



OKLAHOMA STATE REPORT 2019
Academic Year 2017-2018

SOUTHERN NAZARENE UNIVERSITY

Please submit CAEP 2019 EPP Annual Report with this document. (Due April 30, 2019)

Foreign Language Requirement: Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

The following is the SNU Educator Preparation Foreign Language Proficiency Requirement:

All education majors (teacher candidates) at Southern Nazarene University are **required** to meet Foreign Language Proficiency requirements before being able to apply for their Oklahoma certification. **It is the teacher candidate's responsibility to make sure that this proficiency is met.**

Choose 1 of the following 6 options:

- 1) 2 years (4 semesters) of a high school foreign language (same language) with a 'B' average for all coursework (**Must appear and be verified on high school transcript**)
- 2) One 5-hour Elementary-level college foreign language course with a grade of 'C' or better (Credit must appear on a college transcript)
- 3) One 3-hour 2nd Level Elementary college foreign language course with a grade of 'C' or better (i.e. Elem. Spanish II, Elem. French II, etc.) with a grade of 'C' or better (Credit must appear on a college transcript)
- 4) CLEP credit – Pass the CLEP test in a foreign language to demonstrate competency.
- 5) Foreign Language Proficiency Test (ACTFL-OPI/Oral Proficiency Interview – must achieve *novice-high* level on test)
- 6) One 3-hour (minimum) college course in *American Sign Language* (Credit must appear on a college transcript) with a grade of 'C' or better

The SNU Educator Preparation Program continues to require all candidates to meet this proficiency before the completion of their program. Because Southern Nazarene University no longer has a Modern Languages Department or personnel, to maintain quality and consistency, the Educator Preparation Program conducted a self-study of current foreign language proficiency requirements and also gathered foreign language coursework syllabi from area institutions for review. Based on that review, as well as a review of all 6 options, the SNU Provost, the Dean of Humanities and Education, the Chair of the Cultural and Communications Department, and the Modern Languages adjunct instructor have provided written confirmations/assurances to the EPP that the above 6 options and current policy do indeed continue to meet the definition of Novice-high level of proficiency. This policy is also regularly reviewed by the Educator Preparation Council (Governance Committee) to assure that the policy continues to meet these standards.

Candidates continue to be required to provide documentation/transcripts to the Office of Educator Preparation that verifies that they have met one of the 6 options available.

Documentation is then scanned to the individual candidate's data file and noted on their candidate check sheet.

Additionally, for quality assurance and candidate tracking purposes, the EPP requires that all candidates sign a "memo of understanding" that they understand and will comply with the foreign language proficiency policy. This signed document is then placed in the candidate's data file and recorded on their individual check sheet. Candidates are regularly apprised of their progress in meeting this proficiency requirement at various checkpoints throughout their programs. Also, during candidate interviews for admission to the Educator Preparation Program, candidates are required to articulate how they have met or how they plan to meet the foreign language proficiency requirement.

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.

During the 2017-2018 academic year 14 graduate students in the SNU Master of Arts in Educational Leadership program were admitted conditionally. Of those 14, one student dropped out of the program and 13 are currently in "good standing" in the MAEL program and are scheduled and on track to successfully complete their programs in 2019-2020. In the Master of Arts in Administration of Special Education (MAASE) Program, 12 students were admitted to the program during 2017-2018. Of those 12, 2 were admitted provisionally. Since this was the very first cohort for this new program, there have not yet been any completers. First cohort of MAASE is scheduled to complete the program in 2019-2020.

- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

Teacher supply and demand issues and teacher shortage areas/issues continue to be discussed and information presented at various stages and checkpoints in the Educator Preparation Program. In the initial Professional Education course (Introduction to Education/Teaching Lab – ED 2111), Teacher Candidates are introduced to information regarding teaching supply and demand/teacher shortage areas, particularly within the State of Oklahoma. Expanded discussion in subsequent coursework entails information regarding nationwide, as well as individual states' shortage and supply/demand issues and aspects. Additional information regarding foreign teaching opportunities is also shared with candidates. Teacher Candidates are provided guidance regarding how to glean information for specific states where they have a possible interest in teaching. Reference and resource materials are distributed whereby Teacher Candidates can begin to process this information for their personal future benefit. Also, in the course Student Teaching Seminar (ED 4700), all student teachers receive information and instruction into current teacher shortage areas (Oklahoma and nationwide), supply and demand issues (Oklahoma and nationwide), and are advised regarding how to ascertain and gather information regarding these issues. Guest speakers (current, practicing P-12 administrators and other school officials) continue to provide valuable resources and information regarding these topics, and candidates are provided information regarding how to navigate searching for information related to Teacher Shortage areas. The SNU Office of Educator Preparation

also continues to maintain current data and information regarding current teacher supply and demand issues, as well as shortage areas in teaching positions, both locally and nationwide. The SNU School of Education website also maintains links for specific current information regarding these aspects, plus opportunities for teaching positions in Oklahoma, the United States, as well as opportunities for teaching abroad. Included with this information are specific states' supply and demand aspects, resources for researching teacher shortage information, certification requirements, and teacher salary data specific to their individual states. Candidates in the undergraduate and graduate programs are also apprised of scholarship information and opportunities that focus on identified teacher shortage areas. Loan forgiveness and other incentive program information that focus on these aspects are continually shared with candidates. The SNU Office of Financial Aid also continues to provide resources and assistance for candidates in securing various scholarships for shortage areas through the TEACH grant and through various other special financial aid opportunities. At various checkpoints in the Educator Preparation program, all Teacher Candidates are advised and reminded that this information is readily and easily available and attainable. Additionally, in Foundations of Education (ED 2162), an entire class period is devoted to advisement for candidates in researching current teacher shortage areas. Also, SNU Teacher Candidates actively participate in and have benefitted from Oklahoma State Regents teacher scholarship/incentive programs that are directly related to helping with identified shortage areas. Although these funds are limited, there has been direct benefit to a select number of candidates.

- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.

1. According to data, candidates have expressed interest in more in depth experiences in working with students from low socio-economic backgrounds. In the course, Social Studies in the Elementary School (ED 3512), an additional unit in Junior Achievement was added. Jr. Achievement was conducted at Apollo Elementary (Putnam City Public Schools) and Council Grove Elementary (Western Heights Public Schools). Candidates conducted Jr. Achievement exercises and assignments with students at these diverse school settings.

2. As a result of analysis of alumni surveys, graduates/completers have expressed desire for more training and information in preventative discipline within the context of classroom management. Preventative discipline was added to course content in Professional Decision Making course (ED 4273). Assessment has changed to constructing a prevention plan for classroom management, along with corrective management. Candidates demonstrate dispositions and skills through case study analysis.

3. As a result of data analysis from first year teachers, we have designed electronic platforms for first year teachers to insert documentation and input data resulting from our First Year Teacher P-12 Action Research Project. During the course of this yearlong project, Teacher Work Samples from these first-year teachers are submitted electronically, thus streamlining the opportunity for timely feedback from University personnel. Also, additional electronic systems/processes have positively affected the following: ED 2111 – Introduction to Education candidate evaluations, ED 2162 – Foundations of Education

candidate evaluations, ED 4173 – Professional Decision Making Teacher Work Samples, Student Teaching Teacher Work Samples, Mentor Teacher Student Teaching Evaluations, and various EPP survey distribution and data collection.

4. As a result of data analysis from Student Teacher Exit Interviews and Completer Surveys, as well as feedback from student teacher mentors and University supervisors, P-12 schools and their mentor teachers that continue to show a lack of response, slow response, lack of “mission fit,” or difficulty in communications have been suspended and are no longer being considered for student teacher placement.

- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?

All Early Childhood Education courses, as well as selected Reading Instruction courses at Southern Nazarene University are taught on site at our P-6 SNU School for Children (accredited by the Oklahoma State Board of Education and Department of Education). A specific classroom has been set up at the SNU School for Children to accommodate SNU teacher candidates taking these courses. Candidates are afforded the opportunity to work directly with P-6 learners and with teachers in the P-6 school. This on-site approach assists candidates in observing first-hand those pedagogical and practical methods of teaching as they are put into practice.

- **Student Teaching:** Describe your student teaching model?

All student teachers at Southern Nazarene University are required to complete a minimum of 13 weeks of student teaching/clinical practice. This full-time experience takes place during the student teaching (professional) semester. Student teachers are required to complete student teaching experiences in 2 different P-12 settings, with at least 1 of their 2 student teaching assignments in a diverse setting (school/classroom). Documentation of experience in diverse settings is recorded on individual candidate data files. Student teaching mentor/cooperating teachers are assigned utilizing a collaborative approach between the SNU Educator Preparation Program and the individual P-12 school site. Recommendations for assignments of mentor/cooperating teachers are approved through each building principal/administrator in a collaborative and cooperative process. Mentor/cooperating teachers for student teachers are selected and approved based on the following criteria:

*Cooperating Teacher Selection Criteria

As cooperating teachers are selected, Southern Nazarene University School of Education works collaboratively and cooperatively with administrators/principals in selecting the best cooperating teacher possible for our student teachers. As we work together in this selection process, we can assure that our student teachers will experience positive role models who are effectively impacting P-12 student learning. The following criteria should be followed when selecting a Cooperating Teacher:

- Minimum of three (3) years teaching experience (REQUIRED)

- When possible, selection should consist of a diverse classroom (One (1) diverse assignment REQUIRED)
- When possible, selection of a diverse cooperating teacher is encouraged.
- Cooperating teacher should be a role model and mentor.
- Cooperating teacher is expected to be positive toward the teaching profession.
- Cooperating teacher should possess a degree of energy and enthusiasm towards their students and teaching profession.

*(*Excerpt from SNU Student Teacher Handbook)*

Additionally, student teachers are required to participate in three Student Teaching Seminars during their Professional (student teaching) Semester. Representatives from various agencies and organizations, plus P-12 representatives (principals, superintendents, etc.) present seminar sessions on various topics affecting the teaching profession.

- **Faculty Professional Development:** Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

The SNU Educator Preparation Program has revised and adopted a formal Faculty Professional Development Plan. ALL full-time faculty are expected to fulfill the following requirements by April 30 of each academic year. The policy is outlined as follows:

**SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION
Educator Preparation Program
Faculty Professional Development Plan
and
Reporting Procedures**

To fulfill requirements of the Faculty Development Plan, all full-time faculty in the Educator Preparation Program, Initial (undergraduate) and Advanced (graduate) will be required to complete the following during each academic year:

1. Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (*verification required).
2. Attend at least 1 workshop, seminar or conference with subject matter directly related to P-12 education (*verification required)
3. Attend a State or National Conference for Teacher Education (Educator Preparation) or a State or National Conference in the specific P-12 discipline area of your faculty assignment (*verification required)
4. Please select ONE of three options:

Present (or co-present) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (*verification required)

OR

Be actively involved in a formal research study that corresponds to your specific P-12 discipline area or that involves P-12 student learning (*verification required).

OR

Be a current candidate (in good standing) for a terminal degree in an education-related field (*verification required)

5. Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by April 30 of each academic year.

NOTE: Faculty Development documentation/verification files will be maintained for each individual faculty member (Initial and Advanced) in the Office of Educator Preparation

ADDITIONAL NOTE: During the April 2018 accreditation site visit, the SNU Educator Preparation Program received an “*Area for Improvement*” designation for OK State Standard #7 as it applies to Faculty Professional Development. It should be noted that as of April 30, 2019, ALL full-time faculty have completed these requirements. Documentation is contained in individual EPP faculty member Faculty Professional Development files.

Additionally, the SNU School of Education Faculty continues to be involved in various committees and oversight groups at Southern Nazarene University. Governance committees as well as oversight committees are comprised of School of Education Faculty, such as the Academic Council, Student Learning Committee, Faculty Senate, Board of Trustees Committee, General Education Committee, Athletic Academic Committee, Commencement Planning Committee, and the Faculty Professional Development Committee. By actively participating in overall campus committee functions, the School of Education Faculty builds relationships with other faculty/staff across campus. Much collaboration, discussion and corporate decision-making occurs in these various entities. In 2017, SNU experienced a campus-wide focused visit by the Higher Learning Commission (HLC). Various members of the SNU School of Education Faculty participated at various levels and functions in the process of preparation for the visit and in the visit itself. Three faculty members in the SNU School of Education continue to serve as NSI (New Student Institute) mentors. Members of the EPP faculty continue to participate in independent and collaborative research projects and in research opportunities in partnership with area P-12 schools.

Additionally, in a special new initiative, the SNU School of Education is partnering with Thelma Parks Elementary School (OKCPS) to provide training, mentorship, workshops and assistance to faculty/staff of the school. SNU faculty members were able to provide support and information to classroom teachers in areas such as classroom technology, classroom management and reading instruction.

- **Arts & Sciences Faculty:** How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

Arts and Sciences Faculty at Southern Nazarene University continue play a vital role in the training and preparation of quality teachers. Arts and Sciences Faculty teach all 4x12 general education courses that are required for Early Childhood Education and Elementary Education majors at Southern Nazarene University. These faculty members also continue to provide valuable input into the viability and quality of these general education courses. This input greatly assists the Educator Preparation Program in assuring that all Early Childhood Education and Elementary Education majors are well prepared to serve as generalists in their classrooms. Arts and Sciences Faculty also serve on every committee that assists the Educator Preparation Program. By serving on these committees, Arts and Sciences Faculty not only provide input into quality assurance for the EPP, they also are kept up to date on developments, trends and changes in Educator Preparation, not only in Oklahoma, but nationwide. Through this partnership and relationship, quality communication and input are cultivated. Additionally, the Social Studies Education Program Director also serves as General Education Director for the entire university. In this dual role, not only is our Social Studies Education Program kept apprised of General Education Developments at the institution, but the Director is also kept apprised of the accreditation processes for the Social Studies Education Program. Also, Arts and Sciences Faculty serve as program directors for 4 other certification areas (Mathematics, Physical Education, Vocal Music Education and Instrumental Music Education). In their roles as individual certification program directors, Arts and Science Faculty have submitted 3 program reviews, resulting in receiving national recognition to their various SPA's. Additionally, the Music Education Programs (Vocal and Instrumental) completed their NASM review process in 2017-18 with continuing accreditation granted. Music Education and Social Studies Arts and Sciences faculty also provide student teacher supervision and evaluation. Arts and Sciences faculty also serve on the Educator Preparation Assessment Committee, providing feedback on reliability and validity efforts for the EPP. Lastly, Arts and Sciences Faculty also consistently serve on Admissions Interview panels for candidates that are interviewing to be admitted to the Educator Preparation Program, both spring and fall of every academic year. By their commitment and consistent participation in providing this valuable service, Arts and Sciences Faculty greatly assist the Educator Preparation Program in thoroughly vetting and approving every individual admitted to the program.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

Prof. Jody Bowie – 70+ hours: STEM Curriculum Development, STEM Open House, Robotics teaching at Bethany HS, Bethany Public Schools; Instructional Technology Workshops, Thelma Parks Elementary (OKCPS).

Dr. Stephoni Case – 12+ hours: Reading Rewards, Faculty Professional Development Plans and Program Development, Student Achievement Rally, Buchanan Elementary (OKCPS), Oklahoma City Public School District, Marlow Public School, Marlow, Oklahoma.

Dr. Kep Keoppel – 20+ hours: First Year Teacher TWS Research Project, Supervision of Student Teachers, Moore, Mustang, Bethany, Putnam City, Deer Creek School Districts

Dr. Becky Slothower – 11+ hours: Teacher consultations, Special Services Staff In-service/Consultation, Special Services Staff Professional Development Workshops/Advisement: Putnam City Schools, Duncan Public Schools, Bristow Public Schools, Broken Arrow Public Schools, Jenks Public Schools

Dr. Tim Taylor – 30+ hours: First Year Teacher, SFC Student Counseling Sessions, School for Children Open House, Bethany, OK Public Schools Partnership, SFC Playground/Cafeteria Monitoring, BPS STEM Open House, Thelma Parks Elementary (OKCPS) Faculty Development Sessions, Administration/Supervision of SNU School for Children, SNU School for Children Faculty/Guiding Teacher Meetings.

Prof. Betty Lou Thompson – 60+ hours: Student Teacher Observation/Supervision, Reading Practicum Supervision, Reading Tutoring Supervision, Bethany Elementary School, BPS; Rockwood Elementary, OKCPS, and in various other public school districts.

- **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

Candidates in the SNU Educator Preparation Program continue to benefit from 3 classrooms with state-of-the-art technological tools and programs. Additionally, the EPP installed identical technology in an additional classroom (utilized by the EPP and an additional department on campus). This significant upgrade has added to ‘seats available’ for current candidates in the program. The EPP also continues to benefit from the expertise and creativity of its full-time Director of Instructional Technology for the EPP. One responsibility for this faculty member is to continually evaluate and propose technological upgrades and updates. As those are developed and proposed, improvements to the EPP’s technology are implemented, as funds are available. Both short-range and long-range assessments of technology equipment and curriculum have been conducted by the Director of Instructional Technology. Currently, plans are in place to provide upgrades as funds are available. Additionally, the graduate program (MAEL) continues to utilize technology for every candidate in the program. Both undergraduate and graduate candidates are required to purchase a laptop as part of their program costs. Also, new furnishings were purchased for the Ed Tech lab to provide upgrades and more comfortable seating for students. The total spent in 2017-2018 for EPP technology upgrades, improvements, programs and

departmental/individual candidate technology equipment (both undergraduate and graduate) was approximately \$138,000.

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates and indicate the number of alternative candidates advised for the school year.

In an effort to continue to assist individuals in pursuing Alternative Certification, the SNU Educator Preparation Program has adopted the following Alternative Certification Plan:

**SNU SCHOOL OF EDUCATION
Educator Preparation Program
Alternative Certification Plan**

The SNU School of Education Alternative Certification Plan leading to Standard Certification applies to individuals who are seeking alternative certification, as well as for those who are currently certified alternatively and working to complete the requirements for standard certification as defined by the Oklahoma State Department of Education.

Individuals desiring to pursue standard teacher certification through the Oklahoma State Department Alternative Placement Program should first contact the Oklahoma State Department of Education at (405) 521-3337 to begin the process. Once an application has been submitted to the OSDE, the OSDE will then notify individuals regarding acceptance and any additional requirements. Information is also available on the Oklahoma State Department of Education website at: [Alternative Certification Program - Oklahoma State Dept. of Education](#)

Individuals are afforded the opportunity to complete coursework required in either the traditional coursework for Educator Preparation (undergraduate), or by taking accelerated graduate level courses offered by the School of Education. To find out more about accelerated Alternative Certification coursework offered at SNU, see [SNU Alternative Certification Coursework](#)

Individuals who possess a bachelor's degree from Southern Nazarene University in a subject area NOT identified as a teacher certification area by the Oklahoma State Department of Education should first contact the OSDE (see contact information above) to begin the process. Any individual requiring a letter of verification based on transcript review should contact the SNU Director of Educator Preparation at (405) 717-6267. The Director of Educator Preparation will review official transcripts/degree statements provided by the individual and after transcript assessment, will issue a letter of verification to the OSDE.

Letters of transcript review/verification will be placed on file with the Alt Cert Plan Advisor. The Director of Educator Preparation will also provide these individuals with advisement regarding any specific coursework requirements stipulated by the OSDE.

All individuals who are identified as participating in the Alternative Certification Plan at SNU will be tracked by the SNU School of Education Alt Cert Plan Advisor. The Alt Cert Plan Advisor records and monitors each individual's progress, coursework completion, and advises as to when they are ready to apply for Standard Teacher Certification through the Oklahoma State Department of Education.

For more information, please contact the SNU School of Education Alternative Certification Advisor at (405) 491-6346.

This Alternative Certification Plan is fully implemented and is published on the SNU School of Education webpages. A full-time staff person serves as the EPP's Alternative Certification Advisor. This individual handles all aspects of the process for Alternative Certification. The Director of Educator Preparation provides guidance to the Alt Cert Advisor, as well as the individual seeking Alternative Certification, and provides written verification and advisement/guidance for any courses available for the Alt Cert candidate at Southern Nazarene University. All records and tracking of Alt Cert candidates are maintained and supervised by the Alt Cert Advisor, with support, advisement and assistance from the Director of Educator Preparation.

During 2017-2018, the SNU EPP had 47 candidates enrolled in the Alternative Certification Program, both undergraduate and graduate. Of those 47, 4 are enrolled in OSDE's "Troops to Teachers" program. While 47 candidates are enrolled, it should be noted that more than 47 students have been advised and have been provided with information.

- **Input from Stakeholders:** State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.

The Educator Preparation Program continues to value the important role that P-12 stakeholders and partners contribute to the overall function and quality of their programs. P-12 stakeholders and partners have representation and continue to consistently serve on ALL committees within the Educator Preparation Program. Every committee in the EPP has at least 1 active P-12 teacher and/or administrator serving as a member. Specifically, the P-12 Advisory Committee has the most P-12 members serving and this committee continues to provide valuable and critical input and feedback regarding all aspects of the SNU Educator Preparation program. Other committees for the SNU Educator Preparation program (Bias Review Committee, Admissions Committee, Diversity Committee, Curriculum Committee, Assessment Committee, and the Educator Preparation Council) are comprised of members of the P-12 community, along with SNU faculty/staff membership. These various committees provide valuable input and support for the various aspects and programs within the SNU School of Education. The primary governance committee for the Educator Preparation Program is the Educator Preparation Council. Membership on the EP Council not only includes EPP and institutional faculty/staff, it also includes significant public and private P-12 representation with teachers and administrators that are currently serving in area schools. While the Educator Preparation Council is the official governing (decision-making) group for the program, anecdotal and informal information is also shared by various other committees and/or individuals with interest in the program. An Annual Public Forum for SNU Educator Preparation is scheduled during every spring semester. The 2018 Annual Public Forum was held on Wednesday, April 19, 2018 at 3pm in Herrick 131 on the SNU Campus. Notice of this forum was published for 2 weeks prior in various newspaper public notice sections, as well as in various campus newsletters and publications during this 2-week period. Data and other departmental information were available for discussion and resource at this Annual Public Forum. Documentation of these Annual Public Forums is on file in the Office of Educator Preparation. The Southern

Nazarene University institutional webpages, as well as the SNU School of Education webpages are consistently and constantly updated and reviewed to provide interested parties (P-12 stakeholders/partners, prospective students, accountability reviewers, etc.) current information and assessment data regarding its Educator Preparation Program. Additionally, members of the P-12 community (principals, superintendents, agency representatives) present workshops/seminars to our student teachers during Student Teaching Seminars I, II and III during the professional semester. Various data reports (Annual Data, Title II, EPP Annual Reports, OEQA Annual Reports) have been posted on the School of Education homepage each year since 2015 (the EPP is intentional to assure that at least 5 years of data are included for each of the aforementioned reports). CAEP 8 Annual Measures are also posted on the SNU School of Education homepage. This required information consists of data analysis, annual assessment results and reports, as well as statistical information regarding candidates and graduates of the program, both undergraduate and graduate. In Spring 2018, for inclusion in the CAEP Annual Measures, a newly developed 10-Year Alumni Survey has been designed. This survey was designed to be sent to alumni of the Educator Preparation Program to ascertain current information regarding individuals who have completed the program and where they are serving in P-12 schools, if applicable. This survey also gathers information regarding any honors, achievements, recognitions, promotions, or other special designations for our graduates within the past 10 years. Because of the successful responses rate (51%) for the initial launch of this new survey, the EPP plans to continue to distribute it to all program alumni in spring of every academic year. Also, in Spring 2018, the Educator Preparation Program developed a new recruitment program for area P-12 secondary schools. This new initiative, in cooperation with the SNU Admissions Department, travels to area schools with current candidates in the EPP, to visit with secondary students that are interested in the possibility of a teaching career. For the initial endeavor, 5 area schools were visited, resulting in 2 new students for the Fall 2018 semester. It is the EPP's goal to double the number of schools visited (10) for the next academic year. Contact information with teachers/administrators in these P-12 schools have helped strengthen relationships with these schools for both the EPP and for the institution, and have helped develop new stakeholder/partnership relationships with individual teachers and administrators.

THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST SITE VISIT

If you were assessed an Area for Improvement (AFI) at your last site visit on any of the following State Requirements please indicate what progress has been made toward correcting the AFI.

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted

within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

- 1. Foreign Language Requirement***
- 2. Input from Stakeholders***
- 3. Content and Pedagogical Preparation***
- 4. Advisement***
- 5. Field Experiences (Student teaching minimums)***
- 6. Admission Requirements & Exit Requirements***
- 7. Faculty Professional Development***

Area for Improvement (AFI) received on OK State Requirement #7 - April 2018 accreditation site visit. ALL faculty are now advised and are in full compliance with the Faculty Professional Development Plan. Specific strategies have been implemented to regularly apprise and remind faculty members at least 4 times per academic year of their status in meeting this requirement and providing documentation by April 30 of each academic year.

- 8. Alternative Placement Program***
- 9. Faculty Workload***
- 10. Mentor Teachers***