title II

higher
education
act

2022 TITLE II REPORTS
National Teacher Preparation Data

OK

Southern Nazarene University
Traditional Report AY 2020-21
Oklahoma

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SALUTATION

Dr.

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

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

Total number of teacher preparation programs:

6

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

● Yes
  No

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

Element	Admission		Completion	
Transcript	● Yes	No	● Yes	No
Fingerprint check	Yes	● No	Yes	● No
Background check	● Yes	No	Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	No	● Yes	No
Minimum GPA	● Yes	No	● Yes	No
Minimum GPA in content area coursework	Yes	● No	Yes	● No
Minimum GPA in professional education coursework	Yes	● No	Yes	● No
Minimum ACT score	Yes	● No	Yes	● No
Minimum SAT score	Yes	● No	Yes	● No
Minimum basic skills test score	● Yes	No	Yes	● No
Subject area/academic content test or other subject matter verification	Yes	● No	Yes	● No
Recommendation(s)	● Yes	No	● Yes	No

Element	Admission		Completion	
Essay or personal statement	● Yes	No	Yes	● No
Interview	● Yes	No	● Yes	No
Other Specify: Pass Oklahoma General Education Test	● Yes	No	● Yes	No

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

2.5

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

2.5

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

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

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

Yes

● No

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

Element	Admission		Completion	
Transcript	Yes	No	Yes	No
Fingerprint check	Yes	No	Yes	No
Background check	Yes	No	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No	Yes	No
Minimum GPA	Yes	No	Yes	No
Minimum GPA in content area coursework	Yes	No	Yes	No
Minimum GPA in professional education coursework	Yes	No	Yes	No
Minimum ACT score	Yes	No	Yes	No
Minimum SAT score	Yes	No	Yes	No
Minimum basic skills test score	Yes	No	Yes	No

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	Yes	No	Yes	No
Recommendation(s)	Yes	No	Yes	No
Essay or personal statement	Yes	No	Yes	No
Interview	Yes	No	Yes	No
Other Specify:	Yes	No	Yes	No

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

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

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
  No

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

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

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

  Yes
● No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

* Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)   4

Optional tool for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)   0

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year   32

Number of students in supervised clinical experience during this academic year   16

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

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

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. (§205(a)(1)(C)(ii))

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	52
Subset of Program Completers	16

Gender	Total Enrolled	Subset of Program Completers
Male	13	4
Female	39	12
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	48	14

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	1
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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

What are CIP Codes?

No teachers prepared in academic year 2020-21

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	6

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

No teachers prepared in academic year 2020-21

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	6
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	3
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

   ● Yes
     No

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

   ● Yes
     No

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

     Yes
     No
   ● Program does not prepare special education teachers

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

   ● Yes
     No

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

   ● Yes
     No

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

   ● Yes
     No

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

   ● Yes
     No

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

   During the 2020-2021 academic year, the SNU School of Education Educator Preparation Program continued to provide transparent and readily accessible information for its candidates regarding State of Oklahoma and nationwide teacher/educator needs in specific program areas. The SNU School of Education institutional web pages provide a specific link for teacher/administrator employment and teacher shortage information in metro-OKC area districts, as well as surrounding districts in the State. Additionally, national teacher shortage and employment information is provided. Employment statistics and trends are available for candidates considering teaching positions in all 50 states, with specific data reporting these trends. Additionally, guest speakers from surrounding school districts present information to senior candidates during 3 Student Teaching Seminars held each semester. These individual human resource administrators provide insights into interviewing, securing and initiating teaching careers. These

opportunities provide candidates with connections and resources to area school districts. The SNU Educator Preparation Program continues to utilize connections to area P-12 districts by its efforts to secure individuals serving in these districts to serve on the various committees that support and advise the program. During the 2020-2021, 10 active committees provided insight and feedback regarding the effectiveness of the Educator Preparation Program. These anecdotal and formal interactions with these committees are of great assistance to the program in maintaining and sustaining effective and relevant teacher training programs here at SNU. These stakeholders currently serve in area school districts in various roles such as educators, administrators, support services, and parent representatives. The program also continues to administer its annual 1st, 3rd and 5th year alumni surveys. These surveys continue to provide important information to advise the program of its ongoing effectiveness and relevance. Individuals providing feedback on these surveys are individuals that currently serve in P-12 schools. Additionally, the 10-year alumni survey, administered annually, continues to provide updated information to the program regarding honors, achievements, recognitions and other pertinent information regarding its completers/graduates. The program also continues to glean important and valuable feedback from the 2 State of Oklahoma administered annual surveys; the First Year Teacher and Administrator Surveys. These 2 surveys continue to provide valuable feedback regarding teacher perceptions, as well as administrator perceptions of first year teachers in the State of Oklahoma. These anonymous surveys provide in depth insight into the effectiveness of the program's preparation of teachers, and assist the program in understanding the needs of first year teachers in the classroom. Data emanating from these 2 surveys are reviewed and presented to the Educator Preparation Council, the governance group for the program. Suggestions for adjustments and revisions to the program are considered based on information secured from these 2 surveys. During the 2020-2021 academic year, all senior candidates continued to receive in depth insight and training in the program's capstone course, Professional Decision Making. This course is required for every education major, regardless of program area, and is required prior to each candidate's student teaching experience. This course continues to provide candidates with instruction in planning for instruction, utilization of educational assessments (both formative and summative), classroom management, and individualized instructional techniques. During this course, candidates are required to demonstrate effective planning for instruction as well as effective uses of technology assisted instruction. Diversity aspects and considerations are also addressed during this capstone course, with emphasis on various approaches to instruction of various groups represented in diverse educational settings. As previously mentioned, 10 committees provide support and feedback to the Educator Preparation Program. Each of these committees are comprised of P-12 stakeholder members, university personnel, as well as community representation. Through systematically scheduled meetings, these groups continue to provide valuable support, assuring program quality and effectiveness. During the 2020-2021 academic year, faculty in the Educator Preparation Program also continued to provide first-year teacher support and assistance for graduates in their first year of teaching in area schools. This support consisted of regularly visiting teacher's classrooms, providing written and verbal feedback, and providing additional resources for encouragement of the first-year teacher. It should be noted that this process is not an evaluative process and not data is collected, however, first-year teachers continue to benefit from this ongoing support and encouragement from university faculty. All candidates in the program are required to complete coursework and practical experiences in working with students with disabilities. All candidates are required to complete the course, Survey of the Exceptional Child as a part of their preparation program. In addition to course content, all candidates must complete an off-campus field experience with a special education teacher in a classroom where P-12 students with disabilities are enrolled. Additionally, all candidates are required to complete the course, Educational Psychology as a part of their preparation program. During this course, each candidate completes a portfolio with a case study of a particular student in a P-12 setting. During the case study process, candidates are required to discuss and implement specific instructional strategies and assessments that address the individual needs of their P-12 student. These anonymous case studies provide practical experience for the candidate in preparing to address learning needs for students with disabilities. Additionally, every candidate must complete a Diversity Awareness Essay based on their student teaching experience. These essays contain two specific sections; individual school diversity and individual student diversity. In this essay, candidates are required to articulate the overall diversity of the particular school where they complete their student teaching experience, and are also required to anonymously discuss a special needs student. In their essay articulation, the candidate discusses the individual student's instructional strategies implemented by the teacher, the accommodations for that particular student, and evaluates the effectiveness of the supervising teacher's approach to meet this individual student's educational needs. The candidate is also required to review the individual student's IEP to become familiar with that student's instructional plan. In various other courses in the program, candidates are required to complete determined hours of tutoring and individualized instruction with students with disabilities. All candidates in the program are required to complete the Seminar course, English Language Learner Strategies during their student teaching semester. This course is taught by a P-12 ELL/ESL specialist from an area public school district. During this seminar course, candidates become acquainted with identification of individual students from limited English backgrounds, and also develop approaches and strategies for meeting educational needs of these students. Additionally, all candidates are required to complete another seminar course, Diversity in Education. This course is taught each semester by SNU's Chief Diversity Officer and VP of Intercultural Learning and Engagement. During these required seminar course, candidates are familiarized with various, multiple areas of diversity; poverty, race, ethnicity, gender differences, socio-economic factors, family structures and dynamics, as well as the area of students with special needs (physical, emotional and learning). Additionally, every course in the preparation program contains a diversity component that pertains to that particular course's content. Also, as a major component in the program's Conceptual Framework, diversity is embedded throughout every aspect of the program, including coursework and field experiences/student teaching. In individual course syllabi, course content and assessments that address diversity aspects must be clearly identified and articulated. Candidates in the program continue to receive instruction in providing instruction to students from low-income families. In the two beginning course in the program, Introduction to Education and Foundations of Education, every candidate participates in discussions and course content assignments related to differing family structures and dynamics, socio-economic factors, and poverty aspects that affect P-12 learners. As a part of these courses, candidates are required to research area school districts to ascertain statistical information regarding students from low-income families and how these individual districts address specific learning issues related to these students. Additionally, all candidates are required to complete a minimum of 60 hours of observations/field experiences (prior to student teaching) in schools of diversity. Many of these individual schools have significant numbers of students from low-income families. As a requirement to complete these observation/field experience assignments, candidates must articulate a written reflection on how individual teachers and schools address learning needs for students from low-income, low socio-economic families and families experiencing poverty. Included in these reflections are specific questions related to how the candidate observed the cooperating teacher addressing instructional strategies with students/groups from these diverse backgrounds. The Educator Preparation Program continues to monitor and track these individual candidate experiences to assure that every candidate experiences working with students from these backgrounds and family structures. Urban and rural school settings, as well as suburban settings, are specifically discussed in 3 specific courses; Introduction to Education, Foundations of Education, and Professional Decision Making. Candidates are exposed to statistical information regarding educational opportunities in each of these settings, as well as practical information regarding teacher salary, working conditions, community support factors, and

financial aspects related to each of these individual settings. During these discussions and class activities, candidates are encouraged to consider teaching in urban and/or rural settings. It should be noted that during the 2020-2021 academic year, a majority of graduates from the program went on to teach in both urban and rural educational settings in Oklahoma and other states as well. It should be noted that the State of Oklahoma offers financial incentives to prospective teachers that wish to serve in urban and rural school settings. Loan forgiveness, as well as grant funding opportunities, are available to those graduates that agree to serve in these settings for a determined period of time. Additionally, information regarding these various school settings and employment opportunities are provided on the Educator Preparation Program website. The SNU Educator Preparation Program continues to appreciate the partnership with area P-12 rural and urban districts in encouraging graduates to consider teaching opportunities in these districts. The "motto" or mission for the SNU School of Education Educator Preparation Program is "SNU Educator Preparation...committed to the belief that ALL students can learn." To that end, the program continues intentional efforts to systematically prepare its candidates for awareness, strategic planning, and effective delivery of instruction that meets individual student needs, regardless of that student's background or previous learning experience. These focused efforts, through a combination of coursework and practical experiences, continue to prepare future P-12 classroom teachers to effectively meet the educational, social and emotional needs for each individual student and group represented in their classrooms.

Annual Goals: Mathematics

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ● Yes
- No

2. Describe your goal.

In 2020-2021, as Covid-19 restrictions are lifted, the SNU School of Education "Ambassadors" group will again be permitted to conduct recruiting events for all program in the School of Education, including Mathematics Education. The Mathematics Education Program will continue to partner with SNU Admissions department in actively recruiting prospective students to its program. The SNU School of Education and the Mathematics Education Program are also actively partnering with area P-12 schools' building principals and human resource personnel in the promotion and recruitment of prospective Mathematics Education majors. Additionally, a newly endowed Mathematics Education scholarship has been established with the goal of awarding funds from this scholarship during the 2021-2022 academic year.

3. Did your program meet the goal?

- ● Yes
- No

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

As pandemic restrictions were lifted, the School of Education Ambassadors conducted area high school visits and emphasized the various specific majors here in the School of Education including Mathematics Education. Scholarships funds were awarded to selected Mathematics Education majors. In Spring 2022, the SNU School of Education graduated 3 Mathematics Education majors and those individuals are now employed to teach in area public schools (beginning Fall 2022).

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

The SNU School of Education was able to obtain a list of key contacts from area high schools with 'future teacher' organizations. The SNU School of Education will work in partnership with the SNU Admissions Dept. to continue to schedule visits with these groups by scheduling the SNU School of Education Ambassadors for group and individual prospective student contact. Individual prospective students included those who were interested in pursuing a degree program in Mathematics Education.

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

The SNU School of Education continues to provide scholarship funds for its "Ambassadors" and through private donation, we are able to award these funds for 2 semesters of representation for 3 individual candidates (Junior or Senior level students). The Ambassadors program continues to provide valuable recruiting assistance for all programs in the Educator Preparation Program.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- No

8. Describe your goal.

During the 2021-2022 academic year, the SNU Educator Preparation Program partnered with the Mathematics Education Program in continuing its firm reputation as a developer of outstanding mathematics teachers in 6-12 educational settings. As a result of these efforts the program prepared 3 mathematics teachers who completed the program in Spring 2022. The SNU Educator Preparation continued to support the recruitment of prospective candidates to the Mathematics Education Program by promoting scholarship funding, State of Oklahoma incentive funding and grants, as well as national initiatives for prospective mathematics teachers. As a result of these efforts, all 3 mathematics education majors were hired immediately upon graduation/completion of their programs.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- ⊗ Yes
- No

10. Describe your goal.

In the upcoming 2022-2023 academic year, the SNU Educator Preparation Program will continue to partner with the university's mathematics department to intentionally and proactively recruit future mathematics teachers to its program. The Mathematics Education program continues to be a quality, rigorous preparation program that develops effective teachers of mathematics. Competitors of the program continue to be highly sought after and recruited for teaching positions in 6-12 school districts. The Educator Preparation Program will continue to offer assisting in recruiting through its "Ambassadors Program" and will continue to assist the Mathematics Education program in the recruitment of prospective candidates to the program. The Educator Preparation Program will also continue to partner with university admissions department in actively pursuing recruiting efforts for future Mathematics Education majors here at SNU.

Annual Goals: Science

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

    Yes
  ● No

2. Describe your goal.

3. Did your program meet the goal?

    Yes
    No

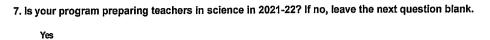**4. Description of strategies used to achieve goal, if applicable:**

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

      Yes

● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

      Yes

● No

10. Describe your goal.

Annual Goals: Special Education

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

   If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

   Yes
   ● No

2. Describe your goal.

3. Did your program meet the goal?

   Yes
   No

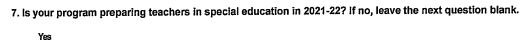4. Description of strategies used to achieve goal, if applicable:

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

    Yes

  ● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

    Yes

  ● No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or <u>clear responses already entered</u>).

  Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

  Yes
  No

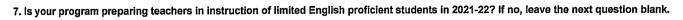**4. Description of strategies used to achieve goal, if applicable:**

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

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

    Yes

  ● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

    Yes

  ● No

10. Describe your goal.

Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	11	252	11	100
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	8			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	6			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	11	263	11	100
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	2			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	3			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	12	254	11	92
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	15	267	15	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	5			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	24	263	24	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2020-21	5			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	5			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	6			

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, 2020-21	9			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	11	248	10	91
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2018-19	13	251	11	85
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2020-21	1			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2018-19	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2020-21	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2019-20	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	2			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	3			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	16	10	63
All program completers, 2019-20	20	18	90
All program completers, 2018-19	24	21	88

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- ● Yes
- No

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

- ✓ State
- ✓ CAEP
- AAQEP
- Other specify:

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

- Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

   During the 2020-2021 academic year, the SNU Educator Preparation program continued to utilize and emphasize quality instruction for its candidates in the areas of instructional technology and technology-assisted instruction. Each candidate in the program is exposed to multiple experiences in effective P-12 instructional techniques and strategies that implement instructional technology into planning for instruction and then assisting student learning utilizing and following that planning. In each course in the candidate's preparation program, technology is required to successfully complete the course requirements. Activities and assignments utilizing technology are required in each course and candidates are required to demonstrate knowledge and skills of effective uses of technology. Additionally, every candidate, regardless of major program area, is required to complete the course Educational Technology as part of their individual program. Embedded in this course is the requirement that each candidate successfully complete their Google classroom certification. Candidates must complete a Google classroom portfolio and demonstrate their abilities to navigate Google classroom technology instruction as a part of successfully completing the course. In every Professional Education (teaching pedagogy) course, syllabi clearly indicate those specific activities and assessments that are aligned with ISTE (International Society for Technology in Education) standards. These technology focused standards provide guidance for assuring that candidates are prepared in the use of technology in their future classrooms. All courses in the program continue to utilize the technology instructional platform of Canvas. All instructors in the program are also required to complete Canvas training and demonstrate a working knowledge of this particular technology platform. It should particularly be noted that during the 2020-2021 academic year, the Canvas platform was extensively used to address remote learning requirements due to the Covid-19 pandemic. As the institution intermittently pivoted to remote learning, instructors were able to offer their courses with limited interruptions and adjustments. Particularly during this

time, candidates received practical knowledge and experiences with understanding how to adjust instruction to meet unexpected hurdles and interruptions to their future students' classroom instruction. Additionally, during this time, instructors and candidates utilized Zoom technologies to effectively stay connected with students. The Educator Preparation Program continues to require each candidate, regardless of program emphasis area, to complete their Growth Portfolio by the time they complete their programs. The portfolio is divided into manageable and measurable sections that progress through the candidate's entire experience and completion process. Artifacts and documentation are required for each section of the portfolio, thus providing evidence that candidates have successfully completed specific sections. A technology-assisted assessment is implemented to evaluate and assess candidate success for each section of the portfolio. Data emanating from these assessments are utilized to evaluate not only candidate progress, but also ongoing success in candidate preparation and program quality. Stakeholder participation continues to be a valuable component of the assessment and accountability aspect in assuring successful candidate preparation and program quality. The Educator Preparation Program continues to communicate electronically to gather input, feedback and recommendations from these P-12 practitioners. The Educator Preparation Program greatly values this participation and partnership and leans heavily on information provided by these individuals through these technology formats, and continues to appreciate the opportunities for ongoing accountability and oversight with these individuals. The Educator Preparation Program continues to follow individual components of its Conceptual Framework. This framework and organizational tool assists the Educator Preparation Program in the systematic and organized approach to preparation of its future teachers. A significant section of the Conceptual Framework includes Technology. Technology encompasses each of the other components, emphasizing that technology is embedded in every aspect of the program. All candidate evaluations of field experiences and student teaching are also conducted utilizing technology formats and assessments. Data gathered from these evaluations are collected and reviewed to assure quality candidate performance. During field experiences and student teaching assignments, candidates are also required to demonstrate effective uses of instructional technology in their interactions and instructional experiences with students. The Educator Preparation Program also continues to evaluate technology equipment and programs utilized in candidate preparation. The institution continues to offer tech support, as well as financial support for the continuing upgrades and enhancements of its technology capabilities. Currently, there are 6 classrooms and 1 small seminar room that have identical technology capabilities and equipment. The Instructional Technology department of the institution assists the program in regularly and systematically evaluating technology capabilities, repairs and replacements as determined necessary. As funding is available, the Educator Preparation Program will continue to be intentional in its efforts to provide the most current, effective and useful technology to assist in the preparation of its candidates for future P-12 classrooms.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

Every candidate, regardless of program area, in the SNU Educator Preparation Program is required to complete the course, Survey of the Exceptional Child as a part of their preparation program. During this course, candidates are required to complete directed readings and assignments that focus on addressing the educational needs of students with disabilities. Through a series of assignments and assessments, candidates gain knowledge and practical strategies for addressing student learning. During the course, candidates also hear from guest speakers and presenters on various topics related to teaching students with disabilities. These individuals serve in area P-12 school districts in supervisory and instructional roles. Specific knowledge and skills are presented in this course's content and candidates are required to provide written articulations of their understanding of this topic. Additionally, during this course, all candidates are required to complete a field experience/observation assignment with a teacher in a special needs classroom. Upon completion of these observation assignments, candidates are then required to submit a written reflection that addresses specific standards and components of teaching students with exceptionalities. An additional required course, Education Psychology, requires the completion of an extension case study assignment where the candidate is required to articulate a systematic interactive experience with a P-12 student with special needs. The case study is submitted for evaluation and assessment. As a part of the case study, candidates articulate specific background information of the student, experiences related to that student's special needs in learning, and develop focused strategies for addressing effective learning for that student. During the case study experience, candidates are required to review the individual student's IEP (Individualized Education Plan) with the supervising teacher. Additionally, during their student teaching semester, every candidate completes two seminar courses, Diversity in Education and English Language Learner Strategies. In the Diversity in Education seminar course, candidates are instructed in strategies to address students with disabilities. Practical approaches, as well as theoretical frameworks, are presented during this seminar and candidates are required to participate in case study exercises. At the conclusion of the Diversity in Education course, candidates are required to articulate reflections on seminar course content, applying content knowledge to practical strategies for addressing classroom instruction and interactions with students with learning disabilities. All candidates are also required to complete a Diversity Awareness Essay during their student teaching semester. This two part essay addresses both the diversity represented in the school where they student teach, including specific diverse areas including overall population of students with learning disabilities and also focusing on a particular student (anonymously) that has been identified as having a learning disability. As a part of the second section of the essay, candidates are required to review the student's IEP and educational records, with cooperating teacher supervision and oversight. In this essay, candidates are required to articulate statistical information for the school and individual student, as well as evaluate the effectiveness of individual strategies for addressing the student's learning needs, as well as recommendations for additional strategies of instruction. An assessment rubric is utilized for the evaluation of these essays and data emanating from these evaluations are included in the program's overall data system. These data assist the program in determining the depth and scope of individual and corporate candidate understanding of issues related to effectively working with students with disabilities.

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

As a significant part of the required course, Educational Psychology, all candidates must complete the case study project with a P-12 student with disabilities as a significant component of the course. Embedded in the case study is a specific section that requires an articulation and overview of the individual student's IEP. Individual candidates are required to review the IEP together with the supervising teacher and discussion specifics of the student's IEP. A written (anonymous) reflection and evaluation of the effectiveness of specific strategies outlined in the IEP is required for successful completion of the case study project. Additionally, candidates are required to provide context and reference to specific laws related to the Individuals with Disabilities Act, aligning components of the IEP with specific components of the law. During their student teaching semester, candidates are encouraged to participate in and/or observe IEP team meetings in the schools where they are assigned. Written prior approval is required before a candidate is permitted to sit in on these meetings, and candidates must secure and submit said permission prior to the IEP meeting date. In the required course, Survey of the Exceptional Child, candidates participate in a panel discussion with guest speakers comprised of special education teachers and supervisors. During these discussions, candidates are exposed to information regarding laws and expectations for IEP's, including how

to interpret IEP information, the specifics of what is included in an IEP, and strategies for implementing specifics outlined in an individual student's IEP. Scenarios and case studies are also analyzed regarding the IEP process during this course. As previously mentioned, all candidates must complete the Diversity Awareness Essay during their student teaching semester. The second section of the essay focuses on observing a particular student with learning disabilities. Included in this discussion is a reflection on that student's IEP and determining if the strategies outlined in the IEP are effectively being implemented. These essays are evaluated and assessed to determine the individual candidate's understanding of the IEP process and the implications connected to the IEP's relationship to the individual student.

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

Each candidate in the SNU Educator Preparation Program is required to complete the seminar course, English Language Learner Strategies (ED 4720). This course, offered during the candidate's student teaching semester, includes practical instruction in specific issues and aspects related to effective instructional strategies for individual students from limited English speaking backgrounds. This course is taught by a P-12 ELL/ESL certified teacher from an area P-12 public school district. During this seminar course, candidates not only receive information related to this topic, but also participate in case study/problem-solving scenario activities that address specific components of information presented in the course content. During each candidate's field experience/observation assignments, intentional efforts to assign candidates to classrooms that include limited English speaking students are pursued. Additionally, all candidates are required to complete the course Survey of Exceptional Child. During this course, candidates are required to complete various assignments and reading related to limited English speaking instruction. Additionally, guest speakers provide candidates with practical information regarding teaching students with limited English speaking backgrounds. It should be noted that in 2022-2023, the Educator Preparation Program plans to offer a degree emphasis area in ESL/ELL for its Elementary Education majors. This emphasis will include an 18 hour block of ESL/ELL coursework in addition to their Elementary Education specific coursework. During the 2020-2021 academic year, the process to design ESL/ELL focused coursework was ongoing and in the process of being vetted with current P-12 ESL/ELL teachers. These courses will focus on specific content areas of ESL and/or ELL instruction, as well as practicum/field experience requirements and tutoring experiences embedded in the ESL/ELL emphasis area.

2. **Does your program prepare special education teachers?**

   Yes

   ● No

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

a. **Teach students with disabilities effectively**

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

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

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

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

In each program in the SNU School of Education Educator Preparation Program (seven undergraduate and two graduate programs), the School of Education continues to experience successful preparation of future educators (teachers and administrators) of excellence. Each program is accredited and recognized by its individual State of Oklahoma and national SPA (Specialized Professional Association) by the submission of program accreditation reports to their respective entities and organizations. The following undergraduate programs continue to provide excellence in the preparation of future teachers; Early Childhood Education, Elementary Education, Mathematics Education, Social Studies Education, Music Education (Vocal and INstrumental) and Physical Education, Health and Safety. In the graduate education area, programs for the preparation of effective school administrators (Principals and Superintendents) continue to prepare quality individuals for school administrative roles. In Spring 2018, the SNU Educator Preparation Program was evaluated and recognized by its national accrediting body, CAEP (Council for the Accreditation of Educator Preparation). In that evaluative process, the program was recognized with no areas for improvement and no stipulations, resulting in the SNU Educator Preparation Program being recognized with the CAEP "Frank Murray Award for Continuous Improvement." Since that accreditation experience, the SNU Educator Preparation Program continues to effectively monitor and evaluate each candidate progress through their programs by systematic data collection and subsequent data analysis to assure quality preparation for each candidate and to ensure that the program continues to be effective in its mission to prepare effective future teachers. During the 2020-2021 year, the program experienced difficulties in maneuvering through the unexpected Covid pandemic, but with adjustments and modifications to accommodate online and virtual instruction, the program was still able to continue its effective preparation for future teachers. While the pandemic brought unexpected challenges and hurdles, it also provided opportunities for candidates to strengthen their understanding and utilization of technology assisted instruction. Each candidate in the program was able to experience practical and applicable ways of implementing technology during these unprecedented times. This adjustment and opportunity proved very beneficial for the preparation of candidates to be prepared for unexpected challenges and unforeseen difficulties in teaching. The SNU Educator Preparation continues to provide accountability and reporting measures by its efforts to update its CAEP Annual Reporting Measures on the SNU School of Education webpages. These reporting efforts help apprise the public of the success of the program, and also greatly assists the program in maintaining quality control and accountability. During the times when the Covid pandemic interrupted and negatively impacted its program, the Educator Preparation Program was able to restructure and reassign its various stakeholder committees that provide feedback and input for the program. This internal review and reevaluation assisted the program in assuring that each committee had current representation from a variety of stakeholders and education areas. These committees continue to not only provide representation from the various P-12 education areas, but they also continue to provide meaningful, practical and current information so that candidates have the most relevant and current information related to effective classroom instruction. Additionally, the program was able to add significant scholarship funding for not only existing candidates, but also to assist with the recruitment of future prospective teachers. In the future, the program plans to continue to seek opportunities for future scholarship funding by individuals and entities, as well as to seek out future possibilities with grant and initiative funding. During the 2020-2021, plans were implemented to reinstate the Science Education (Biology and Chemistry Education) program at SNU. In 2017, the Science Education program was discontinued due to low enrollment and accreditation data reporting challenges. A new program approval process was begun in 2020-2021 and plans are for implementation of the newly revised Science Education program to begin fall 2022. State program approvals are being pursued and recruitment strategy discussion began in 2020-2021. Additionally in 2020-2021, discussions were in process for restructuring the faculty and leadership of the SNU School of Education. During 2020-2021, 2 faculty members in the School of Education announced their retirement, and 1 faculty member resigned. Pursuant to those actions, and with the anticipation of more retirements, the Educator Preparation Program has proactively begun preparations for those transitions. The Educator Preparation Program is also exploring the idea and possible opportunity to add the Special Education program to its list of undergraduate program offerings. Due to the severe shortage of Special Education teachers in Oklahoma, the SNU Educator Preparation Program believes that there is a significant opportunity to add this program to assist with the need for these individuals to fill Special Education roles in P-12 schools. Based on data collection/assessment, stakeholder input and feedback, national and state program recognitions, and on candidate feedback, the SNU Educator Preparation Program continues to effectively prepare candidates for future educator roles, thus confirming that candidates successfully completing teacher preparation programs at Southern Nazarene University are proactively well-prepared and equipped to fill roles in future classrooms with both expected and unexpected challenges.

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.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Tim Taylor

TITLE:

Chair, School.of Education/Director of Educator Preparation

Certification of review of submission

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

NAME OF REVIEWER:

Ms. Pam Beals

TITLE:

Administrative Assistant, School of Education