



OKLAHOMA STATE REPORT 2022
September 1, 2020 – August 31, 2021
(Southwestern Oklahoma State University)

Please submit CAEP 2022 EPP Annual Report with this document. (Due April 30, 2022)

- **Foreign Language or Emergent Bilingual/English Learning Proficiency:** How does the unit assess proficiency for this requirement?

All candidates completing an education degree or certification program in Oklahoma must demonstrate novice foreign language proficiency. Multiple languages, including American Sign Language, Italian, Latin, and Spanish, are available to our candidates on campus and off campus through distance learning. The foreign language proficiency options at SWOSU are: 1054 Elementary Spanish I, 1054 Elementary Latin I, 1004 Elementary Italian I, and American Sign Language OR two full years in high school of the same language OR other university approved foreign language with a “C” or better in the course taken. The foreign language requirement has not been a barrier for our teacher candidates. Arrangements can also be made for our candidates to take a proficiency test, if desired. Most of our candidates continue to meet the requirement by having two credits for foreign language documented on their high school transcript.

In addition, the State Regents approved a new language pathway to meet foreign language proficiency for our education majors. Beginning Fall 2021, the course EDUC 3133: Teaching English Learners is being offered for our education students. The course addresses the needs of Emergent Bilingual (English learner) students in the P-12 classroom and become proficient in the strategies required for successful delivery of P-12 instruction.

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

There were 2 candidates that were admitted conditionally during the 2020-2021 academic year. Both were successful in achieving full admission status through high academic performance in their initial six credit hours. Program success rates of these students is difficult to determine since these students can take two or three years to complete the program, especially if they applied for financial aid.

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

Specific efforts to address supply and demand issues include: 1) Inviting partner P-12 students to SWOSU Majors Fair and Teacher Candidate Career Fair at SWOSU. 2) Providing a greater awareness of Teacher Candidate Tuition Waivers to P-12 faculty in partner schools for hosting SWOSU Teacher Candidates, to recruit diverse students into advanced programs. 3) Developing a marketing plan targeted toward recruiting initial and advanced program candidates from diverse backgrounds with the help and support of the SWOSU Teacher Education Council in conjunction with SWOSU Public Relations and Marketing division.

SWOSU and the EPP are partnering with Yukon Public Schools through an MOU, which includes utilizing some Yukon faculty as adjuncts and mentors, to provide ½ price tuition for their school employees. Currently, approximately 70 paraprofessionals are admitted to SWOSU and seeking degrees to become fully credentialed teachers, and a cohort of 25 teachers are working toward their Educational Administration degree to become credentialed as principals and superintendents.

Additionally, beginning in Foundations of Education, candidates are encouraged to apply for scholarships and grants, such as the Oklahoma Teacher Shortage Employment Incentive Program (TSEIP), Stafford Loan Forgiveness for Teachers, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, and the Oklahoma Future Teacher Scholarship Program. Local scholarships are also available to our Education majors. Teacher supply and demand issues as well as teacher shortage areas in Oklahoma are discussed in courses, like EDUC 2113 Foundations of Education, methods courses, and EDUC 4021 Contemporary Issues in Education.

The EPP also continues to partner with Western Technology Center – Burns Flat (WOTC)'s teacher education program. Two Department of Education faculty members are on WOTC's teacher education program advisory board. These two venues continue to add to the EPP's promotion and enhancement of educational programs.

Moreover, the SWOSU Department of Education faculty members and university supervisors continue to build positive relationships with public school partners each semester for field experiences and teacher candidacy placements. EPP faculty members connect with potential candidates at each cooperating school and urge teacher candidates to encourage cooperating teachers to take advantage of SWOSU's 50% tuition waiver. Cooperating teachers can also transfer the waiver to any person who meets admission requirements to SWOSU. This includes colleagues, family members, and even former P-12 students.

Our Coordinator of Teacher Candidacy/Field Experiences and faculty members partake in many local community happenings, campus activities, other surrounding communities' events, and state/national conferences and organizations to recruit potential candidates. Faculty members serve on numerous committees on campus, such as the Admission and Retention, Assessment, Administrative Issues Journal and Faculty University Promotion/Tenure Review committees. Two faculty members also continue to serve on the SWOSU Faculty Senate. Recruitment examples include, but not limited to, freshman enrollment activities, sponsoring student organizational events for Oklahoma Aspiring Educator's Association (OAEA), Kappa Delta Pi (KDP), and Student Council for Exceptional Children (SCEC), SWOSU Saturday, Annual Southwestern Interscholastic Meet (SWIM), SWOSU New Student Orientation, SWOSU First Tech Challenge Robotics, Homecoming activities, and Education and Career Fair.

Several faculty members continue to pursue field experiences which are service-learning projects that provide community service. For example, teacher candidates in the Exceptional Children class volunteer for Special Olympics and/or Glow Prom and candidates in Media & Technology class conduct a diversity project at Burcham Elementary in Weatherford. EPP faculty members have also demonstrated outreach to public school partners through tutoring and mentoring services to public school students, providing in-service training for teachers, serving as Early Bird Readers (reading to Burcham Elementary students), after school STEM Opportunity Among Readers (SOAR) program (tutoring struggling readers at Burcham),

...serving as substitute teachers, and conducting science fairs at East Elementary in Weatherford and Nance Elementary in Clinton. Due to Covid-19, candidates had limited service learning opportunities in 2020-21. However, the EPP is beginning to continue these projects with the new COVID-19 guidelines.

SWOSU SCEC was not able to host their annual Glow Prom for students who qualify for Special Olympics due to Covid-19 in Spring 2021. This prom is designed to provide support and create community awareness for exceptional children aged 7th - 12th grades, adults with special needs, coaches, and paraprofessionals who participate in Special Olympics. It is the EPP's, and the student organizations' hope that these athletes and their support groups enjoy a night of fun and entertainment where the spotlight is upon the exceptional children and adults with special needs. SCEC has fundraisers, along with SWOSU Student Fees garnered through the allocation process, and community support, to fund the evening event for all guests. Each attendee receives a free shirt, a meal, bingo, pictures, and an evening full of games and dancing. The EPP was able to continue this special event this Spring 2022.

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

The EPP continues to collect multiple assessments to evaluate candidate, faculty, and program performance. Data collected comes from both internal and external sources, Teacher Leader Effectiveness (TLE) evaluation system to measure teaching effectiveness, the Administrator Mentor Survey to measure satisfaction of employers and employment milestones, the First Year Teacher (FYT) survey to measure satisfaction of completers, the Certification Examinations for Oklahoma Educators (CEOE) scores to determine the ability of completers to meet licensing and state requirements among other EPP assessments and measures. In addition, the EPP collects and analyzes graduation, hiring, and student default rates to monitor candidate progress and achievement. For the 2020-2021 academic year, graduation rates were 95.77% for initial programs and 92.14% for advanced programs. Due to the extreme and continuing teacher shortage in the state of Oklahoma, the ability of initial and advanced completers to be hired in education positions for which they are prepared continues to be 100%.

Due to a low passing percentage in OSAT scores in the last academic year, the EPP developed a standardized lesson plan to address unit areas in need of improvement as well as program specific needs. As seen below, the EPP's overall pass rate for the OSAT significantly increased from 56.3% to 72%. The OGET and the OPTE passing rates increased or had a slight change for the 2020-2021 academic year. Below are two tables, one for academic year 2020-2021 and the other for 2019-2020 to compare data. The tables include the EPP's passing rate as well as the state's passing rate. It is the EPP's goal to reach or surpass the state passing percentage. In addition, SWOSU OAEA has been providing information regarding the Oklahoma Education Association OSAT and OGET Target Support Program taught by college faculty in Oklahoma. Many candidates have received free instructional support for the OSAT Early Childhood, Elementary, Special Education Mild/Moderate, Mathematics, and OGET Math and Applied Writing Skills.

2020-2021 SWOSU CEOE Results		
Test	SWOSU Passing Percentage	State Passing Percentage
OGET	76	78
OSAT	72	74
OPTE PK-8	76	80
OPTE 6-12	85	95
Total	77.25	81.75

2019-2020 SWOSU CEOE Results		
Test	SWOSU Passing Percentage	State Passing Percentage
OGET	72.4	74
OSAT	56.3	N/A
OPTE PK-8	75.0	89.3
OPTE 6-12	89.0	94.9
Total	73.17	

Additional program changes include the addition of Practicum in Elementary Education (taken immediately prior to the professional semester) to help candidates prepare for the student teaching semester and familiarize them with PPAT requirements. The EPP also refocused Practicum in Early Childhood and Special Education to include PPAT preparation. Note: Since the OPTE was replaced with PPAT, the EPP piloted PPAT implementation with Spring 2022 candidates prior to its full launch in Fall 2022. The EPP has also added a Practicum in Science Education to address the limited field experiences directly associated with pedagogy.

Based on the evaluation of 2020-2021 assessment results for the M.Ed. program in School Psychometry, it appeared that students did not fully understand response to intervention and curriculum-based assessment. Therefore, the EPP continues to utilize EDPSY 5563: Special Diagnostic Methods as a course to provide a more solid foundation of special education standards and curriculum-based assessments. The EPP embedded, within this course, a field-based experience where students are required to complete a specific curriculum-based assessment in the basic skill areas of reading and math. Once a baseline is established, candidates work with the PK-12 students and monitor the progress toward the goal for at least four weeks in order to provide an effective assessment of the impact on student learning. Additional training will be provided to students in an attempt to increase understanding. This has been a very rewarding assignment as many candidates are able to make significant progress with the students they are working with over the course of one semester.

The EPP's M.Ed. program in School Psychometry is experiencing an increase in enrollment. Currently, the EPP has added sections of classes to manage this continual growth in School Counseling, School Psychometry, Community Counseling, LPC, and School Psychology and

seeking to hire a new faculty member. The table below notes this gradual increase beginning in Fall 2013.

Growth of Graduate Programs									
Program:	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
School Counseling	30	38	44	44	57	54	64	57	70
School Psychometry	13	17	30	36	32	32	30	38	38
Community Counseling	28	19	18	21	29	34	29	29	33
LPC	8	14	14	6	10	14	15	26	27
School Psychology	0	4	4	11	10	7	15	16	28
Total:	79	92	110	118	138	141	153	166	196

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

The EPP continues to recruit and train public school administrators and teachers to serve as mentors to our teacher candidates during their field experiences or clinical practice. These professional educators contribute their expertise through participation on advisory committees, candidate admission interviews, guest speakers in various courses, and by providing feedback on revisions to the conceptual framework.

EPP faculty members continue to provide professional development to surrounding school districts, participate in various events with P-12 schools, and seek out field experiences and field trips in a variety of classroom settings in Weatherford, Clinton, Mustang, Yukon, Oklahoma City, and surrounding rural schools. The EPP continues to collaborate with P-12 teachers and administrators by sponsoring professional development to area and regional schools.

The following are professional education courses that are held in P-12 school settings:

ELEM 4665-4765 STUDENT TEACHING IN THE ELEMENTARY SCHOOL

Directed observation, participation, and student teaching under the guidance of an assigned elementary classroom teacher.

SECED 4865-4965 STUDENT TEACHING IN THE SECONDARY SCHOOL

Directed observation, participation, and student teaching in the major content area under the guidance of an assigned secondary classroom teacher.

COUN 5613 INTERNSHIP IN COUNSELING

An organized practicum/internship of 300 clock hours with planned counseling experiences which provide classroom, community, and other field experiences for the professional counselor. All experience/activities are under the supervision of college or university approved counseling professionals.

COUN 5563 PRACTICUM IN COUNSELING

Course includes practical application of knowledge and techniques learned in previous course work to be applied in schools and/or community agency settings. Requires 150 hours of field experience and a grade of "B" or better for successful completion.

COUN 5713 CLINICAL SUPERVISION

This course introduces models of counseling supervision. Students will become familiar with the Oklahoma LPC Supervision requirements and be acquainted with the research in counselor training and supervision. Videorecording of individual supervision sessions with practicum/internship students is required. This course fulfills the requirements set forth by the Oklahoma LPC Rules and Regulations as satisfying the requirement for a course in clinical supervision in order to become as LPC supervisor.

EDAD 5413 INTERNSHIP IN EDUCATIONAL ADMINISTRATION (PRINCIPAL)

This course is designed to give practical, current experiences at the school site to the student who aspires to be a public school principal. Administrator activities such as finance, personnel, facilities, organization, curriculum, and others guided by the sponsoring school site administrator and the university supervisor will be emphasized.

EDPSY 5422 PRACTICUM IN SCHOOL PSYCHOLOGY

Course includes practical application of knowledge and techniques learned in previous course work to be applied in school settings. Supervised experiences will include assessment, intervention, prevention, counseling, and consultation activities. Requires 150 hours of field experience, and a grade of "B" or better for successful completion.

EDPSY 5513 INTERNSHIP IN SCHOOL PSYCHOLOGY I

Internship comprises one academic year of field experience in schools under the supervision of university supervisors and a certified/licensed school psychologist who is employed in a school system. Restricted to approved students in the School Psychology program.

EDPSY 5523 INTERNSHIP IN SCHOOL PSYCHOLOGY II

Internship comprises one academic year of field experience in schools under the supervision of university supervisors and a certified/licensed school psychologist who is employed in a school system. Restricted to approved students in the School Psychology program.

EDPSY 5783 PRACTICUM IN SCHOOL PSYCHOMETRY

Supervised experiences in the administration, scoring and interpretation of individual intelligence scales and other diagnostic assessment/evaluation instruments.

RDNG 5443 PRACTICUM IN READING-INDIVIDUAL

After complete testing diagnosis, individuals tutor a child three or four hours weekly. Follow-up discussions are held regularly.

RDNG 5453 PRACTICUM IN READING—GROUP

After complete testing and diagnosis, individuals tutor a small group of children three or four times weekly. Follow-up discussions are held regularly.

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

Placement of teacher candidates for student teaching is a collaborative process. The Coordinator of Teacher Candidacy/Field Experiences is responsible for the placement of candidates. On the application for admission to student teaching, candidates list three choices for placement in order of preference. The coordinator attempts to honor these requests but evaluates the candidate's previous field experience in making the placement for student teaching. If the Coordinator determines that the candidate's previous field experience lacks diversity, another assignment can be made.

A public school administrator makes the cooperating teacher assignment upon request from the Coordinator of Teacher Candidacy/Field Experiences. Administrators are asked not to accept a student teacher unless he/she can be placed with a highly qualified teacher with at least three years of experience in the same content area. The coordinator offers training sessions each semester for cooperating teachers, especially those who accept student teachers for the first time. This training involves a thorough review of the policies and procedures found in the Cooperating Teacher Handbook. A copy of the handbook is provided to all cooperating teachers. The University Supervisor is asked to review the handbook with those cooperating teachers unable to attend the training.

During the twelve-week student teaching experience, the candidate is supervised by an EPP faculty member and the cooperating teacher. The University Supervisors are selected according to their area of certification and background in education. Before reporting for student teaching, the candidate must complete a four-week block consisting of classes in Contemporary Issues of Education, Classroom Management, and Multicultural/Special Populations. Assignments in these classes are correlated with the Teacher Work Sample that is required for all candidates during student teaching. Candidates are encouraged to contact their cooperating teacher early in the semester. Candidates are required to observe every Wednesday in the classroom during their block classes. The information obtained during these observations is used by the candidate to write a cooperating school observation report, classroom management plan, and a diversity in the classroom assignment. These activities help teacher candidates address key components in the Teacher Work Sample and aid in preparation for Praxis Performance Assessment for Teachers (PPAT) Task 1.

The University Supervisor schedules a visit with the cooperating teacher early in the semester to establish rapport, discuss the student teaching evaluation process, and the culminating performance assessment (Teacher Work Sample), PPAT, and CFAST (Candidate Preservice Assessment of Student Teaching) evaluations (to be implemented in Fall 2021). During subsequent visits, the supervisor and cooperating teacher discuss the candidate's progress and any concerns may have regarding the candidate's performance. They are expected to work collaboratively on a course of action to remediate any deficiencies the candidate may demonstrate.

The clinical practice experience provided to our students is truly a collaborative effort involving the teacher candidates, Coordinator of Teacher Candidacy/Field Experiences, cooperating teachers, EPP faculty, and school administrators. Candidates participate in all aspects of the teaching experience including, but not limited to, instructional planning and delivery, student assessment, before and after school activities, extracurricular activities, and

parent/community events. Candidates receive two formative evaluations as well as a summative evaluation from both the cooperating teacher and the University Supervisor and are required to complete two self- evaluations. All formative and summative assessments are based on the Oklahoma General Competencies for Teacher Licensing and Certification (InTASC Standards) as well as the designated Specialized Professional Association (SPA) standards. Candidates design, implement, and assess in the Teacher Work Sample as the culminating performance assessment during their student teaching experience.

- **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.

Several EPP faculty members attended the 2021 OACTE/OEQA Fall Conference. This conference provided opportunities for EPP faculty members to understand how to meet state, SPA, and CAEP standards. The conference also included upcoming transitions and other important information for preservice teacher education programs, such as the PPAT. In addition, faculty members have attended a variety of national and state conferences within the last year, including the National Association for the Education of Young Children Annual Conference, National Social Science Association National Conference, International Literacy Association Conference, Annual Oklahoma Reading Conference, and Oklahoma Association of Colleges of Teacher Education Conference. All conferences provided faculty members with new ideas, strategic tools, and resources for the classroom as well as continuous improvement efforts.

- **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.

The EPP collaborates with the Arts and Science departments on campus to ensure candidates receive instruction from faculty with public school teaching experience in their methods courses. Additionally, program coordinators for secondary education programs are selected in collaboration between the Chair of Education and the respective A&S content area chairperson. The Department Chair communicates with the instructors who teach ART 4452 CMM Art for Elementary Teachers, SECED 4893 Teachers Course in Science for Secondary Natural Science, and SOCSC 4133 Teachers Course in Social Science to ensure that the Oklahoma General Competencies for Teacher Licensing and Certification and the SPA standards are being addressed in the curriculum. The EPP collaborates with faculty from the Arts and Science departments to collect and analyze data for program reports. Arts and Sciences faculty members are also a part of the Teacher Education Council. Additionally, EPP faculty, Department Chair, and the Accreditation Assessment Coordinator work with the Arts and Sciences departments during continuous improvements efforts and work collaboratively throughout the year to complete program reports as needed.

The Coordinator of Teacher Candidacy/Field Experiences also provides an orientation seminar for university supervisors from Arts and Sciences and Education faculty of teacher candidates. The Field Experience Coordinator explains the role of the University Supervisor and shares important data on student teaching numbers, employment data from prior

graduating classes, and other pertinent information, such as assessment schedules and procedures of teacher candidacy.

- **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.**

All full-time Education faculty have reported meeting their requirements for 10 hours of public school service during the past academic year. SWOSU DOE ensures that all faculty who supervise teacher candidates document a minimum of 10 clock hours in P-12 schools in direct contact with students with a yearly submission of the Faculty Professional Development form from each faculty member to the Department Chair by July 31.

Public School Direct Contact Hours for Academic Year 2020-2021

Faculty Name	Contact Hours with P-12 students
Veronica Aguiñaga	12 hours
Amy Barnett	12 hours
Allen Boyd	18 hours
Sherri Brogdon	18 hours
Catherine DeVaghan	12 hours
Daniel Farris	102 hours
Fred Gates	11 hours
Jolie Hicks	13 hours
Dawn Keller	184 hours
Ed Klein	20 hours
Evette Meliza	13 hours
Regina McGrane	16 hours
Vanessa Nix	16 hours
Andy North	15 hours
Dana Oliver	18 hours
Marla Pankratz	34 hours
Glenda Ross	10 hours
Robin Sobansky	26 hours
Kendra Smith	35 hours

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

The EPP is housed in the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning. The sharing of this facility continues to prove

advantageous to the EPP since the classrooms are equipped with a computer for the instructor, a video projector, and a document camera. Three of the classrooms are also equipped with SMART Boards. Several digital cameras and iPads are available for check out by teacher candidates or faculty. A computer lab is located on the 2nd floor of the building with 30 workstations. The Hibler Education Center is equipped with wireless Internet and all faculty have a desktop and/or laptop that are upgraded every 5 years. Technology expenditures for the 2020-2021 fiscal year was \$2,429, 714. This amount includes ITS employee salaries and contracted services, software, hardware, and operating expenses to support the ITS department. The expense allocation to the Department of Education for ITS expenses is \$131,260.

- **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.**

All inquiries regarding the Alternative Placement Program are directed to the Certification Officer who explains the program in person or by phone. The Certification Officer then calls the applicant or sends a confirming email with links to the Oklahoma Department of Education application for alternative placement and the Certification Exams for Oklahoma Educators website. These prospective candidates are also informed about the courses at SWOSU that allow applicants to complete their 6 to 18 hours of professional education coursework. For the 2020-2021 school year, the EPP had 5 candidates complete their alternative certification requirements.

- **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 EPP has a long-standing and collaborative relationship with surrounding P-12 schools and districts. These collaborative efforts are imperative for the EPP's vision and mission. In addition, the EPP's conceptual framework consists of collaboration and support from external partners. Service-learning opportunities and field experiences require community involvement, networking opportunities, and hands-on practice, which continue to benefit the EPP and P-12 partners. Field experiences and clinical practice provide the opportunity for candidates to apply the knowledge, skills, and dispositions developed during their teacher education program. This cooperation between the EPP and P-12 schools ensures that candidates receive valuable knowledge and guidance from the most capable professional educators available. The Field Experience Coordinator organizes all field experiences and requests placements from P-12 school districts. With each field experience completed, candidates are evaluated on their professional dispositions by their cooperating teachers.

The Teacher Education Advisory Board provides input to assist in program review and quality. The Advisory Board ensures that the teacher education programs promote candidates' knowledge, skills, and dispositions that reflect the conceptual framework, as well as state and specialized professional association standards. It consists of EPP faculty, program coordinators, and P-12 partners and meets at least twice a year, once during the fall semester and once during the spring semester. The Advisory Board is led by the Department of Education Chair and includes EPP faculty and P-12 partners from surrounding school

districts. Meeting minutes show discussions of state and CAEP accreditation, licensure expectations, disposition rubric revisions, field experiences, recruitment, and other related data. Stakeholder questions, feedback, and suggestions on these topics are also included in the minutes. Data is disseminated to stakeholders via the Canvas CAEP Data Exhibits and the EPP's website.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia, trauma-informed responsive instruction and **multi-tiered systems of support (MTSS)**.

Candidates study dyslexia in RDNG 3423 Teaching of Reading 1, RDNG 3432 Teaching of Reading 2, RDNG 5123 Teaching Reading I, RDNG 5132 Teaching Reading 2, RDNG 5413 Foundations of Reading, ECED Perceptual Development, and 4612 Early Childhood Practicum. Candidates complete nine hours of trauma-informed responsive instruction and MTSS during block courses of the professional semester.

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. N/A

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 or Emergent Bilingual/English Learning Proficiency**
- 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**
- 8. Alternative Placement Program**
- 9. Faculty Workload**
- 10. Mentor Teachers**