

TEACHER EDUCATION PROGRAM ADMISSION STUDY



March 23, 2006

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

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TABLE OF CONTENTS

Executive Summary	i
Background	1
Methodology	2
Findings.....	2
Conclusions	4
Recommendations	5
Tables	T-1
Appendix	A-1

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Oklahoma State Regents for Higher Education

TEACHER EDUCATION PROGRAM ADMISSION STUDY 2004-05

Executive Summary

BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs. The test has been required since 1990, initially of all students. In September 1997, a general education teacher certification test was added as one of the components of licensing required by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

Currently, the admission criteria are (1) earning a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), (2) passing all three sections of the PPST, (3) passing the OGET, or (4) holding a baccalaureate degree from an accredited university in the United States.

This is the sixth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1995-96, one year before the last change in the policy, to 2004-05, the most recent data available.

FINDINGS:

Students Admitted to Teacher Education Programs

During 2004-05, the 12 Oklahoma public universities admitted a total of 2,021 students to teacher education programs. Most of the students admitted were Caucasians (81.4 percent). Compared to the population as a whole, minority students are underrepresented in teacher education. This imbalance is being addressed by the State Regents' Minority Teacher Recruitment Center. The number of students admitted to teacher education programs decreased 36.8 percent from 3,370 in 1995-96 to 2,130 in 2004-05. Among the reasons for the decrease may include low teacher salaries, the availability of alternative certification, and high admission standards.

In 2004-05, 80.8 percent of the students were admitted to teacher education programs by passing the OGET, 16.2 percent by achieving a GPA of 3.00 or higher, 0.8 percent by passing the PPST, and 2.3 percent by holding at least a bachelor's degree. The OGET was not used as an admission criterion until 2002-03.

CONCLUSIONS:

- While admissions to teacher education programs remain below the level of 1995-96, the numbers appear to have stabilized at around 2,100 per year. The availability of alternative certification is among the reasons for the decrease.
- Minority admissions, especially African American and Hispanic, are a concern.
- The number and percentage of OGET test takers continues to increase.

RECOMMENDATIONS:

1. Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PPST. Students are provided with remediation if needed. Also, the subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students will continue to increase the general academic preparation of teacher education students.
2. Monitor the use of the PPST option for teacher education admission. Consider phasing it out as an admission option if it continues to be under-utilized.

Oklahoma State Regents for Higher Education

TEACHER EDUCATION PROGRAM ADMISSION STUDY 2004-05

BACKGROUND:

In response to Section 21 of SCR 34 adopted by the Oklahoma Legislature in 1985, the Oklahoma State Regents for Higher Education, in cooperation with the teacher education institutions, selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs throughout Oklahoma. Passing scores on the three sections were established: 171 in math, 173 in reading, and 172 in writing. Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies and therefore qualify for teacher education program admission.

In December 1989, the State Regents approved the *Criteria for Admission to Teacher Education in Oklahoma Institutions of Higher Education* policy for implementation in fall 1990. This policy required students to take the PPST if they had completed a minimum of 30 semester credit hours and were seeking admission to teacher education. Students would be admitted to teacher education programs if they passed all three sections of the PPST or had a composite ACT/SAT score at or above the 50th percentile, or achieved a minimum college GPA of 3.00 in the last 30 hours of course work. Students who did not earn the required PPST passing scores were offered a remedial plan and were allowed to retest on the portions of the PPST that they failed.

In spring 1991, the Oklahoma Association of Colleges of Teacher Education (OACTE) and the state Regents' Council on Instruction (COI) recommended that the policy be continued. The State Regents adopted a modification of this recommendation. The revised policy maintained the three avenues of admission but restricted the GPA requirement to 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), as defined in the State Regents' *Policy Statement on Undergraduate Degree Requirements and Articulation, Part III Standards for Awarding Bachelor's Degrees*. The revision recommended disciplines and courses for students to take in preparing for the PPST. The modification also required all students applying to teacher education to take the PPST for a second year to collect additional data for any subsequent policy reviews.

In spring 1992, the policy was revised to exempt students from taking the PPST if they met one of the alternative criteria: a composite ACT/SAT score at or above the 50th percentile or a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours). The 1992 policy also stated the State Regents' intention to combine the ACT/SAT and GPA requirements into a single criterion for the 1993-94 academic year. Thus, the 1993-94 policy for admission to teacher education would then consist of two avenues for entry: (1) PPST at the designated levels or (2) ACT/SAT at or above the 50th percentile and a 3.00 GPA or higher in all liberal arts and sciences courses (a minimum of 20 hours).

However, in spring 1993, the State Regents voted to retain the policy of three separate admission criteria: (1) PPST, (2) ACT/SAT, and (3) GPA. A clarification was added to require the ACT/SAT score be earned prior to the completion of 12 credit hours of college-level course work. In addition, a set of liberal arts and sciences courses was recommended for students to complete prior to taking the PPST. The State Regents also asked the staff to initiate planning for minority recruitment incentives and continue tracking teacher education admission data for possible policy revisions.

At the May 1995 meeting, the State Regents approved a request from Northeastern State University (NSU) to require an ACT composite score of 20 for admission to teacher education at NSU. The State Regents also asked the staff to explore the impact of raising admission standards systemwide. In spring 1996, the State Regents approved two policy modifications effective for the 1996-97 academic year. The ACT/SAT score was deleted as an alternative admission criterion for teacher education, because the ACT and SAT are tests for college admission as opposed to program admission once a student has completed college courses. The two appropriate criteria for teacher education admission were (1) the PPST and (2) the liberal arts and sciences GPA. The State Regents also recommended that students pass the courses in the general education core curriculum before taking the PPST in order to be well prepared.

In September 1997, a general education teacher certification test was added as one of the components of licensing required by the legislature to be administered by the Oklahoma Commission for Teacher Preparation (OCTP). In May, 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

In 1992, the Educational Testing Service (ETS) introduced The Praxis Series: Professional Assessments for Beginning Teachers. Oklahoma institutions use the *Praxis I: Academic Skills Assessments* which includes the PPST and the Computer-Based Testing (CBT), both of which measure the same math, reading, and writing skills. In 1993, Dr. J. T. Sandefur, Chairman of the State Regents' External Program Review Team on Teacher Education, advised that the PPST is carefully developed, commonly used, and nationally recognized. The State Regents also approved the use of the CBT as an alternative to the PPST after review by the OACTE. Passing scores of 316 in math, 320 in reading, and 318 in writing on the CBT are equivalent to 171, 173, and 172, respectively, on the PPST.

This is the sixth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1995-96, one year before the last change in the policy, to 2004-05, the most recent data available.

METHODOLOGY:

Data for this study of teacher education admission requirements were collected from three sources:

1. Oklahoma PPST and CBT scores. Student scores were provided by ETS for 1991-92 to 2004-05 and are reported from June through May for each year.
2. Teacher Education Admission Survey. This survey was administered in the summers of 2002 through 2005 to the 12 Oklahoma public institutions with teacher education programs. The survey collected information from July through June on the number of applicants and admitted students by admission criterion and by ethnic group.
3. OGET Pass Rates. Student pass rates for 2004-2005 were supplied by the Oklahoma Commission for Teacher Preparation.

FINDINGS:

Students Admitted to Teacher Education Programs by Ethnic Group and Gender (Tables 1, 2, 3, and 4)

- During 2004-05, the 12 Oklahoma public universities admitted a total of 2,130 students to teacher education programs. Northeastern State University admitted the largest number of students (517), followed by Oklahoma State University (OSU) (302), University of Oklahoma (OU) (298), and University of Central Oklahoma (UCO) (273). Three institutions admitted between 100 and 200 students: East Central University (ECU) (198), Southeastern Oklahoma State University (SEOSU)

(159), and Southwestern Oklahoma State University (SWOSU) (157). The remaining five institutions each admitted fewer than 100 students: Cameron University (CU) (73), Northwestern Oklahoma State University (NWOSU) (63), University of Science and Arts of Oklahoma (USAO) (51), Oklahoma Panhandle State University (OPSU) (27), and Langston University (LU) (12), (Table 1).

- The number of students admitted to teacher education programs decreased 36.8 percent from 3,370 in 1995-96 to 2,130 in 2004-05. During that time, eleven of the 12 institution experience decreases in admissions to teacher education programs, the largest registered at LU, from 147 to 12 (91.8 percent) and at UCO, from 875 to 273 (68.8 percent) (Table 1).
- In 2004-05, most of the students admitted were Caucasians (81.4 percent). Native Americans comprised 11.7 percent, African Americans 2.5 percent, Hispanics 2.1 percent, Asian Americans 1.1 percent, while 1.3 percent classified themselves as “other” (Table 2). Ethnic groups experiencing decreases in admissions from 1995-96 to 2004-05 were Caucasian, African Americans, and Hispanics. The number of Native Americans admitted increased 9.2 percent and Asian Americans showed no change (Table 3).

With the exception of Native Americans, most non-white students are underrepresented in teacher education program admissions when compared to the population as a whole. The State Regents’ Minority Teacher Recruitment Center was created to actively increase interest and enrollment among minority students through grants, site visits, and specialized curricula.

- Males comprised 20.7 percent of admissions to teacher education programs in 2004-05, females 78.7 percent, and 0.7 percent was unknown. This compares to 1996-97 admission rates of 26.0 percent males, 72.3 percent females, and 1.7 percent unknown .

Students Admitted to Teacher Education Programs by Admission Criterion (Tables 5, 6, and 7)

- In 2004-05, 80.8 percent of the students were admitted to teacher education programs by passing the OGET, 16.2 percent by achieving a GPA of 3.00 or higher, 0.8 percent by passing the PPST, and 2.3 percent by holding at least a bachelor’s degree (Tables 5 and 6).

The OGET has become the primary criterion for admission to teacher education programs. Since it is required for state certification, all teacher education students will have to take it for licensure. Now it can be also used for admission.

- Of the four criteria, 87.1 percent of Native American students used the OGET for admission to teacher education programs, as did 81.0 percent of Caucasians, and 77.8 percent of “Other”. Asian American students had the largest percentage of GPA admissions with 39.1 percent. Students in the Other category had the largest percentage (7.4 percent) admitted with a degree (Table 7).
- The PPST was used by only nine students, five of whom were Caucasian.

The OGET has been available for admission to teacher education programs only since 2002-03, consequently, data for comparison and trend analysis is limited. It should be noted that the numbers that appear on Tables 8 and 9 **include** applicants for certification as well as those wishing to enter teacher education programs.

OGET Test Takers (Table 8 and 9)

The OGET is one avenue of admission to a teacher education program. It is also required for certification. OGET data include independent as well as public institutions.

- From 2003-04 to 2004-05, the number of OGET test takers decreased 7.8 percent, from 5,494 to

5,063. The number of African-Americans taking the OGET increased while all other ethnic groups decreased (Table 8).

- From 2003-04 to 2004-05, the percentage of test takers passing the OGET increased for all ethnic categories except Other which decreased 23.7 percent (Table 8).
- The percentage of OGET test takers pursuing alternative certification in 2004-05 has increased nearly 120 percent from 2002-03 while the percentage of those taking OGET for regular initial certification has remained essentially the same.

CONCLUSIONS:

- While admissions to teacher education programs remain below the level of 1995-96, the numbers appear to have stabilized at around 2,100 per year. The availability of alternative certification is among the reasons for the decrease.
- Minority admission, especially African American and Hispanic, still remain a concern.
- The number and percentage of OGET test takers continues to increase. This was expected since the OGET is required for certification.

RECOMMENDATIONS:

1. Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PPST. Students are provided with remediation if needed. Also, the subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students, required beginning fall 1997, will continue to increase the general academic preparation of many teacher education students.
2. Monitor the use of the PPST option for teacher education admission. Consider phasing it out as an admission option if it continues to be under-utilized.

TABLES

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Table 1
Students Admitted to Teacher Education Programs by Institution
1995-96 to 2004-05

Institution												Percent Difference	
	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	03/04	04/05	04/05-02/03	04/05-95/96
OU	269	167	263	271	250	228	288	321	288	274	298	8.8%	10.8%
OSU	406	536	639	336	308	323	314	398	314	375	302	-19.5%	-25.6%
UCO	875	1,152	327	351	317	246	272	329	272	297	273	-8.1%	-68.8%
ECU	203	182	99	183	170	167	194	192	194	150	198	32.0%	-2.5%
NSU	576	480	489	462	465	419	449	498	449	414	517	24.9%	-10.2%
NWOSU	75	83	76	71	51	56	68	73	68	50	63	26.0%	-16.0%
SEOSU	237	206	210	169	137	158	170	187	170	131	159	21.4%	-32.9%
SWOSU	225	149	215	98	142	134	138	187	138	142	157	10.6%	-30.2%
CU	124	163	103	66	35	57	70	106	70	83	73	-12.0%	-41.1%
LU	147	61	24	54	31	31	18	23	18	34	12	-64.7%	-91.8%
USAO	151	94	78	51	49	56	36	58	36	40	51	27.5%	-66.2%
OPSU	82	47	67	39	43	48	55	45	55	31	27	-12.9%	-67.1%
Total	3,370	3,320	2,590	2,151	1,998	1,923	2,072	2,417	2,072	2,021	2,130	5.4%	-36.8%

Table 2
Number and Percent of Students Admitted to Teacher Education Programs
by Ethnic Group and Institution
2004-05

Institution	Ethnic Group											Total	
	Caucasian	Native American	African American	Hispanic	Asian American	Other*							
OU	243	81.5%	13	4.4%	12	4.0%	18	6.0%	11	3.7%	1	0.3%	298
OSU	265	87.7%	25	8.3%	3	1.0%	1	0.3%	1	0.3%	7	2.3%	302
UCO	241	88.3%	15	5.5%	6	2.2%	7	2.6%	3	1.1%	1	0.4%	273
ECU	160	80.8%	26	13.1%	7	3.5%	1	0.5%	4	2.0%	0	0.0%	198
NSU	379	73.3%	118	22.8%	6	1.2%	5	1.0%	3	0.6%	6	1.2%	517
NWOSU	59	93.7%	0	0.0%	1	1.6%	0	0.0%	0	0.0%	3	4.8%	63
SEOSU	124	78.0%	33	20.8%	1	0.6%	1	0.6%	0	0.0%	0	0.0%	159
SWOSU	141	89.8%	10	6.4%	1	0.6%	1	0.6%	0	0.0%	4	2.5%	157
CU	55	75.3%	4	5.5%	6	8.2%	5	6.8%	0	0.0%	3	4.1%	73
LU	2	16.7%	0	0.0%	9	75.0%	0	0.0%	0	0.0%	1	8.3%	12
USAO	42	82.4%	5	9.8%	1	2.0%	1	2.0%	1	2.0%	1	2.0%	51
OPSU	22	81.5%	0	0.0%	1	3.7%	4	14.8%	0	0.0%	0	0.0%	27
Total	1,733	81.4%	249	11.7%	54	2.5%	44	2.1%	23	1.1%	27	1.3%	2,130

*Non-resident Alien and Unknown

Table 3
Students Admitted to Teacher Education Programs by Ethnic Group
1995-96 to 2004-2005

Race											Percent Difference	
	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	04/05-03/04	04/05-95/96
Caucasian	2,884	2,794	2,141	1,792	1,625	1,547	1,651	1,933	1,619	1,733	7.0%	-39.9%
% of System Total	85.6%	84.2%	82.7%	83.3%	81.3%	80.4%	79.7%	80.0%	80.1%	81.4%		
African American	135	102	73	66	56	48	49	63	73	54	-26.0%	-60.0%
% of System Total	4.0%	3.1%	2.8%	3.1%	2.8%	2.5%	2.4%	2.6%	3.6%	2.5%		
Hispanic	56	64	53	37	37	40	35	44	48	44	-8.3%	-21.4%
% of System Total	1.7%	1.9%	2.0%	1.7%	1.9%	2.1%	1.7%	1.8%	2.4%	2.1%		
Native American	228	269	222	204	226	237	275	320	222	249	12.2%	9.2%
% of System Total	6.8%	8.1%	8.6%	9.5%	11.3%	12.3%	13.3%	13.2%	11.0%	11.7%		
Asian American	23	22	24	14	15	18	11	14	21	23	9.5%	0.0%
% of System Total	0.7%	0.7%	0.9%	0.7%	0.8%	0.9%	0.5%	0.6%	1.0%	1.1%		
Other	44	69	77	38	39	33	51	43	38	27	-28.9%	-38.6%
% of System Total	1.3%	2.1%	3.0%	1.8%	2.0%	1.7%	2.5%	1.8%	1.9%	1.3%		
Total	3,370	3,320	2,590	2,151	1,998	1,923	2,072	2,417	2,021	2,130	5.4%	-36.8%
% of System Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		

Table 4
Students Admitted to Teacher Education Programs
by Institution and Gender
2004-05

	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	CU	LU	USAO	OPSU	Total	Percent
Male	69	64	49	53	99	13	32	41	12	3	3	2	440	20.7%
Female	228	233	224	145	417	49	127	112	61	8	47	25	1,676	78.7%
Unknown	1	5	1	1	0	0	0	4	0	1	1	0	14	0.7%
Totals	298	302	274	199	516	62	159	157	73	12	51	27	2,130	

Table 5
Students Admitted to Teacher Education Programs
by Admission Criterion and Institution
2004-05

Admission Criterion	OU	OSU	UCO	ECU	NSU*	NWOSU	SEOSU	SWOSU	CU	LU	USAO	OPSU	Total
GPA	207	0	0	99	0	0	0	0	0	7	32	0	345
	69.5%	0.0%	0.0%	89.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58.3%	62.7%	0.0%	16.2%
OGET	78	272	273	89	515	63	159	157	73	3	12	27	1,721
	26.2%	90.1%	100.0%	44.9%	99.6%	100.0%	100.0%	100.0%	100.0%	25.0%	23.5%	100.0%	80.8%
PPST	1	0	0	7	1	0	0	0	0	1	6	0	16
	0.3%	0.0%	0.0%	3.5%	0.2%	0.0%	0.0%	0.0%	0.0%	8.3%	11.8%	0.0%	0.8%
Degree	12	30	0	3	1	0	0	0	0	1	1	0	48
	4.0%	9.9%	0.0%	1.5%	0.2%	0.0%	0.0%	0.0%	0.0%	8.3%	2.0%	0.0%	2.3%
Total	298	302	273	198	517	63	159	157	73	12	51	27	2,130

Table 6
Students Admitted by Admission Criterion
1995-96 to 2004-05

Admission Criterion	Year									
	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05
GPA	1,350	1,461	1,064	1,191	1,159	1,165	1,091	1,035	391	345
% of State System Total	40.1%	44.0%	41.1%	55.4%	58.0%	60.6%	66.1%	42.8%	19.3%	16.2%
PPST/CBT	536	855	654	701	659	595	456	480	11	9
% of State System Total	15.9%	25.8%	25.3%	32.6%	33.0%	30.9%	27.6%	19.9%	0.5%	0.4%
OGET	-	-	-	-	-	-	-	713	1,498	1,721
% of State System Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	29.5%	74.1%	80.8%
Degree	371	444	269	202	161	157	90	187	121	55
% of State System Total	11.0%	13.4%	10.4%	9.4%	8.1%	8.2%	5.5%	7.7%	6.0%	2.6%
ACT & Other	1,113	560	603	57	19	6	14	2	-	-
% of State System Total	33.0%	16.9%	23.3%	2.6%	1.0%	0.3%	0.8%	0.1%	0.0%	0.0%
Total	3,370	3,320	2,590	2,151	1,998	1,923	1,651	2,417	2,021	2,130

Table 7
Number and Percent of Students Admitted to Teacher Education Programs
by Admission Criterion and Ethnic Group
2004-05

	Caucasian		Native American		African American		Hispanic		Asian American		Other*		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
GPA	279	16.1%	27	10.8%	14	25.9%	13	29.5%	9	39.1%	3	11.1%	345	16.2%
OGET	1,403	81.0%	217	87.1%	36	66.7%	30	68.2%	14	60.9%	21	77.8%	1,721	80.8%
Degree	46	2.7%	4	1.6%	2	3.7%	1	2.3%	0	0.0%	2	7.4%	55	2.6%
PPST	5	0.3%	1	0.4%	2	3.7%	0	0.0%	0	0.0%	1	3.7%	9	0.4%
Total**	1,733		249		54		44		23		27		2,130	

*Non-resident Alien and Unknown

Table 8
OGET Test Takers by Ethnicity
Public and Independent Institutions
2002-03 to 2004-05

Ethnic Group	Year						Difference			
	02/03		03/04		04/05		One Year		Two Year	
	No.		No.		No.		No.		No.	
Caucasian	2,587	78.5%	4,163	75.8%	3,968	78.4%	(195)	-4.7%	1,381	53.4%
African American	121	3.7%	227	4.1%	297	5.9%	70	30.8%	176	145.5%
Hispanic	87	2.6%	196	3.6%	165	3.3%	(31)	-15.8%	78	89.7%
Native American	343	10.4%	565	10.3%	488	9.6%	(77)	-13.6%	145	42.3%
Asian / Pacific Islander	25	0.8%	52	0.9%	45	0.9%	(7)	-13.5%	20	80.0%
Other*	131	4.0%	291	5.3%	100	2.0%	(191)	-65.6%	(31)	-23.7%
Total	3,294		5,494		5,063		(431)	-7.8%	1,769	53.7%

*Non-resident Alien and Unknown

Source: Oklahoma Commission for Teacher Preparation

Table 9
OGET Test Takers by Route to Certification
Oklahoma Public and Independent Institutions
2002-03 to 2004-05

Route to Certification*	02/03			03/04			04/05			Difference			
	N	% of		N	% of		N	% of		One Year		Two Years	
		Total	% Pass		Total	% Pass		Total	% Pass	N	%	N	%
Initial License/Certification	2,808	62.1%	89.5%	3,117	56.7%	88.7%	2,785	53.5%	86.2%	(332)	-10.7%	(23)	-0.8%
Alternative Certification	695	15.4%	86.5%	1,004	18.3%	86.5%	1,527	29.3%	87.4%	523	52.1%	832	119.7%
Additional Endorsement	23	0.5%	95.7%	17	0.3%	82.4%	15	0.3%	86.7%	(2)	-11.8%	(8)	-34.8%
Early Childhood/CDA Certificate	54	1.2%	57.4%	78	1.4%	50.0%	76	1.5%	59.2%	(2)	-2.6%	22	40.7%
Out-of-State Candidate	198	4.4%	97.5%	140	2.5%	89.3%	151	2.9%	93.4%	11	7.9%	(47)	-23.7%
Para-professional	440	9.7%	78.9%	718	13.1%	58.1%	303	5.8%	59.1%	(415)	-57.8%	(137)	-31.1%
No response	304	6.7%	65.5%	420	7.6%	77.1%	353	6.8%	75.9%	(67)	-16.0%	49	16.1%
	<u>4,522</u>		<u>86.4%</u>	<u>5,494</u>		<u>82.9%</u>	<u>5,210</u>		<u>84.1%</u>	<u>(284)</u>	<u>-5.2%</u>	<u>688</u>	<u>15.2%</u>

*Self-reported

APPENDIX

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CRITERIA FOR ADMISSION TO TEACHER EDUCATION IN OKLAHOMA INSTITUTIONS OF HIGHER EDUCATION

Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the three performance criteria described below:¹

1. Achieve a liberal arts and sciences college grade-point average (GPA) of 3.0 or higher in all liberal arts and sciences courses.

Students may qualify for admission if they achieve a grade-point average of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the *Policy Statement on Undergraduate Degree Requirements and Articulation*.

2. Score at or above the level designated for math, reading, and writing on the Pre-Professional Skills Test (PPST).²

Students may qualify for admission if they score at or above the following designated levels for the PPST: math 171, reading 173, writing 172. Responding to Section 21 of SCR 34 (1985), the Oklahoma State Regents for Higher Education, in cooperation with teacher education institutions in Oklahoma, selected the PPST as one criterion for admission to teacher education programs throughout Oklahoma. The PPST will be administered to students who have completed at least 30 semester hours of credit.

Students who score below the designated level on any section(s) of the PPST will be permitted to retest. Institutions will conduct a strong counseling program for undergraduate students who do not pass the PPST for assisting and advising them in remedial efforts or redirection to another area of professional preparation that better matches their individual abilities. As part of their remedial effort, institutions will offer students a remedial plan for each of their PPST-deficient areas and establish an appropriate time frame for completion.

3. Achieve a passing score at the level required by the Oklahoma Commission for Teacher Preparation for state certification on the Oklahoma General Education Test (OGET).

The profession of teaching requires knowledge and abilities in the core curriculum areas. Accordingly, the PPST and the OGET assess these disciplines. Therefore, it is recommended that students desiring entry into teacher education programs pass the general education courses listed below prior to taking the PPST or the OGET:

English Composition	6 hours
Mathematics	3 hours
U. S. History and U. S. Government	6 hours
<i>(see Policy Statement on Undergraduate Degree Requirements and Articulation; Section IV)</i>	

¹ Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies tested by the PPST and may be exempt from this requirement.

² The PPST is available in two delivery formats: paper/pencil and computer-based.

Humanities	6 hours
(chosen from non-performance courses defined as humanities by the institution granting the degree)	
Social and Behavioral Sciences	3 hours
Science	6 hours
(one course must be a laboratory science)	
TOTAL	30 hours

Two-year colleges may participate in the PPST and the OGET programs.

4. Principles

- A. Part III of the State Regents' admission policy notes that "Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program."
- B. With the addition of the Oklahoma Minority Teacher Recruitment Center to the State Regents' organization, Regents' staff will devote planning to minority recruitment activities and discuss such planning and any proposals with State System institutions.
- C. Teacher education student performance data will be used to review the usefulness of the three admission options. Based on this research, the policy will be revised as needed.

Amended May 29, 1992; May 28, 1993; January 26, 1996 and May 24, 2002.