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Name of Institution: Southern Nazarene University

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Oklahoma

Address: 6729 NW 39th Expressway

Bethany, OK, 73008

Contact Name: Dr. Tim Taylor

Phone: 4057176223

Email: ttaylor@snu.edu

Is your institution a member of an HEA Title III Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oiii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

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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 <http://www2.ed.gov/about/offices/list/oei/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood	No
Elementary	No
English	No
Instrumental Music	No
Mathematics	No
Physical Education	No
Science	No
Social Studies	No
Vocal Music	No
Total number of teacher preparation programs: 9	

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Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.snu.edu/school-of-education

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

Passing score on OGET (Oklahoma General Education Test) is required before candidate is admitted to the Teacher Education (Educator Preparation) program.

24 hours of Observation/Field Experience is required before candidate is admitted to Teacher Education (Educator Preparation) program.

Minimum of 2.5 GPA is required before candidate is admitted to Teacher Education (Educator Preparation) program and candidate must maintain minimum GPA to remain in good standing in program.

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	Yes
OtherPass OGET	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.31

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.35

Please provide any additional comments about the information provided above:

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

Are there initial teacher certification programs at the postgraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

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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.

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 2014-15:	165
Unduplicated number of males enrolled in 2014-15:	48
Unduplicated number of females enrolled in 2014-15:	117

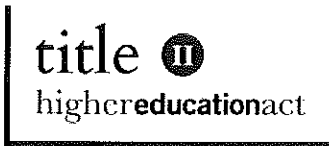
2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	11
Race	
American Indian or Alaska Native:	3
Asian:	1
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	1
White:	134
Two or more races:	8

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Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	27

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

Candidates are required to complete two (2) separate student teaching experiences at two (2) different sites during the Student Teaching Semester.

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Please provide the number of teachers prepared by subject area for academic year 2014-15. 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. (5205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	13
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

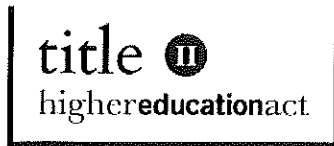
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

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Please provide the number of teachers prepared by subject area for academic year 2014-15. 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. (5205(b)(1)(ii))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	13
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

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Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	13
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	

Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

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

2014-15: 27

2013-14: 28

2012-13: 26

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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)(iii), §206(a))

Information about teacher shortage areas can be found at <http://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 2014-15**Did your program prepare teachers in mathematics in 2014-15?**

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The Mathematics Education program at Southern Nazarene University will continue to recruit quality future mathematics educators through a variety of ways. The Annual SNU Science Scholars Weekend continues to draw high achieving future students to campus, utilizing guest speakers, special workshops and other incentives in an effort to attract those quality students who might be interested in a teaching career in mathematics and/or science. The State of Oklahoma offers incentives for those pursuing a mathematics teaching career and future students are apprised of those opportunities, as well as scholarship/incentive opportunities through Southern Nazarene University. SNU Mathematics Education continues to participate in specialized meetings such as the Mathematical Association of America, where SNU Mathematics Education majors are selected to present results of mathematics research. The Mathematics Education program also continues active involvement in NCTM (National Council for Teachers of Mathematics), as well as research opportunities with NASA. This past year, based on data collected regarding mathematics educators in Oklahoma, the Mathematics Education program added a new required course in their preparation program, Number Theory. Assessment data revealed that Number Theory is essential, particularly for those individuals who plan to teach Middle Level Mathematics.

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

The SNU Educator Preparation works closely with faculty and staff within the Mathematics Education preparation program to assure that quality, prepared mathematics educators are completing their preparatory programs. The Educator Preparation program provides support and assistance in supporting the Mathematics Education program's efforts to recruit quality candidates. The SNU Office of Educator Preparation monitors and tracks mathematics education candidates to assure that all certification requirements for Oklahoma teaching certification are met. The Office of Educator Preparation, the SNU Office of Admissions, and the SNU College of Sciences all work in partnership to recruit, retain and develop quality mathematics educators and to assure their preparation and readiness to effectively teach mathematics in P-12 classrooms. In the future, the SNU Educator Preparation would like to develop additional endowments, scholarship funds, etc. to continue to attract high achieving future mathematics educators to the program. The SNU Office of Advancement is working together with our program to secure future endowed scholarships that focus particularly on attracting quality students.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16**Is your program preparing teachers in mathematics in 2015-16?**

How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

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Information about teacher shortage areas can be found at <http://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 2014-15**Did your program prepare teachers in science in 2014-15?**

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

2

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The Science Education program at Southern Nazarene University seeks continual practices and strategies that will attract prospective science education majors to their program. Strategic and specific efforts to this end are focused within the Science Scholars weekend, where prospective science students participate in a weekend orientation to the university. Through these efforts, prospective future science teachers participate in workshops, seminars and other presentations by current and past graduates of programs within the sciences at Southern Nazarene University. The science education program also apprises current and future students of scholarship and grant opportunities through the institution as well as in the State of Oklahoma. These incentives are in place to encourage individuals to consider teaching careers in science, particularly physics, chemistry and biological sciences. These particular incentives also function to address science teacher shortages in the State of Oklahoma. Through these continuing efforts, the science education program will continue to focus efforts on attracting quality future teachers for the sciences. The Office of Admissions and the Office of Educator Preparation work closely with faculty and staff in the science education program to attract quality candidates and prospects to the program. Additionally, the Office of Educator Preparation provides tracking and documentation services for science education candidates, thus assuring graduates have met certification requirements at completion of their programs.

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

SNU Office of Admissions and the SNU Office of Educator Preparation will continue to work closely with the Science Education program in efforts to attract and sustain future science teachers. By coordinating recruitment efforts, we hope to see increases in the numbers of science education majors who not only enroll, but also finish the program and become certified teachers in science. Additionally, for the 2016-2017 academic year, a new faculty position has been added to the Educator Preparation program faculty. This individual has extensive background in public school science teaching and technology and will be specifically teaching the elementary science methods course. Prior to this year, an adjunct professor has taught this particular course for elementary and early childhood education majors. This new faculty member will be responsible for maintaining and updating elementary science curriculum in the Office of Educator Preparation. Because this faculty member is also a graduate of SNU's Science Education program, we believe that this individual will also be helpful in attracting prospective science education majors to our program. A new event, "future teachers weekend," is in the discussion stages, whereby those students interested in a possible career in education/teaching would be invited to campus and participate in activities that could attract them to our program.

Provide any additional comments, exceptions and explanations below:

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

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Information about teacher shortage areas can be found at <http://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 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

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Information about teacher shortage areas can be found at <http://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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

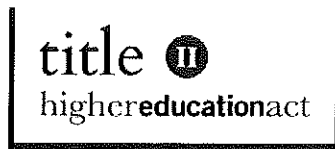
No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

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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.

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

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

In the Southern Nazarene University Educator Preparation program, all teacher candidates are exposed to information regarding teacher shortage areas and teacher demand, not only in Oklahoma, but also in other states. Information regarding shortage areas of specific program areas is communicated whereby teacher candidates can make decisions regarding specific demographic area needs for educators. Statistical information regarding trends and needs of current educational careers are conveyed to teacher candidates at various points throughout their programs.

The SNU Educator Preparation P-12 Advisory Committee is comprised of individuals in P-12 schools and various other stakeholders. This group provides consistent and relative feedback regarding the Educator Preparation program at Southern Nazarene University. Through this partnership, information is shared with the program, and then relayed to teacher candidates in the program through coursework, seminars and various other workshop formats.

All candidates in every major in the SNU Educator Preparation program are required to complete the course Survey of the Exceptional Child as a part of their preparation program. Instructional strategies and awareness are presented in this particular course that addresses students with special needs, as well as those students with limited English proficiency. Socioeconomic trends, information and teaching strategies are also discussed at various checkpoints throughout the program. Not only are these aspects addressed in the Survey of Exceptional Child course, but also these diversity aspects are specifically addressed by various other coursework and through field experiences/clinical practice (student teaching) in schools where these populations are represented. Specific, intentional efforts are pursued that assure all candidates have a variety of field experiences in diverse schools.

All candidates continue to receive instruction in the differences and characteristics of urban, suburban and rural schools. Information regarding these various settings is embedded in coursework, and also addressed in field experience assignments. By carefully tracking each candidate's field experience assignments, candidates are assured experienced in all school settings and environments.

Various committees and groups (P-12 Advisory, Educator Preparation Diversity Committee/Panel, Educator Preparation Bias Review Committee) that support the SNU Educator Preparation program provide feedback, input, suggestion for revisions, and insight into every function of the Educator Preparation program. Careful

functions of the program. Each of these groups' membership includes individuals representing specific diverse areas, representing a broad range of viewpoints, backgrounds and cultures.

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Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	3			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2012-13	3			
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
005-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	5			
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	13	258	13	100
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	8			
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	7			
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	13	256	13	100
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	8			
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2013-14	3			
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2012-13	1			

002-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	4			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	2			
025-MIDDLE LVL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2014-15	27	264	27	100
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2013-14	28	263	28	100
074-OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2012-13	25	269	25	100
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2014-15	6			
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2013-14	17	263	17	100
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2012-13	10	262	10	100
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2014-15	17	247	14	82
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2013-14	10	250	9	90
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2012-13	15	264	15	100
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2014-15	2			
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2013-14	3			
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2012-13	2			
014-PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2014-15	1			
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2013-14	5			
017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2012-13	2			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	2			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	3			

018-WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	1			
018-WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2013-14	1			
018-WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2012-13	2			

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Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	27	22	81
All program completers, 2013-14	28	23	82
All program completers, 2012-13	26	24	92

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Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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)?

No

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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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

Every teacher candidate in the SNU Educator Preparation program is required to complete the course Educational Technology as part of their preparation program. In this particular course, technology assisted instruction and strategies for integration of technology into the curriculum are presented. Candidates must actively engage in designing and presenting/demonstrating technological assisted instruction for each of their particular content areas. Evidence of this preparation is documented not only through the completion of the course, but also demonstrated and documented in the candidate's individual portfolio. Students must demonstrate technology proficiency in order to successfully complete the Educational Technology course. Additionally, each candidate is required to purchase a laptop as a part of their individual preparation program. During the past year, a significant upgrade to technology, as well as tech room furnishings was completed. These efforts were pursued so that candidates have exposure to the most current technologies available for teachers in today's classrooms. All classrooms are outfitted with Smartboards, I pads, and various other technological tools. All teacher candidate coursework is taught in these particular classrooms. Intentional efforts by the Educator Preparation faculty are pursued to model technological instruction during all coursework in the program. For the 2016-2017 academic year, a new faculty member in the Educator Preparation program in the specific area of educational technology is being added. This individual will bring a higher level of technological expertise and efficiency to the SNU Educator Preparation program. As funding is available, the current plan is to add/upgrade every classroom with current tools and programs for effective technologically assisted instruction.

The SNU Educator Preparation program is intentional in embedding the use of technology into every course within the program. Specific efforts and training have been utilized to equip faculty with knowledge and skills in order to model effective technology assisted instruction to all candidates in the program.

The SNU Educator Preparation program continues to pursue intentional efforts to collect meaningful and relevant data in the pursuit of improved candidate preparation. The Educator Preparation Council (governance group) is responsible for reviewing data and making decisions/revisions/changes regarding the results of said reviews. This year, a newly formed Educator Preparation Assessment Committee has been initiated. This group is comprised of faculty outside the Educator Preparation program and will be responsible for reviewing data collected. Once these reviews (once per semester) are completed, this group will submit recommendations to the EP Council for decisions. Additionally, the P-12 Advisory Committee and the Bias Review Committee are afforded the opportunity to review data collected and to make recommendations to the EP Council. Data-driven decisions continue to be documented in minutes of EP Council meetings and candidates are advised of any changes and/or revisions resulting from these data-driven decisions.

During the past year, an extensive review and revision process was conducted of all rubrics, tools and evaluative documents and policies relative to program and candidate assessment utilizing the new InTASC Standards. Additionally, a newly designed electronic portfolio system (based on InTASC Standards) was created and will be managed by the faculty in the Educator Preparation program. Candidates are provided instruction and guidance regarding the new portfolio system. Feedback regarding all revisions was solicited from the P-12 Advisory Committee, Bias Review Committee, and the Educator Preparation Council.



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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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

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.

All teacher candidates in all 9 undergraduate educator preparation programs at Southern Nazarene University are required to complete the course, Survey of the Exceptional Child prior to completion of their preparation programs. In this course, students are instructed on strategies to teach students with disabilities and/or to modify instruction for students identified with a particular learning disability in their future classrooms. Emphasis is placed on class instruction as well as a field experience/observation requirement to assist teacher candidates in working with students with learning disabilities. Other courses throughout the candidates' program contain elements and strategies for teaching students with disabilities. Both professional education coursework and specialization coursework contain specific strategies within specific content areas. All candidates are also required to complete a minimum of 60 clock hours (prior to student teaching) in field experiences (observations and interactions) in schools with populations of students with learning disabilities. Careful attention is placed on assuring that every candidate has multiple opportunities for field experiences in these particular diverse school settings.

All candidates are also required to complete Foreign Language Proficiency as a requirement for Oklahoma certification. Several options are available for individual candidates to meet this proficiency requirement (as outlined by the Oklahoma State Regents for Higher Education). As candidates meet this requirement, documentation is provided to the Office of Educator Preparation where verification is recorded in individual candidate's data electronic file.

During spring 2016, approval was obtained for a new seminar for student teachers during their professional (clinical practice) semester. The course, Seminar: English Language Learner Strategies (ED 4720) will be taught to all student teachers beginning fall 2016 and verification of completion will be recorded on individual transcripts for all Education Preparation program graduates. This course will be taught by ELL practitioner and will include practical strategies for address English Language Learners in the classroom. This instructor has also served on SNU's Diversity Committee/Panel for several years.

Additionally, during the fall 2015 semester, a newly designed Diversity Awareness Essay was developed for those candidates completing their student teaching semester. This essay contains two specific components: 1) Anonymous observations of a student with learning disabilities, and 2) Observation of a particular school and how that entity addresses learning disabilities in their programs. This essay is written during the second half of the student teaching semester and is evaluated by Educator Preparation faculty utilizing a specific rubric designed to align with essay guidelines. Results of the evaluation are placed in the individual candidate's portfolio.

The SNU Educator Preparation Bias Review Committee continues to provide critical assistance in reviewing all program documents (syllabi, policies, handbooks, rubrics, etc.), assuring that all aspects of the Educator Preparation program are fair, accurate and bias free. This committee is comprised of individuals outside the Educator Preparation program who represent various areas of diversity. This committee helps assure that all teacher candidates are exposed to a wide variety of teaching strategies and experiences that will assist them in effectively meeting the needs of all students, regardless of ability. The SNU Educator Preparation program motto is "Committed to the belief that ALL students can learn" and this commitment is embedded in our program's Conceptual Framework. Candidates are reminded of this commitment and focus at various levels throughout their preparation program.

the Educator Preparation program, most specifically to those individual candidates during their student teaching experience. Members of this committee participate in a panel discussion each semester for student teachers. Committee is comprised of individuals that represent several areas of diversity (ethnicity, multicultural, English Language Learners, students with learning disabilities, racial diversity, socioeconomic diversity). The focus of this panel discussion session is to provide student teachers with practical suggestions and strategies for meeting the needs of all diverse learners represented in their classrooms. Credit for this seminar (ED 4710: Diversity in Education) appears on program graduate's transcript.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

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.

n/a

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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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

In 2011, the SNU Educator Preparation program was nationally accredited by NCATE (National Council for Accreditation of Teacher Education) now CAEP (Council for the Accreditation of Educator Preparation). In April 2011, a site visit was conducted and subsequent accreditation recognition was granted by the NCATE Unit Accreditation Board in October 2011. The SNU Educator Preparation program is fully recognized until Spring 2018 at which time the next CAEP site visit will occur. In March 2015, 7 undergraduate programs (Elementary Education, Early Childhood Education, Physical Education, Science Education, Mathematics Education, English Education, Social Studies Education) were submitted to their various SPA's (Specialized Professional Associations). As a result of those submissions, Elementary Education and Physical Education programs received "full national recognition." English Education, Science Education, Early Childhood Education and Social Studies Education programs received "nationally recognized with conditions" status. Mathematics Education received "further development required" recognition. Additionally, two graduate education programs in Educational Leadership (District and Building Levels) were submitted in March 2015. As a result of these submissions, nationally recognized with conditions status was received for both programs. All conditionally recognized programs resubmitted revisions in March 2016 and are awaiting decisions in summer 2016. Additionally, The Educator Preparation Provider (EPP) and all individual certification program areas are fully accredited by the State of Oklahoma by the Oklahoma Office of Educational Quality and Accountability.

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Report Card Certification

Information in this report has been certified as accurate and complete by:

Dr. Tim Taylor
Chair, SNU School of Education

This submission was reviewed and certified as accurate and complete by:

Dr. Tim Taylor
Chair, SNU School of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	143	165	15.38%
Male Enrollment	46	48	4.35%
Female Enrollment	97	117	20.62%
Hispanic/Latino Enrollment	5	11	120.00%
American Indian or Alaska Native Enrollment	7	3	-57.14%
Asian Enrollment	1	1	0.00%
Black or African American Enrollment	7	7	0.00%
Native Hawaiian or Other Pacific Islander Enrollment	2	1	-50.00%
White Enrollment	117	134	14.53%
Two or more races Enrollment	0	8	
Average number of clock hours required prior to student teaching	60	60	0.00%
Average number of clock hours required for student teaching	480	480	0.00%
Average number of clock hours required for mentoring	10	10	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4	4	0.00%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0	0	
Number of students in supervised clinical experience during this academic year	28	27	-3.57%
Total completers for current academic year	28	27	-3.57%
Total completers for prior academic year	26	28	7.69%
Total completers for second prior academic year	26	26	0.00%

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