OK

Southern Nazarene University
Traditional Report AY 2017-18
Oklahoma

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

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CITY

Bethany

STATE

Oklahoma

ZIP

73008

SALUTATION

Dr.

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ Yes
● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**
○ **Pre-baccalaureate**
○ **Both Residency and Pre-baccalaureate**

List of Programs

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

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

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Early Childhood	No	
Elementary	No	
Instrumental Music	No	
Mathematics	No	
Physical Education	No	
Social Studies	No	
Vocal Music	No	
Total number of teacher preparation programs: 7		

Program Requirements

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

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

Admissions

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

Sophomore year ▼

If Other, please specify:

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

● Yes
○ No

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

http://snu.edu/school-of-education

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

Before a candidate is admitted into the SNU Educator Preparation Program, a passing score on the OGET (Oklahoma General Education Test) is required. Candidates are required to submit documentation of passing OGET to the SNU Office of Educator Preparation. This documentation will be added to the individual candidate's electronic file. A minimum of 24 hours of Observation/Field Experience is required before candidate is admitted to Teacher Education (Educator Preparation) program. These 24 hours are completed during the 2 required Professional Education courses, Introduction to Education (ED 2111) and Foundations of Education (ED 2162). A 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. It should also be noted that candidates are all admitted by cohort groups. Two cohort groups are admitted during each academic year (spring and fall). April 1 is the deadline for spring cohorts, and October 1 is the deadline for fall cohorts. While the individual candidate GPA requirement for admission is 2.5, the cohort group minimum cumulative GPA requirement is 3.0. Admissions Essay must be submitted before a candidate is admitted to the Educator Preparation Program. Each candidate must successfully complete an Admissions Interview, conducted by School of Education faculty and P-12 community members, 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 and also articulated by the required Volunteerism Essay.

Undergraduate Requirements

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

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

☑ Yes
☐ No

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

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

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

2.5

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

3.46

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

2.5

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

3.48

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

Candidates are admitted by Cohort group. 2 Cohort groups are admitted during each academic year (fall/spring). 3.0 GPA is required before a Cohort

group is admitted.

Postgraduate Requirements

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

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

○ **Yes**
● **No**

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

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

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

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

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

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

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

Supervised Clinical Experience

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

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	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	5
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	33

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. At least one (1) student teaching assignment must be in a diverse setting.

Enrollment

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

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

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

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

Enrollment

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2017-18	19
Unduplicated number of males enrolled in 2017-18	6
Unduplicated number of females enrolled in 2017-18	13

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

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	3
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	16
Two or more races	0

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

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

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	6
13.1202	Teacher Education - Elementary Education	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

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

Teachers Prepared by Academic Major

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

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

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

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	6
13.1202	Teacher Education - Elementary Education	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	5
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

Program Completers

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

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

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

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

Program Completers

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

2017-18	33
2016-17	39
2015-16	27

Annual Goals

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

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

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

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

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

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

> 1

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

- ● Yes
- ○ No
- ○ Not applicable

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

The SNU School of Education and the Mathematics Education department continue to work together to recruit and attract quality prospective Mathematics Education majors to Southern Nazarene University. We now have formed a new group of recruiters from current candidates in the School of Education. These individuals go out to area schools to promote the field of teaching and SNU School of Education. Our goal in assisting in the recruiting effort is to encourage high school students (particularly juniors and seniors) to consider a career in teaching. While it is the goal of this group to recruit individuals to all teaching fields, special emphasis is devoted to recruiting Mathematics teachers to the SNU Educator Preparation Program.

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

During the past year, the Mathematics Education department lost 1 of 2 faculty members due to budgetary issues. In addition to current duties, the remaining faculty member has had to absorb the teaching responsibilities, as well as recruitment coordination, of this lost faculty position. With the efforts of the recruitment group (mentioned in item #4), we have intensified our efforts to recruit mathematics education majors through current candidate

recruitment and promotional efforts. This recruitment group has helped ease the burden and responsibility for recruitment of mathematics education majors that was primarily relegated to the faculty.

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

Academic year 2018-19

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

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

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

> 2

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

Academic year 2019-20

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

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

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

> 4

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

Annual Goals - Science

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

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

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

Academic year 2017-18

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

- ○ Yes

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

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

[   ]

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

○ Yes

○ No

● Not applicable

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

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

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

Academic year 2018-19

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

○ Yes

● No (leave remaining questions for year blank)

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

[   ]

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

Academic year 2019-20

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

○ Yes

● No (leave remaining questions for year blank)

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

[   ]

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

Annual Goals - Special Education

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

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

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

Academic year 2017-18

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

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

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

[   ]

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

○ Yes
○ No
● Not applicable

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

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

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

Academic year 2018-19

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

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

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

[   ]

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

Academic year 2019-20

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

○ Yes

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

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

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

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

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

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

○ Yes
○ No
● Not applicable

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

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

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

Academic year 2018-19

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

○ Yes

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

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

[   ]

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

Academic year 2019-20

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

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

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

[   ]

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

Assurances

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

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

● Yes
○ No

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

● Yes
○ No

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

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

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

● Yes
○ No

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

● Yes
○ No

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

- Yes
- No

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

- Yes
- No

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

The SNU School of Education website continues to be a source of current information for all teacher candidates in ascertaining specific requirements and expectations for all 50 US States, as well as for many foreign teaching assignments and opportunities. This information is constantly monitored and updated with live links that will direct inquiries to specific all 50 States' Departments of Education. Information regarding SNU's education graduates is continually updated and current on the SNU School of Education homepage under the CAEP Annual Report Measures. Results of alumni surveys, including a new 10-year alumni survey, show milestones for employment, as well as honors and recognitions/distinctions of SNU education graduates. Candidates for education degrees continue to receive extensive training and information regarding classroom management techniques and aspects, as well as in diversity aspects that future educators will experience in their classrooms represented by their future students. Student teachers in the program also receive extensive orientation into classroom management techniques through a seminar provided by local P-12 administrators. These P-12 partners and stakeholders help provide current and practical information regarding classroom management and student instructional strategies and aspects. SNU's P-12 partners and stakeholders continue to provide valuable input and investment into SNU's future teachers by serving on advisory committees, and on various other groups that provide input into our program. Many of these P-12 stakeholders are actively serving in their respective fields and can provide up to date information regarding future teacher employment, expectations of securing a teaching position, and current trends and resources available for seeking job opportunities in the field of teaching. School of Education faculty and staff are also available to all graduates after the completion of their degree programs to not only provide first year teacher support and advisement, but to also continue to provide resources and information to assure the ongoing development and quality of teachers who have graduated from the program. A required course, English Language Learner Strategies (ED 4720) is offered to every student teacher during their professional semester. In this course, candidates learn specific skills and intervention strategies for students who are identified as English language learners. This course is taught by a member of the P-12 community who is actively involved in teaching ELL students in a local school district. Additionally, another required course, Survey of the Exceptional Child, is offered for every education major, regardless of program area/emphasis. 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 schools. in the Survey of the Exceptional Child course, various diversity aspects are addressed, including special needs learners, racial and ethnic diversity, English Language Learners, poverty and socio-economic issues, and gender differences. In another required course, Diversity in Education (ED 4710), all candidates are required to participate in an activity-centered, practical discussion of current information regarding ethnicity, low socio-economic/poverty, limited English speaking learners, bias issues, and other categories of human diversity. This course is taught by a newly hired SNU Vice-President of Intercultural Learning and Engagement. An emphasis on educational diversity and awareness of diversity issues and aspects are embedded in every course in every major the Educator Preparation Program, as documented in course syllabi. Specific diversity activities and information are addressed in each course that is unique and specific to each program area in the Educator Preparation Program. Additionally, each candidate in every program area is required to complete a minimum of 60 hours of field experience prior to student teaching, and two student teaching assignments in diverse P-12 school settings. Systematic tracking of each candidate in the School of Education candidate databasse 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. Through this important communication tool, administrators continue to provide insight and valuable information to the School of Education regarding quality individuals representing diverse groups that could potentially serve as Cooperating Teachers for candidates in the program. 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 also receive instruction in the characteristics of urban and rural schools during introductory coursework and during student teaching seminars. This information greatly assists candidates in decision-making regarding future teaching opportunities. Candidates also have the opportunity to participate in field experiences and student teaching experiences at various school sites and with educators who have extensive experience at these various school settings. Stakeholders representing Oklahoma urban, suburban and rural school districts are represented on the P-12 Advisory Committee and on various other committees that support and advise the program. These stakeholders serve in a variety of diverse educational settings, representing many diverse areas within their individual student population. These stakeholders greatly assist our candidates with current information regarding these particular types of school sites and districts. This information also contributes to candidate perceptions and understanding of the individuality and unique characteristics of each of these educational settings. The SNU Educator Preparation Program continues to intentionally track each candidate to assure a variety of experiences in these various types of schools settings. In addition to coursework, these experiences help develop teachers with broad, in depth knowledge of how individual schools function within their own unique diversity aspects.

Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	13	255	11	85
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	13	256	12	92
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	13	260	12	92
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	13	263	12	92
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	9			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	3			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	3			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2017-18	33	264	32	97
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2016-17	38	266	38	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2015-16	27	264	27	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	8			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	13	259	13	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	8			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	19	248	18	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2016-17	20	251	17	85
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	15	249	13	87
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2017-18	3			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2016-17	3			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2015-16	3			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	4			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2016-17	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2016-17	1			

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	33	27	82
All program completers, 2016-17	38	34	89
All program completers, 2015-16	27	24	89

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

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

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

Low-Performing

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

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

- ● Yes
- ○ No

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

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

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

- ○ Yes
- ● No

Use of Technology

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   Considerable efforts have been successfully pursued in the SNU Educator Preparation Program to continue to significantly enhance and improve technology equipment/hardware. Consistent technological upgrades, updates and enhancements have been purchased as funds have been made available. These efforts have contributed to assuring quality technology assisted instruction information and exposure to effective technological teaching tools for each candidate in the program. All teacher candidates are required to complete the course Educational Technology as a part of their individual program. During the 2018 year, the Educational Technology course has expanded from a 2-hour to a 3-hour course and continues to be required for all candidates in the program. Candidates are required to document knowledge, skills and dispositions regarding educational technology strategies, skills and instructional techniques at various points throughout the program, particularly in the four levels of their electronic technology supported Growth Portfolio. Candidates are also required to be familiar with ISTE (International Society for Technology in Education) Standards and are required to demonstrate proficiency in teaching with ISTE Standards. Additionally, all courses in the Educator Preparation Program are required to have specific technology components and activities embedded in each course in the form of classroom presentations, designing a teaching unit and/or team/group project utilizing instructional technology. State of the art technology was purchased and has been installed in all four classrooms utilized by the SNU Educator Preparation Program. An additional conference/webinar room has experienced a major upgrade in its technology capabilities. A faculty member that focuses specifically for Educational Technology in the SNU Educator Preparation Program continues to monitor existing technology, and

consistently enhances and designs specific strategies that assure quality technology assisted instruction for every candidate in the program. This faculty member also continues to offer an advanced educational technology course (Digital Literacy) in the School of Education Educator Preparation coursework. Over the past year, this course's enrollment has doubled and student interest continues to grow for this advanced educational technology course. Faculty are continually trained and encouraged in the addition of technology activities in each of their courses. All faculty are required to 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 platform. In the coming academic year, the entire SNU campus will switch over to Canvas for its curriculum delivery system. Technology seminars and workshops for faculty are regularly scheduled and available for all faculty across the entire SNU campus community. During the past year, technology assisted assessment systems were created and fine-tuned for use with our P-12 community. Through these formats, our P-12 stakeholders/partners continue to view and comment on newly designed rubrics and data collection methods/processes utilizing an electronic comment process. Communication between the Educator Preparation Program and these stakeholders has greatly improved and is streamlined utilizing these electronic pathways. The Educator Preparation Program has made significant strides to convert all its forms, documents and materials related to SNU Educator Preparation to an exclusive electronic format. All program information has now been transferred to a Google Docs system, whereby all faculty and candidates have easy access. The Educator Preparation Program has now moved to an entirely Google Doc department. The electronic Growth Portfolio system is now fully implemented and all candidates are now experiencing much success in its utilization. This new system continues to allow the Educator Preparation Program the opportunity to streamline portfolio assessments for review and feedback for the candidate and for the program. Candidates are becoming more experienced in utilizing electronic portfolio processes through the development of their individual portfolio processes. All rubrics and assessment tools have now been revised and aligned according to (CAEP) national accreditation standards, InTASC Standards, Oklahoma State Standards, ISTE Standards, and SNU Standards. Careful attention is dedicated to assure that alignment and identification of these standards are readily assigned and identified to specific standards, as evidenced on every course syllabus in the program. The ISTE Technology standards are now directly reviewed and applied to the Educational Technology course, as well as embedded in ALL coursework throughout the program. Specific references to ISTE standards are included in this coursework, and all courses are required to reference and utilize ISTE standards during class activities and requirements. All candidates are instructed on the design of instructional technology-assisted curriculum and lesson planning implementation. All data reports, charts and data analysis for the Educator Preparation Program are now completely electronic. Regular and systematic data analysis by the Educator Preparation Council (decision-making group) is now more streamlined and efficient utilizing these electronic formats. During the past academic year, the necessity for face-to-face meetings of the Educator Preparation Council has been diminished due to the user-friendly formats of electronic voting, feedback and input. Timely and effective dissemination of information through these established electronic formats continues to be an asset in communication, interaction and participation with our P-12 stakeholders and partners. It should be noted that in the recent CAEP accreditation visit (Spring 2018), the SNU School of Education Educator Preparation Program received strong praise and commemoration from the CAEP Board of Examiners for its excellence, focus and emphasis on the continuing use of technology in preparing effective teacher candidates.

Teacher Training

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

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

Teacher Training

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

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

   a. **teach students with disabilities effectively**

      ● Yes
      ○ No

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

      ● Yes
      ○ No

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

      ● Yes
      ○ No

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

   Embedded in the SNU Educator Preparation Program Conceptual Framework and included throughout every aspect of the program is the SNU Educator Preparation Program's mission statement, "Committed to the belief that ALL students can learn." Candidates are required to articulate what that mission statement means personally to each of them in their required Conceptual Framework Essay submitted prior to admission to the Educator Preparation Program and are now also required to verbally articulate the motto's meaning during required candidate program admission interviews. Additionally, in the required Admissions Essay, each candidate is expected to articulate and discuss the Educator Preparation Mission Statement. Every candidate in the SNU Educator Preparation Program also must complete the required course, Survey of the Exceptional Child as part of their teacher training program. During this course, each candidate is exposed to specific strategies and knowledge regarding various exceptionalities and disabilities experienced by P-12 students, including ethnicity, race, gender, religious, cultural, socio-economic issues, language exceptionalities, and demographic diverse areas. Every candidate in this course is required to complete a field experience assignment regarding a special needs area and is asked to document and reflect on that experience in written form to be submitted to the course instructor for review and evaluation. Candidates during this course also have the opportunity to interact with guest speakers and presenters that represent various entities and organizations that are focused on meeting the needs of individuals and groups with exceptionalities. Every candidate must also complete a minimum of 60 hours of observations (during various methods and professional education coursework) prior to student teaching. These 60 hours are assigned to various P-12 schools where students with various disabilities are enrolled. This exposure during field experiences continues to prove valuable in assisting candidates in their knowledge and familiarity with strategies in working with diverse individuals and groups of P-12 learners that represent exceptionalities. The SNU Office of Educator Preparation Program continues to carefully track, monitor and document these field experiences on individual candidate data files to assure that each candidate continues the opportunity to interact and observe students with disabilities and to continue exposure to various diverse groups of learners. Careful attention is devoted to assure that candidates experience a wide variety of locations and demographics in their observation

experiences. The program also continues to require that each candidate establish Foreign Language Proficiency through 1 of 6 approved methods. This Oklahoma State requirement for all candidates completing a teacher education program is also tracked and monitored in the Office of Educator Preparation on individual candidate files to assure that every candidate meets this requirement. 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 and before certification for any candidate is recommended. Every candidate is also required to complete the seminar, ED 4720 – English Language Learner Strategies during their student teaching semester. This seminar is taught by a local ELL instructor/supervisor who is also a member of the SNU Educator Preparation Program Diversity Committee. Various ELL strategies are discussed and self-assessments/classroom activities are completed during this seminar. Candidates are required to submit a closure activity that is assessed in order to complete this seminar. This information greatly enhances information for these future teachers as they anticipate limited English language learners in their future P-12 classrooms. Candidates receive credit for this seminar and documentation of completion appears on their final transcripts. Senior candidates also continue to meet the requirement to submit a Diversity Awareness Essay during their student teaching experience. In this essay, candidates articulate their observations and interactions with an individual P-12 student with exceptionalities and also reflect and report on the school's overall diversity demographic and culture. As the candidate gathers information for this essay, they have the opportunity to review individual learner IEP's (with approval) and with parent, teacher and school permissions, have the opportunity to participate in IEP team meetings. These experiences (observation and participation) greatly assist the candidate in articulating an awareness of individual and school diversity issues. Specific guidelines for developing this essay are presented during Student Teaching Seminar. Essay is evaluated by Educator Preparation faculty utilizing a specific Diversity Awareness Essay Rubric and evaluations are included in individual candidate electronic Growth Portfolios. An electronic evaluation rubric has now been developed that assists evaluators of this essay in consistency and reliability during assessment. The Bias Review Committee, the Diversity Committee and the P-12 Advisory Committee continue to provide suggestions and input regarding aspects of exceptionalities, disabilities and diversity. The Bias Review Committee continues to annually review all documents (policies, syllabi, forms, rubrics, etc.) to assure that these aspects are bias free, fair and accurate. Legal aspects are also reviewed in all documents by an attorney that serves on the committee as a part of the Bias Review proces. With the addition of a newly appointed Vice-President of Intercultural Learning and Engagement, this individual assists the Educator Preparation Program by teaching the required Seminar: Diversity in Education (ED 4710) presented during Student Teaching Seminar II. Topics presented, but not limited to, during this seminar include limited-English speaking, and learning disabilities, poverty/socio-economic, multicultural-ethnic, religious and physical disabilities. Insights presented during this seminar continue to inform and enhance candidate knowledge and skills in assisting them to meet the needs of diverse learners in their future classrooms. All candidates receive credit for completing ED 4710 and this documentation appears on their individual transcripts. The P-12 Advisory Committee also provides oversight and feedback regarding how our program educates and informs candidates regarding these aspects through their participation on this committee. The P-12 Advisory Committee's perspective is valuable as these individuals in their various roles provide input based on their experiences of regular interaction with P-12 learners that represent multiple areas of diversity. As a result of the Bias Review and the P-12 Advisory Committees' continuing participation and feedback regarding diversity aspects and issues, adjustments and revisions continue to be made to the program and requirements/expectations. These committees of shareholders and partners provide valuable support and encouragement to the Educator Preparation Program by their participation and investment in our candidates.

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

   a. **teach students with disabilities effectively**

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

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

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

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

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

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

   n/a

Contextual Information

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

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

Contextual Information

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

Seven initial (undergraduate) educator preparation programs at Southern Nazarene University continue to be nationally recognized by their various Specialized Professional Associations. Elementary Education and Physical Education received full recognition in March 2015. The Early Childhood Education and Social Studies Education programs received full recognition in August 2017. The Mathematics Education program submitted its program in fall 2018 and received full recognition in spring 2019. It should also be noted that pursuant to guidance from CAEP and NCTE, the English Education program was "archived" in 2017 due to major program revisions required and severe illness of the English Education program director. At the time of its archiving, the English Education program had no candidates in process. The Science Education program received a decision of "Not Recognized" in August 2017. At the time that it was designated as "Not Recognized," the Science Education program had no candidates in process. As a result of the aforementioned actions, both the English Education and Science Education programs are no longer offered by the Educator Preparation Program at Southern Nazarene University. The Music Education programs at SNU (Instrumental and Vocal) are both also recognized nationally by their approval and recognition of NASM (National Association of Schools of Music) in 2018. Additionally, two advanced (graduate) programs (principal/building level and superintendent/district level administration) are fully nationally recognized (July 2016) by their Specialized Professional Association, ELCC. All initial (undergraduate) and advanced (graduate) programs are recognized and accredited by the Oklahoma State Department of Education and by the Office of Educational Quality and Accountability. In Spring 2018, CAEP (Council for the Accreditation of Educator Preparation) conducted an accreditation site visit to evaluate the SNU Educator Preparation Program, resulting in a recommendation by the CAEP Board of Examiners for full accreditation for SNU's EPP. It should be noted that the SNU Educator Preparation Program was recognized with NO areas of improvement cited and with NO stipulations cited. Additionally, 2 areas for improvement cited in a previous accreditation visit (NCATE) were removed. Full accreditation and recognition was approved by the CAEP Accreditation Council in October 2018.

Supporting Files

Southern Nazarene University - CAEP Accreditation Action Letter	
Southern Nazarene University - CAEP Accreditation Action Report - 2018	
Southern Nazarene University - CAEP Accreditation Certificate - October 22, 2018	

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **19**.

Number of program completers from Section I: Program Information, Program Completers is **33**.

For a total enrollment of **52**.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Tim Taylor

TITLE:

Chair, SNU School of Education; Director, Educator Preparation

Certification of review of submission

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

NAME OF REVIEWER:

Ms. Pam Beals

TITLE:

Administrative Assistant, SNU School of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	58	19	-67.24%
Male Enrollment	10	6	-40.00%
Female Enrollment	48	13	-72.92%
Hispanic/Latino Enrollment	1	3	200.00%
American Indian or Alaska Native Enrollment	3	0	
Asian Enrollment	1	0	
Black or African American Enrollment	0	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	51	16	-68.63%
Two or more races Enrollment	2	0	
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	6	5	-16.67%
Number of 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	39	33	-15.38%
Total completers for current academic year	39	33	-15.38%
Total completers for prior academic year	27	39	44.44%
Total completers for second prior academic year	27	27	0.00%