



Southern Nazarene University
Traditional Report AY 2018-19
Oklahoma



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

206862



THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

6729 NW 39th Expressway

CITY

Bethany

STATE

Oklahoma



ZIP

73008

SALUTATION

Dr.



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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.
(\$205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

7

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

☒ Yes

☐ No

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

Element	Admission	Completion
Transcript	☒ 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

Element	Admission	Completion
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 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

4. 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

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

☐ Yes

☒ No

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

Element	Admission	Completion
Transcript	☐ 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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	60
Number of clock hours required for student teaching	480

Are there programs in which candidates are the teacher of record?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

5

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

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

0

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

24

Number of students in supervised clinical experience during this academic year

24

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 full-time Student Teaching Semester. At least one (1) student teaching assignment must be in a diverse setting.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	45
Subset of Program Completers	24

Gender	Total Enrolled	Subset of Program Completers
Male	17	8
Female	28	16
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	2
Asian	0	0
Black or African American	1	0
Hispanic/Latino of any race	4	2
Native Hawaiian or Other Pacific Islander	1	1
White	37	19

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

☐

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	9

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	5
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	
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	1
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	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	9
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	5
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	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

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

Yes

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

The SNU School of Education Educator Preparation Program continues to apprise all candidates of opportunities for teaching careers, not only in Oklahoma, but in all 50 states. The website for the program continues to dedicate space for information for teaching opportunities in Oklahoma and 49 other US States, as well as for foreign assignments, such as Honduras, Japan, and several other foreign countries. Teacher shortage areas in all 50 states are available, as live links provide access to state education departments and entities in these states and regions. The SNU Educator Preparation program continues its accountability process on its webpages and on its CAEP 8 Annual Measures pages. Data for these pages are continually updated and reviewed, with particular attention to alumni employment and honors/recognition. In the annual 1st, 3rd, 5th Year Alumni Surveys (distributed each academic year), alumni of the Educator Preparation Program provide feedback regarding the program’s effectiveness in preparing them as P-12 educators. These anonymous surveys continue to provide candid and direct feedback to our program for continuous improvement. Additionally, the 10 Year Alumni Survey is distributed annually to specifically gather updated information regarding alumni honors, recognition,

promotions, and various other areas of achievement. The SNU Educator Preparation program continues to receive strong support and input from its P-12 partners in public and private educational entities. These individuals serve on various advisory and support committees. The partnership experienced with these stakeholders provides not only accountability for the effectiveness of the program, but also provides current information regarding today's educational needs and requirements. Student teachers in the program also benefit greatly from effective cooperating P-12 classroom teachers/administrators. These individuals provide evaluation and assessment to these future teachers, as well as practical 'hands on' assistance and information in their development as future teachers. Partnerships with these P-12 educators, as well as with parents, caregivers, and community members provide ongoing support, encouragement and information to the SNU Educator Preparation program and its teacher candidates. All candidates in the program are required to complete the course English Language Learner Strategies as a part of their preparation program. This course is taught by a current ELL teacher and provides valuable, practical information for future educators regarding ELL students' needs. Additionally, all students in the program are required to complete the course, Survey of the Exceptional Child as part of their preparation program. The course prepares all candidates in the program to be aware of individual students with disabilities, as well as strategies and skills for identification, intervention and instruction of students with special needs. Multiple diverse student needs are addressed in the Exceptional Child course, and students in the program are exposed to issues and aspects related to various educational diversity issues and aspects. Additionally, all students are required to complete the Diversity in Education course during their student teaching semester. This course is taught by SNU's Vice President of Intercultural Learning and Engagement and is a practical, activity-based course that provides awareness, engagement and strategies for addressing diverse learners' instructional needs. In each course in the program (specialization and professional education courses), diversity components are addressed. Activity and lecture-format instruction is included in each course, with a focus on all aspects of human diversity. Classroom diversity activities, small group discussion and various other assignments are intentionally designed in each of these courses. 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. It should be noted that in the Early Childhood and Elementary Education programs specifically, candidates are required to complete 100+ hours of field experience in diverse schools prior to student teaching. Systematic tracking of each candidate in the School of Education candidate database assures that this requirement is being met. Candidates are required to provide documentation that confirms their observation experiences were completed in diverse P-12 schools. The SNU Educator Preparation program continues to stay closely connected with its P-12 administrator partners in continuing to gather information regarding future diverse cooperating/supervising teachers through its Cooperating Teacher Diversity Survey. Through this survey instrument, current P-12 administrators continue to provide feedback regarding possible/future student teacher cooperating teachers that represent various ethnicities and areas of diversity. Through this ongoing communication, the program has been able to add individuals from these diverse areas that can assist in the preparation and development of students for careers in teaching in P-12 schools with diverse populations. Intentional efforts are pursued to include various P-12 educators and community members on all the program's committees. By their ongoing participation and input, these individuals continue to provide valuable information and assistance in understanding and working with students and schools with diverse populations, as well as in communities with diverse representation. The SNU Educator Preparation program also continues to partner with a local (Oklahoma City) public school with a significant low socio-economic population. Program faculty members and students have presented workshops/seminars to this school's faculty and staff in areas such as classroom management, technology, instructional strategies and curriculum design. By providing assistance to this school, SNU Educator Preparation program faculty and students are provided rich opportunities to develop awareness of P-12 schools and communities with low socio-economic student and family populations. The SNU Educator Preparation program continues to carefully track and monitor each student's experiences with diverse P-12 settings, in observation/field experience activities and more in depth student teaching assignments. Through a combination of coursework requirements and practical, hands on activities and assignments, the program continues to intentionally prepare its future teachers for the possibility of multiple diverse teaching career assignments. As a result of this thorough preparation, many alumni of the program are currently effectively serving and teaching in schools with low socio-economic, multiple ethnicity student populations.

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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☒ Yes
☐ No

2. Describe your goal.

2018-19 goal was to add 2 prospective teachers to the Mathematics Education program. We were able to meet that goal through active recruitment programs and processes. The Admissions department at the institution, along with School of Education faculty/staff contributed to recruitment efforts.

3. Did your program meet the goal?

☒ Yes
☐ No

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

Partnerships efforts and strategies with institutional Admissions personnel, Education departmental faculty and local P-12 school districts were

determined and pursued. Local school districts welcome recruitment efforts for their high school students interested in pursuing teaching careers.

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

While the goal of 2 additional mathematics education majors was met, currently in the State of Oklahoma, there are significant numbers of individuals that are entering the teaching field through alternative/emergency certification avenues. Encouraging individuals to go through a rigorous, traditional teaching training is difficult in this current environment. Recruitment efforts will need to center around marketability of traditionally trained teachers, as opposed to those who do not have the pedagogical or practical background for a teaching career. Focus needs to be on the benefits of traditional teacher education programs over alternative or emergency teacher certification routes.

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

SNU will continue to stress the quality and rigor of its Mathematics Education program for thorough, excellent and in depth teacher preparation. The School of Education will continue to work closely with the university Mathematics division to continue to attract quality candidates to the Mathematics Education program.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The SNU Mathematics Education program is working toward adding 4 additional Mathematics Education majors to its program in 2019-20. Through active recruitment efforts by university partners and local P-12 school district partners, the SNU School of Education and the SNU Mathematics division will seek quality recruits for its Mathematics Education program. New endowed scholarships focusing on Mathematics Education will be pursued for development during 2019-20 academic year.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Steady growth will be pursued and the goal for 2020-21 would be to recruit a total of 6 Mathematics Education majors to the program. While the Mathematics Education faculty has only one faculty member (down from 2 in 2018-19), partnerships will continue between university Admissions, School of Education departmental faculty, and university Mathematics division to continue to recruit quality candidates.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year's Goal \(2018-19\)](#)

>> [Review Current Year's Goal \(2019-20\)](#)

>> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☐ Yes

☒ No

2. Describe your goal.

3. Did your program meet the goal?

☐ Yes

☐ No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

☐ Yes

☒ No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

☐ Yes

☒ No

10. Describe your goal.

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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year’s Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?
If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

☐ Yes

☒ No

2. Describe your goal.

3. Did your program meet the goal?

☐ Yes

☐ No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

☐ Yes

☒ No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

☐ Yes

☒ No

10. Describe your goal.

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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

Assessment Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
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			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	13	256	12	92
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	13	256	12	92
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	13	262	13	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	13	263	12	92
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, 2018-19	1			
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			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	24	263	24	100
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
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	5			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	13	259	13	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2018-19	11	248	9	82
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	21	248	19	90
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2016-17	21	249	17	81
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2018-19	1			
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	4			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	2			
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, 2018-19	3			
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			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2016-17	1			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	24	19	79
All program completers, 2017-18	33	29	88
All program completers, 2016-17	38	33	87

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

The emphasis on technology throughout the program reflects the commitment of the SNU Educator Preparation Program toward training educators to effectively utilize technology and technology-assisted instruction in their future classrooms. Effective technology-assisted instruction is not only addressed in a separate required course (Educational Technology) for every educator candidate, it is also integrated throughout all professional and specialization courses. Every course in the Educator Preparation Program is required to include a technology-focused lesson and/or emphasis, whereby students demonstrate the ability to utilize technology for effective P-12 instruction. Additionally, all professional and specialization course are aligned with ISTE (International Society for Technology in Education) standards. All courses in the program are included in the institution's new electronic learning platform, "Canvas." Each instructor is required to utilize this technology platform for assignments, communications, assessment/evaluation, and organization. Each individual instructor has completed extensive training and orientation in Canvas and is using this platform in effective ways to enhance candidate learning and preparation. Educator candidates are trained to use a variety of web-based applications, along with periphery hardware. Early in their preparation program all educator candidates also design their own educational web pages in the form of an electronic growth portfolio. At various checkpoints throughout their programs, candidates assimilate evidence and documentation of effective teaching for inclusion in their electronic portfolio folders. This electronic portfolio management system has proven effective in the management of evidences of individual candidate progress, development and growth. Educator candidates are also expected to create instructional units that incorporate technology into the classroom

curriculum. All faculty in the SNU School of Education Educator Preparation Program are expected to “model” effective uses of technology in their particular courses and as support for monitoring advisees. All coursework in the Educator Preparation Program contain an expectation for educator candidates to demonstrate technology knowledge and skills. Classroom presentations and supporting technology are embedded in each course throughout the program. Considerable resources and efforts have been utilized to ensure up-to-date, state-of-the-art technology is all education classrooms. Technology is also a critical component of assuring that field and clinical experiences of educator candidates are monitored, evaluated and analyzed. At every foundational step, and in each of the InTASC Standards, specific aspects are monitored to assure that all educator candidates are prepared to utilize technology to effectively and positively impact P-12 student learning. In the student teaching semester, all students are required to demonstrate technology skills and integration into their student teaching units. All student teachers are evaluated by their cooperating teacher re: the integration and implementation of instructional technology. Technology equipment and facilities in the Educator Preparation Program are ‘state of the art,’ with significant funding appropriated annually for upgrades and additions. During the 2018-2019 academic year, technology in an additional classroom was upgraded, bringing the total number of classrooms with updated technology in the School of Education to 5. An endowed fund dedicated to educational technology upgrades continues to grow. As funds are made available from this endowment, systematic technological upgrades and additions will continue to be pursued. Technology is also utilized by the Educator Preparation Program in the dissemination of information and statistics to our stakeholders and partners. This process greatly assists the program in its efforts to pursue accountability with P-12 educators, community members, and other advisory individuals serving on various committees and advisory groups supporting the program. In the recent CAEP (Council for Accreditation of Educator Preparation) site visit in April 2018, the SNU Educator Preparation Program’s utilization of instructional technology was cited as exemplary in its effectiveness and innovation in preparing candidates to effectively utilize instructional technology in their future classrooms.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

Teacher Training

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

a. Teach students with disabilities effectively

All education majors in the 7 undergraduate teacher education programs must complete the course, Survey of the Exceptional Child. In this course, students are instructed in methodology and strategies for effectively teaching students with disabilities. Also, all majors are required to complete the course, Educational Psychology. During this course, all students are required to complete a Student Case Study on a particular student, where that individual student's disability is identified and strategies for meeting that student's educational needs are determined. Additionally, all education majors must complete the course, Seminar: Diversity in Education. This seminar discusses practical ways of identifying diverse student groups and individuals, including students with disabilities. Strategies for working with these groups and individuals are also discussed. Additionally, all students are required to develop the Diversity Awareness Essay. In this essay, students are required to identify one particular student with disabilities, then discuss and articulate strategies for effectively teaching students with this identified disability.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All students in the teacher education program are required to complete the course, Survey of the Exceptional Child as part of their preparation program. During this course, IEP's are discussed and practical, anonymous examples are provided for analysis and discussion. Additionally, all students are required to complete the course, Education Psychology. IEP's for particular student case studies are analyzed and critiqued. All students are also required to write the Diversity Awareness Essay, focusing on one student with an identified disability. Students are required to have access to this particular student's IEP (with written permission) and are required to analyze and discuss the IEP's effectiveness and whether or not the IEP is being closely followed. Whenever possible, students sit in on actual IEP meetings (again, with express approval) as observers.

c. Effectively teach students who are limited English proficient.

All students in the teacher education program, regardless of major, are required to complete the course, Seminar: English Language Learner Strategies. This seminar is co-taught by a university ELL professor, as well as a current P-12 ELL teacher/coordinator in a local school district. During the seminar, students are required to participate in active discussion and case study analysis to determine effective strategies and practical methods for effectively teaching students who are limited English proficient. Whenever possible, student teachers are assigned to P-12 classrooms that have limited English proficient students in the class.

2. Does your program prepare special education teachers?

- ☐ Yes
- ☒ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

In the SNU School of Education Educator Preparation program, seven initial (undergraduate) and 2 advanced (graduate) programs are offered. Initial (undergraduate) programs include Elementary Education, Early Childhood Education, Social Studies Education, Mathematics Education, Physical Education, Vocal Music Education and Instrumental Music Education. Advanced (graduate) programs include Building Level (Principal) Leadership and District Level (Superintendent) Leadership. All 9 of these programs are currently nationally recognized by their various Specialized Professional Associations. Additionally, the Educator Preparation program was granted continuing accreditation in fall 2019 as a result of its successful spring 2018 CAEP accreditation site visit. As a result of the CAEP site visit, the SNU School of Education Educator Preparation program received no stipulations and no areas for improvement for its final evaluation and recognition. As a result of this evaluation, the program was awarded the "Frank Murray Leadership Recognition for Continuous Improvement Award" at the CAEP national conference in 2019. Southern Nazarene University was one of only 13 institutions in the United States and Puerto Rico that received this recognition. 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. Current assessments and assessment timelines currently in place are providing valuable feedback that assists the program in maintaining and developing effective programs for effective P-12 educator preparation. During the 2018-2019 academic year, plans were implemented to redevelop the Elementary Education degree program to include additional content preparation in the current teacher shortage areas of Instructional Technology, English Language Learners, and Special Education. In fall 2020, incoming Elementary Education majors will have one of these content areas embedded in their Elementary Education program, thereby greatly assisting candidates for additional licensure/certification areas. The goal for these revisions is to equip program completers with the skills and knowledge to effectively teach these additional subject areas and to qualify for successful completion of certification testing for these subject areas as well.

Supporting Files

CAEP Accreditation Letter	
CAEP Accreditation Action Report	
OEQA OK State Accreditation Letter	
CAEP Frank Murray Award	

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.

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

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:

SNU School of Education Administrative Assistant