Yes
- ● No

Use of Technology

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

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

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.**

   Candidates are required to demonstrate proficiency in productivity and instructional software, complete a 3 credit hour Introduction to Special Education course, a 3 credit hour Assessment of Student Learning course, a 3 credit hour Differentiated Instruction course, 3-6 credit hours in reading and corrective reading strategies (elementary 6 hours, secondary 3 hours), and 3 credit hours in content-specific methods. Candidates are required to use instructional software in lesson planning. Methods courses include instruction in learning styles and accommodations to help all students learn. Lesson plans and micro-lessons are required to include instructional strategies for diverse modalities. All content-area programs are offered as dual licensure in Special Education; ELL strategies are included as a curricular thread. An Impact on Student Learning project (pre- and post-test unit analysis) is completed during student teaching in which students must create graphs of collected data, analyze & interpret the data, and reflect upon the results. Using the results they must state what they would have changed in their lessons and why.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Teacher Training

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

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

   b. **participate as a member of individualized education program teams**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Candidates are required to demonstrate proficiency in productivity and instructional software, complete a 3 credit hour Introduction to Special Education course, a 3 credit hour Assessment of Student Learning course, a 3 credit hour Differentiated Instruction course, 3-6 credit hours in reading and corrective reading strategies (elementary 6 hours, secondary 3 hours), and 3 credit hours in content-specific methods. Candidates are required to use instructional software in lesson planning. Methods courses include instruction in learning styles and accommodations to help all students learn. Lesson plans and micro-lessons are required to include instructional strategies for diverse modalities. All content-area programs are offered as dual licensure in Special Education; ELL strategies are included as a curricular thread along with a 1 hour course in English Language Learners. An Impact on Student Learning project (pre- and post-test unit analysis) is completed during student teaching in which students must create graphs of collected data, analyze & interpret the data, and reflect upon the results. Using the results they must state what they would have changed in their lessons and why.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   ● Yes
   ○ No

○ **Program does not prepare special education teachers**

b. **participate as a member of individualized education program teams**

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

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

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

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

All candidates seeking licensure in Mild Intervention complete an additional 5 courses to those listed above: Legal Issues in Special Education, Characteristics of Emotional & Behavioral Disorders, Methods & Materials for Mild & Learning Disabled, Characteristics of the Mild & Learning Disabled, and Practicum with the Mild & Learning Disabled. At least half of student teaching must be in a self-contained or inclusive classroom. LEP strategies are included as a curricular thread. Participation in IEP meetings during SPED 426-427. all Grade Special Education candidates must complete a 3 hour course, SPED 330, Middle & Secondary Reading Problems.

Contextual Information

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

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

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.

Oakland City University's School of Education was granted a full seven year accreditation by NCATE/CAEP and the State of Indiana after the November 2015 visit in May 2016. OCU's School of Education will have its next CAEP visit with three cycles of data in Spring of 2020.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **41**.

Number of program completers from Section I: Program Information, Program Completers is **6**.

For a total enrollment of **47**.

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:

Karen L. Bevis

TITLE:

Associate Dean/License Advisor

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:

Karen L. Bevis, Ed. D

TITLE:

Associate Dean/License Advisor