



Southern Nazarene University  
Traditional Report AY 2016-17  
Oklahoma



100% COMPLETE  
STATUS: IN PROGRESS

## Institution Information

### ADDRESS

6729 NW 39th Expressway

### CITY

Bethany

### STATE

Oklahoma

### ZIP

73008

### SALUTATION

Dr.

### FIRST NAME

Tim

### LAST NAME

Taylor

### PHONE

(405) 717-6267

### EMAIL

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

## List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

## Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Early Childhood	No	
Elementary	No	
English	No	
Instrumental Music	No	
Mathematics	No	
Physical Education	No	
Science	No	
Social Studies	No	
Vocal Music	No	

**Total number of teacher preparation programs: 9**

# Program Requirements

## THIS PAGE INCLUDES:

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

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

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

## Admissions

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

Sophomore year



If Other, please specify:

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

- Yes  
 No

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

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

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

Passing score on OGET (Oklahoma General Education Test) is required before candidate is admitted to the Teacher Education (Educator Preparation) program. 24 hours of Observation/Field Experience is required before candidate is admitted to Teacher Education (Educator Preparation) program. Minimum of 2.5 GPA is required before candidate is admitted to Teacher Education (Educator Preparation) program and candidate must maintain minimum GPA to remain in good standing in program. Admissions Essay must be submitted before a candidate is admitted to the Educator Preparation Program. Each candidate must successfully complete an Admissions Interview before they are admitted to the Educator Preparation Program. Evidence of working with students/children must be demonstrated by each candidate during the Admissions Interview.

## Undergraduate Requirements

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

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

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the



undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

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

# Postgraduate Requirements

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

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

- Yes  
 No

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

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

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

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	39

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

Candidates are required to complete two (2) separate student teaching experiences at two (2) different sites during the Student Teaching Semester. At least one (1) student teaching assignment must be in a diverse setting.

# Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

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

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

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

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

## Enrollment

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

### [Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	<input type="text" value="58"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="10"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="48"/>

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

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="1"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

3

Asian

1

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

51

Two or more races

2

## Teachers Prepared

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

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

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

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

### [What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	9
13.1202	Teacher Education - Elementary Education	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	6
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

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

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	9
13.1202	Teacher Education - Elementary Education	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>



CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	6
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

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

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

## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2016-17	<input type="text" value="39"/>
2015-16	<input type="text" value="27"/>
2014-15	<input type="text" value="27"/>

# Annual Goals

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

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

## THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## Annual Goals - Mathematics

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

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

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

### Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

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

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
- No
- Not applicable

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

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

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

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

## Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

1

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

## Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

2

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

## Annual Goals - Science

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

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

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

## Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes  
 No

Not applicable

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

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

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

### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

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

During the last program review process, the SNU Science Education Program received NOT RECOGNIZED status. There were currently no candidates in process in the Science Education program and no new candidates are being admitted. It is anticipated that the Science Education Program will seek approval at some point in the near future.

### Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

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

Please see comments under #9.

## Annual Goals - Special Education

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

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

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

### Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

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

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

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
- No
- Not applicable

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

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

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

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

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

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

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

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

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

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



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

## Annual Goals - Instruction of Limited English Proficient Students

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

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

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

### Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes  
 No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes  
 No  
 Not applicable

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

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

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

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

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

## Academic year 2018-19

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

- Yes  
 No (leave remaining questions for year blank)

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

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

## Assurances

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

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

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

Information regarding teacher qualifications and requirements from all US state education agencies are posted on the SNU School of Education webpages. Links to this information are updated and current. Milestones for employment, as well as current trends for educators, are posted on the SNU School of Education homepage under the CAEP Annual Reporting Measures section. All candidates in the SNU School of Education Educator Preparation Program receive extensive training and orientation in classroom management techniques, as well as instruction in various social issues that face educators in the their future classrooms. Candidates are apprised regarding how these various aspects directly and indirectly affect classroom instruction. By continuing to partner with individuals from the P-12 community, candidates are able to interact with and gather information from those who are currently in the teaching field. These stakeholders represent various school districts in the area and their specific regarding their teacher needs provides feedback that assists in providing employment information to prospective educators. Guest speakers representing various school districts regularly participate in Student Teacher Seminars during each semester. Additionally, graduates from the program in their first year of teaching are providing mentoring, supervision and support by faculty members. A student teaching seminar course (ED 4720 – English Language Learner Strategies) is required for every candidate and continues to offer student teachers the opportunity to learn strategies and skills for addressing and assisting the English language learner in their classroom. This course is taught by an ELL faculty member/supervisor from an area school district. The Professional Education course, Survey of the Exceptional Child, is a required course for every education major that completes the SNU Educator Preparation Program. During this course, all candidates not only learn about specific special needs of P-12 students, but also complete an observation experience in P-12 schools. in the Survey of the Exceptional Child course, various diversity aspects are addressed, including special needs learners, racial and ethnic diversity, English Language Learners, poverty and socio-economic issues, and gender differences. Guest speakers for each of these various areas help enhance candidate instruction and preparation to meet learner needs in these various areas. During the required student teaching Diversity Seminar (ED 4710), a guest panel provides student teachers with current information regarding ethnicity, low socio-economic/poverty, limited English speaking learners, bias issues, and other categories of human diversity. An emphasis on diversity is embedded in every course in the Educator Preparation Program. Specific diversity activities and information is addressed in each course that is specific to each program in the Educator Preparation Program. Additionally, each candidate is required to complete a minimum of 60 hours of field experience prior to student teaching, and two student teaching assignments in diverse P-12 school settings. Systematic tracking of each candidate assures that this requirement is being met. To assist in candidate opportunities to interact with diverse educators, intentional efforts are pursued to identify cooperating teachers that represent diverse cultural and ethnic backgrounds. Administrators at various school sites provide this information in the form of a Cooperating Teacher Diversity Survey. This confidential information assists the SNU Educator Preparation Program in placing candidates in field experiences and student teaching with cooperating teachers representing various diverse groups. Candidates receive instruction in the characteristics of urban and rural schools during introductory coursework and during student teaching seminars. Candidates also have the opportunity to participate in field experiences and student teaching experiences at these various school sites and with educators who have extensive experience at these various school settings. Stakeholders representing urban and rural school districts are represented on the P-12 Advisory Committee. These stakeholders have the opportunity to assist the SNU Educator Preparation Program in providing current information regarding these particular types of school sites and districts. This information provides great assistance to candidates in determining future teaching preferences and also contributes to candidate perceptions and understanding of the uniquenesses of each of these educational settings. The SNU Educator Preparation Program continues to track each candidate to assure a variety of experiences in these various types of schools settings.

# Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
010 -BIOLOGICAL SCIENCES Evaluation Systems group of Pearson All program completers, 2015-16	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	4			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			
005 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	9			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	9			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	13	258	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	9			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	9			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	13	256	13	100
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	2			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2014-15	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	3			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2016-17	24	268	24	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2015-16	27	264	27	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2014-15	27	264	27	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2016-17	8			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2015-16	8			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2014-15	6			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2016-17	11	250	9	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2015-16	15	248	12	80
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2014-15	18	247	16	89
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2016-17	3			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2015-16	3			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2014-15	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2016-17	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2014-15	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16	2			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15	2			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2016-17	1			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2014-15	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	24	22	92
All program completers, 2015-16	27	23	85
All program completers, 2014-15	27	23	85

## Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

## Low-Performing

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

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

- Yes  
 No

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

- State  
 NCATE  
 TEAC  
 CAEP  
 Other specify:

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

- Yes  
 No



# Use of Technology

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

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

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.

As the result of a significant estate gift, considerable efforts have been successfully pursued in the SNU Educator Preparation Program to significantly enhance and improve technology equipment/hardware. These efforts have contributed to assuring quality technology assisted instruction information for each candidate in the program. All teacher candidates are required to complete the course Educational Technology as a part of their individual program. For the 2018 year, the Educational Technology course will expand from 2 hour course to 3 hour course.. Candidates are required to document knowledge, skills and dispositions regarding educational technology strategies, skills and instructional techniques at various points throughout the program, particularly in the four levels of their electronic technology supported Growth Portfolio. Additionally, all courses in the preparation program are now required to have a specific technology component embedded in each course in the form of classroom presentations, designing a teaching unit and/or team/group project utilizing instructional technology. State of the art technology was purchased and installed in all three classrooms used by the SNU Educator Preparation Program. An additional classroom was also upgraded to match technology capabilities with the other 3 previously upgraded classrooms. A faculty member that focuses specifically for Educational Technology in the SNU Educator Preparation Program continues to enhance and design specific strategies that assure quality technology assisted instruction for every candidate in the program. This faculty member also continues to offer an advanced educational technology course (Digital Literacy) in the School of Education Educator Preparation coursework. Faculty are continually trained and encouraged in the addition of technology activities in each of their courses. All faculty are required to have each of their courses set up in the

Moodle electronic delivery system and are required to acquaint their students with their particular course's Moodle platform. Technology seminars and workshops for faculty are regularly scheduled and available for all faculty across the entire SNU campus community. During the past year, technology assisted assessment systems were created and fine-tuned for use with our P-12 community. Through these formats, our P-12 stakeholders/partners were able to view and comment on newly designed rubrics and data collection methods/processes utilizing an electronic comment process. These P-12 individuals were able to not only comment, but also were afforded the opportunity to interact with each other in the vetting and reviewing of all documents and policies in the program. Significant efforts continue to be pursued to convert all forms, documents and materials related to SNU Educator Preparation to an exclusive electronic format. As a result, significant revisions continue to be made to the Educator Preparation Program. All program information is in the process of being transferred to a Google Docs system, whereby all faculty and candidates have easy access. The electronic Growth Portfolio system is now fully implemented and all candidates are now experiencing much success in its utilization. This new system continues to allow the Educator Preparation Program the opportunity to streamline portfolio assessments for review and feedback for the candidate and for the program. All rubrics and assessment tools have now been revised and aligned according to (CAEP) national accreditation standards, InTASC Standards, Oklahoma State Standards, and SNU Standards. These rubrics and tools have now been converted to electronic formats and are now current and easily accessible by all candidates and faculty who utilize these documents. Careful attention is dedicated to assure that alignment and identification of these standards are readily assigned and identified to specific standards. The ISTE Technology standards are now directly applied to the Educational Technology course, as well as embedded in ALL coursework throughout the program. Specific references to ISTE standards are included in this coursework, and all courses are required to reference and utilize ISTE standards during class activities and requirements. All candidates are familiarized with the ISTE standards and can design instructional technology-assisted curriculum and lesson planning design and implementation. All data reports, charts and data analysis for the Educator Preparation Program is now completely electronic. Regular and systematic data analysis by the Educator Preparation Council (decision-making group) is now more streamlined and efficient utilizing these electronic formats. Timely and effective dissemination of information is also more easily achieved to all stakeholder/partner groups, thereby creating opportunities for faster discussion and/or decision making.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

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

## Teacher Training

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

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

#### a. teach students with disabilities effectively

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

Every candidate in the SNU Educator Preparation Program is required to complete the course, Survey of the Exceptional Child as part of their teacher training program. During this course, each candidate is exposed to specific strategies and knowledge regarding various exceptionalities and disabilities experienced by P-12 students, including ethnicity, race, gender, religious, cultural, socio-economic issues, language exceptionalities, and demographic diverse areas. Every candidate in this course is required to complete a field experience assignment regarding a special needs area and is asked to document and reflect on that experience in written form. Candidates during this course also have the opportunity to interact with guest speakers and presenters that represent various areas of working with P-12 students with exceptionalities and disabilities. Additionally, every candidate must also complete a minimum of 60 hours of observations (during various coursework) prior to student teaching. These 60 hours are assigned to various P-12 schools where students with various disabilities are represented. This exposure during field experiences continues to prove valuable in assisting candidates in their knowledge and familiarity with strategies in working with diverse individuals and groups of P-12 learners. The SNU Office of Educator Preparation Program continues to carefully track and monitor these field experiences on individual candidate data files to assure that each candidate continues the opportunity to interact and observe students with disabilities and to continue exposure to various diverse groups of learners. The program also continues to require that each candidate establish Foreign Language Proficiency through 1 of 6 approved methods. This Oklahoma State requirement for all candidates completing a teacher education program is also tracked and monitored in the Office of Educator Preparation on individual candidate files to assure that every candidate meets this requirement. Documentation of meeting this requirement is added to each individual candidate's tracking file and is accessed and verified prior to a candidate completing the program and before certification for any candidate is recommended. Every candidate is also required to complete the seminar, ED 4720 – English Language Learner Strategies during their student teaching semester. This seminar is taught by a local ELL instructor/supervisor who is also a member of the SNU Educator Preparation Program Diversity Committee/Panel. Various ELL strategies are discussed and self-assessments/classroom activities are completed during this seminar. This

information greatly enhances information for these future teachers as they anticipate limited English language learners in their future P-12 classrooms. A closure activity for this seminar course, as well as an evaluation rubric for this activity, have been added to assure that each candidate is adequately reflecting on this seminar experience. Candidates continue to meet the requirement to submit a Diversity Awareness Essay during their student teaching experience. In this essay, candidates articulate their observations and interactions with both an individual P-12 student and the overall school diversity culture. As the candidate gathers information for this essay, they have the opportunity to review individual learner IEP's and with parent, teacher and school permissions, have the opportunity to participate in IEP team meetings. These experiences (observation and participation) greatly assist the candidate in articulating these experiences. Specific guidelines for developing this essay are presented during Student Teaching Seminar. Essay is evaluated by Educator Preparation faculty utilizing a specific Diversity Awareness Essay Rubric and evaluations are included in individual candidate electronic Growth Portfolios. An electronic evaluation rubric has now been developed that assists evaluators of this essay in consistency and reliability during assessment. The Bias Review Committee, the Diversity Committee and the P-12 Advisory Committee continue to provide valuable feedback regarding aspects of exceptionalities, disabilities and diversity. The Bias Review Committee continues to review all documents (policies, syllabi, forms, rubrics, etc.) to assure that these aspects are bias free, fair and accurate. Legal aspects are also reviewed in all documents by an attorney as a part of the Bias Review Committee's processes. The Diversity Committee specifically participates Seminar: Diversity in Education (ED 4710) presented during Student Teaching Seminar II. Committee members represent specific areas of P-12 diversity, i.e. limited-English speaking, learning disabilities, poverty/socio-economic, multicultural-ethnic, religious and physical disabilities. Insights shared by this committee continue to inform and enhance candidate knowledge and skills in assisting them to meet the needs of these learners in their future classrooms. All candidates receive credit for completing ED 4710 and this documentation appears on their individual transcripts. The P-12 Advisory Committee also provides feedback regarding how our program educates and informs candidates regarding these aspects through their various feedback and input regularly submitted through electronic processes. The P-12 Advisory Committee's perspective is valuable as these individuals in their various roles provide input based on their regular interaction with P-12 learners that represent multiple areas of diversity. As a result of these 2 committees' feedback regarding diversity aspects and issues, adjustments and revisions have been made to various documents, rubrics and policies that affect each candidate in the program. These committees continue to assure that current diversity aspects and issues affecting educators are adequately addressed. Embedded in the SNU Educator Preparation Program Conceptual Framework and included throughout every aspect of the program is the SNU Educator Preparation Program's motto, "Committed to the belief that ALL students can learn." Candidates are required to articulate what that motto means personally to each of them in their required Conceptual Framework Essay submitted prior to admission to the Educator Preparation Program and are now also required to verbally articulate the motto's meaning during required candidate program admission interviews.

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

**a. teach students with disabilities effectively**

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

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

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

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

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

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

n/a

## Contextual Information

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

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

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.

Seven initial (undergraduate) educator preparation programs at Southern Nazarene University are nationally recognized by their various Specialized Professional Associations. Elementary Education and Physical Education received full recognition in March 2015. The Early Childhood Education and Social Studies Education programs received full recognition in August 2017. The Mathematics Education program will submit its program review during fall 2018. It should also be noted that pursuant to guidance from CAEP and NCTE, the English Education program was "archived" in 2017 due to major program revisions required and severe illness of the English Education program director. At the time of its archiving, the English Education program had no candidates in process. The Science Education program received a decision of "Not Recognized" in August 2017. At the time that it was designated as "Not Recognized," the Science Education program had no candidates in process. As a result of the aforementioned actions, both the English Education and Science Education programs are no longer offered by the Educator Preparation Program at Southern Nazarene University. The Music Education programs at SNU (Instrumental and Vocal) are both also recognized nationally by their approval and recognition of NASM (National Association of Schools of Music). Additionally, two advanced (graduate) programs (principal/building level and superintendent/district level administration) are fully nationally recognized (July 2016) by their Specialized Professional Association, ELCC. All initial (undergraduate) and advanced (graduate) programs are recognized and accredited by the Oklahoma State Department of Education and by the Office of Educational Quality and Accountability. In 2011, the SNU Educator Preparation Program was nationally accredited by NCATE (National Council for Accreditation of Teacher Education), now CAEP (Council for the Accreditation of Educator Preparation). While the EPP (Educator Preparation Program) continues to be recognized with full accreditation by CAEP (National) and OEQA (State of Oklahoma), the EPP recently completed its CAEP and State of Oklahoma accreditation visit in April 2018. While the Educator Preparation Program experienced a very positive visit, final results and approval of the site accreditation visit will be voted on during fall 2018.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **58**.

Number of program completers from Section I: Program Information, Program Completers is **39**.

For a total enrollment of **97**.

I certify the total enrollment shown above is correct.

## 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:

TITLE:

## 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:

TITLE:

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	125	58	-53.60%
<a href="#">Male Enrollment</a>	28	10	-64.29%
<a href="#">Female Enrollment</a>	97	48	-50.52%
<a href="#">Hispanic/Latino Enrollment</a>	12	1	-91.67%
<a href="#">American Indian or Alaska Native Enrollment</a>	2	3	50.00%
<a href="#">Asian Enrollment</a>	1	1	0.00%
<a href="#">Black or African American Enrollment</a>	8	0	

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	2	0	
<a href="#">White Enrollment</a>	86	51	-40.70%
<a href="#">Two or more races Enrollment</a>	14	2	-85.71%
<a href="#">Average number of clock hours required prior to student teaching</a>	60	60	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	480	480	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	10	10	0.00%
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	3	6	100.00%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	0	0	
<a href="#">Number of students in supervised clinical experience during this academic year</a>	27	39	44.44%
<a href="#">Total completers for current academic year</a>	27	39	44.44%
<a href="#">Total completers for prior academic year</a>	27	27	0.00%
<a href="#">Total completers for second prior academic year</a>	28	27	-3.57%