



Langston University  
Traditional Report AY 2019-20  
Oklahoma



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Stormer

**PHONE**

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**EMAIL**

[kj.stormer@langston.edu](mailto:kj.stormer@langston.edu)

## List of Programs

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

**(§205(a)(C))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

| CIP Code | Teacher Preparation Programs    | UG, PG, or Both | Update |
|----------|---------------------------------|-----------------|--------|
| 13.121   | Early Childhood Education       | UG              |        |
| 13.1202  | Elementary Education            | UG              |        |
| 13.1     | Special Education               | UG              |        |
| 13.1311  | Teacher Education - Mathematics | UG              |        |
| 13.1312  | Teacher Education - Music       | UG              |        |

Total number of teacher preparation programs:

5

# 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))**

## THIS PAGE INCLUDES:

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

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

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

| Element                                | Admission   | Completion  |
|--|---|---|
| Interview                              | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Other Specify:<br><input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

2.75

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

2.75

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

## Postgraduate Requirements

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

| Element                                | Admission   | Completion  |
|--|---|---|
| Interview                              | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify:<br><input type="text"/> | <input type="radio"/> Yes <input type="radio"/> No            | <input type="radio"/> Yes <input type="radio"/> No            |

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

3. What 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

Provide the following information about supervised clinical experience in 2019-20. ([§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 | <input type="text" value="60"/>  |
| Number of clock hours required for student teaching  | <input type="text" value="360"/> |

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 | <input type="text"/> |
| Number of years required for teaching as the teacher of record in a classroom  | <input type="text"/> |

**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

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

**Number of students in supervised clinical experience during this academic year**

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

Candidates must complete 360 clock hours in a supervised clinical setting. We implemented flexible options this year so that candidates would be able to work while completing student teaching. The flexible options include 3 days per week/16 weeks (plus additional 24 hours and 35 hours of seminar) – 360 hours 4 days per week/14 weeks (plus 35 hours of seminar) – 392 hours 5 days per week/11 weeks (plus 35 hours of seminar) – 385 hours? Elementary and early childhood majors complete this experience in a primary and/or intermediate grade level. Special education and music education may complete clinical teaching at an elementary, middle school, or high school level.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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

| 2019-20 Total                        |    |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 10 |
| Subset of Program Completers         | 5  |

| Gender                                    | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male                                      | 3              | 1                            |
| Female                                    | 7              | 4                            |
| Non-Binary/Other                          | 0              | 0                            |
| No Gender Reported                        | 0              | 0                            |
| Race/Ethnicity                            | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native          | 0              | 0                            |
| Asian                                     | 0              | 0                            |
| Black or African American                 | 7              | 3                            |
| Hispanic/Latino of any race               | 1              | 0                            |
| Native Hawaiian or Other Pacific Islander | 0              | 0                            |
| White                                     | 1              | 1                            |



| Race/Ethnicity                    | Total Enrolled | Subset of Program Completers |
|-----------------------------------|----------------|------------------------------|
| <b>Two or more races</b>          | 1              | 1                            |
| <b>No Race/Ethnicity Reported</b> | 0              | 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](#)

### 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 2019-20.

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 2019-20

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    | <input type="text" value="0"/> |
| 13.1202  | Teacher Education - Elementary Education | <input type="text" value="3"/> |

| CIP Code | Subject Area   | Number Prepared      |
|----------|--|----------------------|
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210  | Teacher Education - Early Childhood Education                        | 1                    |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text"/> |
| 13.1302  | Teacher Education - Art  | <input type="text"/> |
| 13.1303  | Teacher Education - Business   | <input type="text"/> |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text"/> |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text"/> |
| 13.1307  | Teacher Education - Health   | <input type="text"/> |
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics      | <input type="text"/> |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts     | <input type="text"/> |
| 13.1311  | Teacher Education - Mathematics                                      | <input type="text"/> |
| 13.1312  | Teacher Education - Music  | 1                    |
| 13.1314  | Teacher Education - Physical Education and Coaching                  | <input type="text"/> |
| 13.1315  | Teacher Education - Reading  | <input type="text"/> |
| 13.1316  | Teacher Education - Science Teacher Education/General Science        | <input type="text"/> |
| 13.1317  | Teacher Education - Social Science                                   | <input type="text"/> |
| 13.1318  | Teacher Education - Social Studies                                   | <input type="text"/> |
| 13.1320  | Teacher Education - Trade and Industrial                             | <input type="text"/> |
| 13.1321  | Teacher Education - Computer Science                                 | <input type="text"/> |
| 13.1322  | Teacher Education - Biology  | <input type="text"/> |
| 13.1323  | Teacher Education - Chemistry  | <input type="text"/> |
| 13.1324  | Teacher Education - Drama and Dance                                  | <input type="text"/> |
| 13.1328  | Teacher Education - History  | <input type="text"/> |
| 13.1329  | Teacher Education - Physics  | <input type="text"/> |
| 13.1331  | Teacher Education - Speech   | <input type="text"/> |

| CIP Code | Subject Area                                       | Number Prepared      |
|----------|--|----------------------|
| 13.1337  | Teacher Education - Earth Science                  | <input type="text"/> |
| 13.14    | Teacher Education - English as a Second Language   | <input type="text"/> |
| 13.99    | Education - Other Specify:<br><input type="text"/> | <input type="text"/> |

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2019-20

If your program 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                                | <input type="text"/> |
| 13.1202  | Teacher Education - Elementary Education                             | 3                    |
| 13.1203  | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210  | Teacher Education - Early Childhood Education                        | 1                    |
| 13.1301  | Teacher Education - Agriculture                                      | <input type="text"/> |
| 13.1302  | Teacher Education - Art  | <input type="text"/> |
| 13.1303  | Teacher Education - Business   | <input type="text"/> |
| 13.1305  | Teacher Education - English/Language Arts                            | <input type="text"/> |
| 13.1306  | Teacher Education - Foreign Language                                 | <input type="text"/> |
| 13.1307  | Teacher Education - Health   | <input type="text"/> |

| CIP Code | Academic Major   | Number Prepared        |
|----------|--|------------------------|
| 13.1308  | Teacher Education - Family and Consumer Sciences/Home Economics  | <input type="text"/>   |
| 13.1309  | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/>   |
| 13.1311  | Teacher Education - Mathematics                                  | <input type="text"/>   |
| 13.1312  | Teacher Education - Music  | 1 <input type="text"/> |
| 13.1314  | Teacher Education - Physical Education and Coaching              | <input type="text"/>   |
| 13.1315  | Teacher Education - Reading                                      | <input type="text"/>   |
| 13.1316  | Teacher Education - General Science                              | <input type="text"/>   |
| 13.1317  | Teacher Education - Social Science                               | <input type="text"/>   |
| 13.1318  | Teacher Education - Social Studies                               | <input type="text"/>   |
| 13.1320  | Teacher Education - Trade and Industrial                         | <input type="text"/>   |
| 13.1321  | Teacher Education - Computer Science                             | <input type="text"/>   |
| 13.1322  | Teacher Education - Biology                                      | <input type="text"/>   |
| 13.1323  | Teacher Education - Chemistry                                    | <input type="text"/>   |
| 13.1324  | Teacher Education - Drama and Dance                              | <input type="text"/>   |
| 13.1328  | Teacher Education - History                                      | <input type="text"/>   |
| 13.1329  | Teacher Education - Physics                                      | <input type="text"/>   |
| 13.1331  | Teacher Education - Speech                                       | <input type="text"/>   |
| 13.1337  | Teacher Education - Earth Science                                | <input type="text"/>   |
| 13.14    | Teacher Education - English as a Second Language                 | <input type="text"/>   |
| 13.99    | Education - Other Specify:<br><input type="text"/>               | <input type="text"/>   |
| 01       | Agriculture  | <input type="text"/>   |
| 03       | Natural Resources and Conservation                               | <input type="text"/>   |
| 05       | Area, Ethnic, Cultural, and Gender Studies                       | <input type="text"/>   |
| 09       | Communication or Journalism                                      | <input type="text"/>   |

| CIP Code | Academic Major                                       | Number Prepared      |
|----------|--|----------------------|
| 11       | Computer and Information Sciences                    | <input type="text"/> |
| 12       | Personal and Culinary Services                       | <input type="text"/> |
| 14       | Engineering  | <input type="text"/> |
| 16       | Foreign Languages, Literatures, and Linguistics      | <input type="text"/> |
| 19       | Family and Consumer Sciences/Human Sciences          | <input type="text"/> |
| 21       | Technology Education/Industrial Arts                 | <input type="text"/> |
| 22       | Legal Professions and Studies                        | <input type="text"/> |
| 23       | English Language/Literature                          | <input type="text"/> |
| 24       | Liberal Arts/Humanities                              | <input type="text"/> |
| 25       | Library Science                                      | <input type="text"/> |
| 26       | Biological and Biomedical Sciences                   | <input type="text"/> |
| 27       | Mathematics and Statistics                           | <input type="text"/> |
| 30       | Multi/Interdisciplinary Studies                      | <input type="text"/> |
| 38       | Philosophy and Religious Studies                     | <input type="text"/> |
| 40       | Physical Sciences                                    | <input type="text"/> |
| 41       | Science Technologies/Technicians                     | <input type="text"/> |
| 42       | Psychology   | <input type="text"/> |
| 44       | Public Administration and Social Service Professions | <input type="text"/> |
| 45       | Social Sciences                                      | <input type="text"/> |
| 46       | Construction   | <input type="text"/> |
| 47       | Mechanic and Repair Technologies                     | <input type="text"/> |
| 50       | Visual and Performing Arts                           | <input type="text"/> |
| 51       | Health Professions and Related Clinical Sciences     | <input type="text"/> |
| 52       | Business/Management/Marketing                        | <input type="text"/> |
| 54       | History  | <input type="text"/> |

| CIP Code | Academic Major   | Number Prepared                                   |
|----------|--|---|
| 99       | <b>Other Specify:</b><br><input data-bbox="285 121 1260 163" type="text"/> | <input data-bbox="1295 90 1572 132" type="text"/> |

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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:

Candidates are required to complete sixty (60) hours of observation in the local schools prior to clinical teaching to gain an understanding of the needs of the local educational agencies. Observations are completed at four different sites to give the candidate experience in diverse classrooms. Information gained from these experiences is helpful in identifying those needs. Prospective special education teachers receive coursework in core academic subjects as well as in special education courses and training in providing instruction in core academic subjects. They are required to take ED 4333 Curriculum for the Mild and Moderate Learner which deals with curriculum designs and modifications in the core content areas, ED 3343 Remediation of Content for Mild and Moderate Disabled Learner which focuses on the curriculum development in the core academic areas and ED 4313 Methods of Teaching Learners with Mild and Moderate Disabilities which deals with methods and materials used with learners with mild and moderate disabilities in the core academic areas. All candidates are required to take SPED 3143 Survey of Exceptional Children, which gives an overview of many exceptionalities. This course examines the characteristics, needs, diagnostic information, treatment and remedial methods to work with learners with



mild and moderate disabilities. This course is required for all preservice teachers regardless of major and requires a 15-hour observation in co-taught or special education classroom. Teaching learners with special needs is addressed in other courses such as ED 4232 Instructional Strategies, ED 4262 School Law and Legal Issues, ED 4242 Classroom Management, and ED 3153 Educational Sociology.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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))**

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Langston University Teacher Education will increase the number of candidates accepted into the math education program by 2 students.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Langston University Teacher Education will increase the number of candidates who pass the Oklahoma Subject Area Test in Mathematics by 100%.

# 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))**

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

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

# Annual Goals: Special Education

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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))**

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 (2019-20)

### 1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- Yes  
 No

### 2. Describe your goal.

Langston University will increase the percentage of special education pre-service teacher candidates graduating with a degree in special education by 100%.

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

- Yes  
 No

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

We implemented Oklahoma General Education Testing intensive course sessions where candidates were able to obtain additional, small group instruction for strategies to successfully pass the test.

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

We will implement additional supports to help candidates pass certification exams that allow them to enter teacher education.

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

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Langston University's Teacher Education Program will increase graduates from the special education program by 100%.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Langston University's Teacher Education Program will increase candidates enrolled in the special education program by 100%.

# Annual Goals: Instruction of Limited English Proficient Students

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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))**

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 (2019-20)

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

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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<br>Test Company<br>Group  | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 105 -EARLY CHILDHOOD EDUCATION<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20                          | 2                         |                         |                            |                     |
| 050 -ELEMENTARY EDUCATION SUBTEST 1<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                     | 2                         |                         |                            |                     |
| 051 -ELEMENTARY EDUCATION SUBTEST 2<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                     | 2                         |                         |                            |                     |
| 001 -INSTRUMENTAL/GENERAL MUSIC<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                         | 1                         |                         |                            |                     |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 1                         |                         |                            |                     |
| 174 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all noncl | 2                         |                         |                            |                     |

| Assessment code - Assessment name<br>Test Company<br>Group   | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 174 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 5                         |                         |                            |                     |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2019-20 | 2                         |                         |                            |                     |
| 074 -OKLAHOMA GENERAL ED TEST (OGET)<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19 | 3                         |                         |                            |                     |
| 076 -OPTE: 6-12<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                      | 1                         |                         |                            |                     |
| 075 -OPTE: PK-8<br>Evaluation Systems group of Pearson<br>All program completers, 2018-19                      | 2                         |                         |                            |                     |

## Summary Pass Rates

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

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact 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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

| Group   | Number taking tests | Number passing tests | Pass rate (%) |
|---|---------------------|----------------------|---------------|
| All program completers, 2019-20                   | 2                   |                      |               |
| All program completers, 2018-19                   | 3                   |                      |               |
| All program completers, combined 3 academic years | 5                   |                      |               |

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## 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:

In 2015, we had an NCATE legacy visit, which then moved us to CAEP.

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

- Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

- Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

- Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

- Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates are required to take ED 4212 Educational Technology which involves utilization of educational media, technology and educational software. Basic production projects are required for this course. Classrooms in the School of Education are equipped with computers, projectors, document cameras, iPads, and SMARTBoards for faculty and candidate use to integrate technology in instruction. Student academic achievement is discussed ED 3232 Measurement, Assessment and Evaluation. This course requires candidates to collect, manage and analyze data for the purpose of determining ways to improve teaching and increase the academic achievement of students. During clinical teaching, candidates complete a Teacher Work Sample that demonstrates their abilities to plan, instruct, assess, and reflect. It addresses teaching and student achievement and the collection, management, and analysis of data (pre-test results, post-test results). Additionally, candidates are required to maintain an electronic portfolio (VIA by Watermark) throughout their matriculation.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

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

#### a. Teach students with disabilities effectively

All candidates are required to take SPED 3143 Survey of Exceptional Children which gives an overview of exceptionalities. This course involves examining the nature and characteristics of learners with mild/moderate disabilities and methods of teaching these students. Additionally, candidates must document 15 hours of field experiences with students identified as gifted, having limited English proficiency, or students with disabilities. All candidates take Classroom Management, Measurement, Assessment and Evaluation, Educational Psychology, where they are asked to deal specifically with issues regarding students with exceptionalities within the course.

#### 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*.

Candidates in general teacher education are required to complete 60 hours of field experiences before entering student teaching. Within these hours, they are required to complete 15 hours in ED 3143 Survey of Exceptional Children where they engage in activities and observations with special education populations.

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

Candidates are required to take ED 2303 Foundations of Reading in the Elementary Schools and ED 4243 Diagnostic and Remedial Reading. In these courses, these students are engaged in best practices that support the learning of limited English learners. Candidates complete a 15-hour practicum where they are required to complete a running records assessment on learners who struggle with reading to include learners who are ELL.

### 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

All candidates are required to take SPED 3143 Survey of Exceptional Children which gives an overview of exceptionalities. This course involves examining the nature and characteristics of learners with mild/moderate disabilities and methods of teaching these students. Additionally, candidates must document 15 hours of field experiences with students identified as gifted, having limited English proficiency, or students with disabilities. All candidates take Classroom Management, Measurement, Assessment and Evaluation, Educational Psychology, where they are asked to deal specifically with issues regarding students with exceptionalities within the course.

#### 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.**

Candidates in special education complete 2 practicum experiences of 45 hours each in which candidates are given an opportunity to interact with learners with mild and moderate disabilities and to develop observation skills as a basis for identification of other educational needs. Candidates in special education complete clinical teaching in a special education classroom.

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

Candidates are required to take ED 2303 Foundations of Reading in the Elementary Schools and ED 4243 Diagnostic and Remedial Reading. In these courses, these students are engaged in best practices that support the learning of limited English learners. Candidates complete a 15-hour practicum where they are required to complete a running records assessment on learners who struggle with reading to include learners who are ELL.

# Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Certification of submission

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

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

Kimberly J Stormer, Ph.D.

**TITLE:**

Department Chair Education and Professional Programs

## 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:**

L. Towns-Newby

**TITLE:**

Assistant Professor, Special Education