Southern Nazarene University
Traditional Program

2017 | Title I: Repor·

Complete Report Card

AY 2015

Institution Information

Name of Institution: Southern Nazarene University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Oklahoma

Address: 6729 NW 39th Expressway

Bethany, OK, 73008

Contact Name: Dr. Tim Taylor
Phone: 4057176267
Email: ttaylor@snu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/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:

Section I.a Program Information

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

Section I.b Admissions

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

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 remain in good standing in program.

Admissions Essay must be submitted before a candidate is admitted to the Educator Preparation Program.

Each candidate must successfully complete an Admissions Interview before they are admitted to the Educator Preparation Program.

Evidence of working with students/children must be demonstrated by each candidate during the Admissions Interview.

Section I.b Undergraduate Requirements

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 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 le'

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	Yes
Essay or personal statement	Yes	No
Interview	Yes	Yes
OtherPass OGET	Yes	Yes

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 2015-16

3.46

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 2015-16

3.32

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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 leve

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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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 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 racl 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 compl the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a progra completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	125
Unduplicated number of males enrolled in 2015-16:	28
Unduplicated number of females enrolled in 2015-16:	97

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	12
Race	
American Indian or Alaska Native:	2
Asian:	1
Black or African American:	8
Native Hawaiian or Other Pacific Islander:	2
White:	86
Two or more races:	14

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

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	3
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:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the numb 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 subjec If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	11
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	
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	6
Teacher Education - Physical Education and Coaching	3
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	1
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 - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the nu 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 acade major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	5

...Teacher Education - Elementary Education...	--
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	
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	6
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
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:	

Section I.f Program Completers

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

2015-16: 27

2014-15: 27

2013-14: 28

Section II Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at 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 yeai

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

1

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Continued intentional and strategic efforts to recruit Mathematics Education majors to the program.

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual

including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at 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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Continued intentional and specific efforts to recruit Science Ed majors to the program.

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 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

Information about teacher shortage areas can be found at 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 2015-16

Did your program prepare teachers in special education in 2015-16?

No

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

Did your program meet the goal for prospective teachers set in special education in 2015-16?

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 2016-17

Is your program preparing teachers in special education in 2016-17?

No

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at 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 stuc in each of three academic years.

Academic year 2015-16

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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 ε 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

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

As the Teacher Candidate progresses through the SNU Educator Preparation Program, they are acquainted with and exposed to information regarding teacher sh areas in Oklahoma as well as nationwide. At various points in the program, information regarding these shortage areas is provided. In the very first course in the program, Introduction to Education, information is shared with candidates. Also, in Student Teaching Seminars I and II, updated information is also shared. Additionally, information regarding teacher shortage areas, as well as teacher salaries, is posted on the SNU School of Education webpages. SNU Mathematics Education and Science Education candidates also have the opportunity to apply for the Teacher Shortage Employment Incentive Program (TSEIP) grant, whereby Oklahoma shortage areas of mathematics and science may provide financial incentives for teaching these subjects in Oklahoma.

The SNU Educator Preparation P-12 Advisory Committee continues to provide valuable information regarding special needs and shortage areas in their particula schools. These stakeholders represent various school districts in the area and their specific regarding their teacher needs provides feedback that assists in provi employment information to prospective educators. Guest speakers representing various school districts regularly participate in Student Teacher Seminars durin semester.

The Professional Education course, Survey of the Exceptional Child, is a required course for every education major that completes the SNU Educator Preparation Program. During this course, all candidates not only learn about specific special needs of P-12 students, but also complete an observation experience in P-12 sch This observation experience greatly enhances each candidate's knowledge of special needs strategies and interventions as they anticipate assisting learners in t own future classrooms. An emphasis on diversity is embedded in every course in the Educator Preparation Program. Specific diversity activities and information addressed in each course that is specific to each program in the Educator Preparation Program. Additionally, each candidate is required to complete a minimum c hours of field experience prior to student teaching, and two student teaching assignments in diverse P-12 school settings. Systematic tracking of each candidate assures that this requirement is being met. To assist in candidate opportunities to interact with diverse educators, intentional efforts are pursued to identify cooperating teachers that represent diverse cultural and ethnic backgrounds. Administrators at various school sites provide this information in the form of a Cooperating Teacher Diversity Survey. This confidential information assists the SNU Educator Preparation Program in placing candidates in field experiences and student teaching with cooperating teachers representing various diverse groups.

Candidates continue to receive instruction in the characteristics of urban, suburban and rural schools during introductory coursework. Candidates also have the opportunity to participate in field experiences and student teaching experiences in these various school sites. Stakeholders representing urban and rural school districts are represented on the P-12 Advisory Committee. These stakeholders have the opportunity to assist the SNU Educator Preparation Program in providing current information regarding these particular types of school sites and districts. The SNU Educator Preparation Program continues to track each candidate to ass variety of experiences in these various types of schools settings.

The SNU Educator Preparation has specific mechanism in place whereby stakeholder and support groups provide information that greatly assist the program in monitoring the assurance of diversity exposure and training for each candidate in the program. The P-12 Advisory Group, Bias Review Committee, Teacher Candi Advisory Committee, and the Diversity Committee all provide valuable feedback and input to the Educator Preparation Program. During Student Teaching Semin the Diversity Committee participates in an intensive panel discussion with candidates during the Student Teaching seminar course ED 4710 – Diversity in Educa Various areas of diversity area represented on the panel, i.e. multiculturalism, ethnicity, socio-economic/poverty, limited and non-English speaking, and special students. Resources and information are shared with candidates during this seminar in the form of websites, handouts and group activities. A new seminar cours 4720 – English Language Learner Strategies) has been added to the Student Teaching Seminar. This course is taught by an ELL faculty member/supervisor from a school district. Exposing candidates to these diverse areas continues to be a priority for the SNU Educator Preparation Program and special attention is given to ļ information from as many diverse groups and representatives as possible.

Section III Assessment Pass Rates

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, 2015-16	1			
011-ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
010-BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	3			
105-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			
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			
050-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	9			
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			
051-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	9			
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			
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			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	2			
001-INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	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, 2015-16	27	264	27	100
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
076-OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	6			
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
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	15	246	10	67
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2014-15	18	247	16	89
075-OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2013-14	10	250	9	90
012-PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2015-16	3			
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			
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	1			

017-US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2013-14	5			
003-VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	1			
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			
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			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	27	21	78
All program completers, 2014-15	27	23	85
All program completers, 2013-14	28	25	89

Section IV Low-Performing

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
CAEP

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

Section V Use of Technology

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, 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.

Considerable efforts have been pursued in the SNU Educator Preparation Program to significantly enhance and improve technology assisted instruction informa for each candidate in the program. All teacher candidates are required to complete the course Educational Technology as a part of their individual program. Candidates are required to document knowledge, skills and dispositions regarding educational technology strategies, skills and instructional techniques at vario points throughout the program, particularly in their Growth Portfolio. Additionally, all courses in the preparation program are now required to have a specific technology component embedded in each course in the form of classroom presentations, designing a teaching unit and/or team/group project utilizing instructi technology. Additionally, a major gift was presented to the SNU School of Education for specifically upgrading and installing technological equipment. State of t technology was purchased and installed in all three classrooms used by the SNU Educator Preparation Program. With the addition of a new faculty member spec for Educational Technology, the SNU Educator Preparation Program is seeing a renewed emphasis and focus on enhancing technology assisted instruction for ev candidate in the program. This new faculty member has also designed a new advanced educational technology course (Digital Literacy) that is now a part of the of Education coursework. Faculty are continually trained and encouraged in the addition of technology activities in each of their courses. All faculty are required have each of their courses set up in the Moodle electronic delivery system and are required to acquaint their students with their particular course's Moodle platf

During the past year, significant efforts have been pursued to convert all forms, documents and materials related to SNU Educator Preparation to an exclusive electronic format. Significant revisions have been made to the Educator Preparation website through electronic formats. All program information is in the proces being transferred to a Google Docs system, whereby all faculty and candidates have easy access. A newly designed and implemented electronic Growth Portfoli system is now in fully implementation and candidates are experience much success in its utilization. This new system allows the Educator Preparation Program t opportunity to streamline portfolio assessments for review and feedback for the candidate and for the program. Additionally, the P-12 Advisory Committee and Bias Review Committee review all documents through electronic formats. As a result of data collection provided by candidates and these advisory groups, the Educator Preparation Program has the opportunity to review data and make data-driven decisions for the benefit and improvement of the Educator Preparation Program. During the past year, several suggested revisions have been received from these stakeholder advisory groups. Data from these groups are regularly reviewed by the program's governance group, the Educator Preparation Council. As the governance group, it is the Educator Preparation Council's responsibility make final decisions regarding every aspect of the program and these data provide valuable information for making changes, adjustments and decisions that wil benefit and enhance candidate experiences in the program. All data-driven decisions emanating from the EP Council are documented in minutes recorded of reg scheduled meetings. Additionally, candidates are advised of all decisions and adjustments to the program as they occur.

All rubrics and assessment tools have now been revised and aligned according to (CAEP) national accreditation standards, InTASC Standards, Oklahoma State Standards, and SNU Standards. These rubrics and tools have also all been converted to electronic formats and are easily accessible by all candidates and faculty utilize these documents. Careful attention is dedicated to assure that alignment and identification of these standards are readily assigned and identified to spec standards.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program wou 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, inclu 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 a are not currently in place.

Every candidate in the SNU Educator Preparation Program is required to complete the course, Survey of the Exceptional Child as part of their teacher training pro During this course, each candidate is exposed to specific strategies and knowledge regarding various exceptionalities and disabilities experienced by P-12 stude Additionally, every candidate in this course is required to complete a field experience assignment regarding a special needs area and is asked to articulate that experience in written form. Candidates during this course also have the opportunity to interact with guest speakers and presenters that represent various areas working with P-12 students with exceptionalities and disabilities. Every candidate must also complete a minimum of 60 hours of observations (during various coursework) prior to student teaching. These 60 hours are assigned to various P-12 schools where students with various disabilities attend. This exposure during experiences is very valuable in assisting candidates in their knowledge and familiarity with strategies in working with these P-12 learners. The SNU Educator Preparation Program continues to carefully track and monitor these field experiences to assure that candidates have the opportunity to interact and observe stu with disabilities.

Candidates also are required to establish Foreign Language Proficiency through 1 of 6 approved methods. This Oklahoma State requirement for all candidates completing a teacher education program is tracked and monitored in the SNU Office of Educator Preparation to assure that every candidate meets this requireme Documentation of meeting this requirement is added to each individual candidate's tracking file and is accessed and verified prior to a candidate completing the program.

Every candidate is required to complete the seminar, ED 4720 – English Language Learner Strategies during their student teaching semester. This seminar is tau a local ELL instructor/supervisor who is also a member of the SNU Educator Preparation Program Diversity Committee/Panel. Various ELL strategies are discusse self-assessments/classroom activities are completed during this seminar. This information greatly enhances information for these future teachers as they antici limited English language learners in their future P-12 classrooms.

Candidates continue to meet the requirement to submit a Diversity Awareness Essay during their student teaching experience. In this essay, candidates articulat observations and interactions with both an individual P-12 student and the overall school diversity culture. As the candidate gathers information for this essay, have the opportunity to review individual learner IEP's and with parent, teacher and school permissions, have the opportunity to participate in IEP team meeting These experiences (observation and participation) greatly assist the candidate in articulating these experiences. Specific guidelines for developing this essay ar presented during Student Teaching Seminar. Essay is evaluated by Educator Preparation faculty utilizing a specific Diversity Awareness Essay Rubric and evaluat are included in individual candidate electronic Growth Portfolios.

The Bias Review Committee, the Diversity Committee and the P-12 Advisory Committee continue to provide valuable feedback regarding aspects of exceptional disabilities and diversity. The Bias Review Committee continues to review all documents (policies, syllabi, forms, rubrics, etc.) to assure that these aspects are bi free, fair and accurate. Legal aspects are also reviewed in all documents by an attorney as a part of the Bias Review Committee's processes. The Diversity Comm specifically participates Seminar: Diversity in Education (ED 4710) presented during Student Teaching Seminar II. Committee members represent specific areas 12 diversity, i.e. limited-English speaking, learning disabilities, poverty/socio-economic, multicultural-ethnic, religious and physical disabilities. Insights shared committee greatly inform and enhance candidate knowledge and skills in assisting them to meet the needs of these learners in their future classrooms. All cand receive credit for completing ED 4710 and this documentation appears on their individual transcripts. The P-12 Advisory Committee also provides feedback reg how our program educates and informs candidates regarding these aspects through their various feedback and input regularly submitted through electronic processes. The P-12 Advisory Committee's perspective is valuable as these individuals in their various roles provide input based on their regular interaction witl learners that represent multiple areas of diversity.

Embedded in the SNU Educator Preparation Program Conceptual Framework and included throughout every aspect of the program is the SNU Educator Preparati Program's motto, "Committed to the belief that ALL students can learn." Candidates are required to articulate what that motto means personally to each of them their required Conceptual Framework Essay submitted prior to admission to the Educator Preparation Program.

- 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, inclu 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 a are not currently in place.

n/a

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

Seven undergraduate educator preparation programs are nationally recognized by their various Specialized Professional Associations. Elementary Education an Physical Education received full recognition in March 2015. During the past year, the Mathematics Education program received Recognized with Conditions and submitted revisions in March 2017. A decision regarding Mathematic Education is expected by August 2017. Additionally, Social Studies Education, Science Educ Early Childhood Education submitted revisions to Recognized with Conditions in March 2017. Due to major revisions required, English Education received an off extension from NCTE and CAEP until September 2017 to submit their response to conditional recognition. The Music Education programs at SNU (Instrumental an Vocal) are also recognized nationally by their approval and recognition of NASM (National Association of Schools of Music). Additionally, two graduate programs (principal/building level and superintendent/district level administration) are fully nationally recognized by their Specialized Professional Association, ELCC. Additionally, all programs are recognized and accredited by the Oklahoma State Department of Education and by the Office of Educational Quality and Accounta In 2011, the SNU Educator Preparation Program was nationally accredited by NCATE (National Council for Accreditation of Teacher Education), now CAEP (Counc the Accreditation of Educator Preparation). The EPP (Educator Preparation Program) is fully recognized by CAEP (National) and OEQA (State of Oklahoma) until Sp 2018 at which time the next site visit will be conducted.

Supporting Files

Complete Report Card

AY 2015

ED.gov This is a United States Department of Education computer system.

About Title II| Technical Assistance| Privacy Policy| Con