



OKLAHOMA STATE REPORT 2023
September 1, 2021 – August 31, 2022

SOUTHERN NAZARENE UNIVERSITY

Please submit CAEP 2023 EPP Annual Report with this document. **(Due April 30, 2023)**

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

Candidates in the SNU Educator Preparation Program can meet the Foreign Language or Emergent Bilingual/English Learning Proficiency by the following policy (Revised Spring 2022):

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

Choose ONE of the following seven options:

- 1) 2 years (4 semesters) of a high school foreign language (same language) with a 'B' average for all four semesters (Credit must appear and be verified on high school transcript)
NOTE: ALL candidates are REQUIRED to submit a copy of high school transcript to the Office of Educator Preparation.
- 2) One 5-hour Elementary-level college foreign language course with a grade of 'C' or better (Credit must appear on a college transcript)
- 3) One 3-hour 2nd Level Elementary college foreign language course with a grade of 'C' or better (i.e., Elem. Spanish II, Elem. French II, etc.) (Credit must appear on a college transcript)
- 4) CLEP credit – Pass the CLEP test in a foreign language to demonstrate competency.
- 5) Foreign Language Proficiency Test (ACTFL-OPI/Oral Proficiency Interview – must achieve *novice-high* level on test) NOTE: Test must be administered by ACTFL certified examiner.
- 6) One 3-hour (minimum) college course in *American Sign Language* (Credit must appear on a college transcript) with a grade of 'C' or better
- 7) One 3-hour (minimum) college course in *Emergent Bilingual Teaching Strategies* i.e., *ESL (English as a second language)*, *ELL (English Language Learners)* (Credit must appear on a college transcript) with a grade of 'C' or better

The SNU Educator Preparation Program requires that all its candidates complete the above Foreign Language Proficiency Requirement before the completion of their preparation program. During the 2021-2022 academic year, the SNU Educator Preparation Program added a seventh option for meeting this proficiency requirement. This addition added the option of meeting this requirement by completion of a 3-hour (minimum) college course in Emergent Bilingual Teaching Strategies, or any course in teaching English as a Second Language, or teaching English Language Learners. This seventh option was approved by the SNU Educator Preparation Council (EPP Governance Group). In order for coursework to qualify for meeting the requirement, course must be completed with a minimum grade of C or better from an accredited institution of higher learning. Transcript will also be required for documentation of completion. It should be noted that since there are undoubtedly vast numbers of courses from various institutions that could possibly qualify for this seventh option, candidates are encouraged

to seek approval from the SNU Director of Educator Preparation prior to enrolling in any course. As candidates meet the Foreign Language Proficiency Requirement, their individual candidate electronic data file is updated to reflect completion. Annual audits of individual candidate files are conducted to provide candidates with updates regarding meeting this requirement. In addition to documentation of completion of this requirement, all candidates are required to submit a “Memo of Understanding” regarding this requirement to their individual candidate file, documenting that the candidate has been informed of this requirement. This “Memo of Understanding” is completed and reviewed two times during the candidate’s preparation program; once in Foundations of Education (ED 2162) course during the candidate’s sophomore year, and again in the “capstone” course, Professional Decision Making (ED 4173) during the candidate’s senior year (prior to the student teaching semester). Also, during candidate interviews for admission to the Educator Preparation Program, candidates review with interview panelists the status of meeting the requirement. Documentation of covering this with each candidate during the interview is recorded on the individual candidate’s interview rubric. Through this ongoing tracking and advising process, every candidate is fully informed of the requirement, as well as their own individual progress in meeting the requirement. During the 2021-2022 academic year, steady improvement in the number of candidates completing this requirement early in their preparatory programs is evident. Effective communication of this requirement by the Office of Educator Preparation has resulted in candidates submitting documentation of meeting this requirement at the early stages of their programs. Additionally, during the 2021-2022 academic year, the Educator Preparation Council discussed the possibility of requiring candidates to meet this requirement prior to being admitted to the program. While initial discussions did not result in the establishment of this particular timeline consideration, ongoing discussions and considerations for this timeline will take place with the Educator Preparation Council during the 2022-2023 year. The EPP also continues to express its desire and goal for a newly developed foreign language course for teacher candidates (that would be included in options for meeting the requirement), however, due to budget issues, the University has not been able to make this happen. It should be noted that in the future, the institution has assured the EPP that it will consider this option, noting their support for this goal. Through its quality assurance of its data system and documentation tracking of the progress of each individual candidate in the program, the EPP assures that each candidate meets this requirement prior to completion of their individual programs.

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

According to the department of Graduate Studies in Educational Leadership, in the Master of Arts/Educational Leadership (MAEL) Program, 12 graduate students were admitted conditionally during 2021-2022. Currently, all 12 candidates are designated as “in good standing” and all are scheduled to successfully complete their degree programs in 2023.

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

The SNU Educator Preparation Program continues intentional efforts to advise and counsel candidates in its program regarding supply and demand, as well as teacher shortage areas in Oklahoma and nationally as well. These efforts include instruction in existing coursework, data

on the SNU School of Education webpages, student teaching seminars, and through various advertising of its programs. Specifically, the EPP provides this information to its candidates by the following efforts:

Southern Nazarene University Educator Preparation Program webpages:

The EPP provides a specific link on its webpage that directs individuals to teaching positions available in area Oklahoma school districts. These live links are updated and current with available teaching positions in each district, immediately directing inquiries to each school district's individual current information regarding employment. Additionally, links to the Oklahoma State Department of Education, as well as other states' education sites, provide individual and specific information for those supply and demand, teacher shortage areas, statistical data, teaching employment trends, and overall teacher job information for each particular state.

Professional Education coursework – Supply/demand and teacher shortage areas are embedded and discussed in the following courses:

- ED 2111: Introduction to Education/Teaching Lab
- ED 2162: Foundations of Education
- ED 4273: Professional Decision Making (senior candidate capstone course)
- Student Teaching Seminars – The EPP requires student teachers to participate in three student teaching seminars during their student teaching (professional) semester. During these seminars, various guest speakers representing area public school districts provide information regarding teacher supply and demand, as well as information regarding teacher shortage areas in their particular school districts. These guest speakers include practicing P-12 administrators; principals, superintendents, public school human resource officers and other individuals involved with the hiring process for teachers. Additional information regarding interviewing techniques and tips for seeking employment, making application, and following up is also included in these seminar sessions.

Teacher Shortage Areas Student Loan Forgiveness, Scholarships and Grants:

The EPP continues to advise candidates of “loan forgiveness” opportunities for particular teaching areas in the State of Oklahoma.

The EPP continues to promote the TSEIP (Teacher Shortage Employment Incentive Program) program for Mathematics Education majors through the Oklahoma State Regents Office.

The EPP and the Office of Financial Aid continue to apprise candidates of TEACH grant opportunities.

The EPP continues to work closely with the SNU Financial Aid Services Department in seeking grants, scholarship, loans, and other sources of funding that help address teachers shortages in Oklahoma and across the US.

Minority Teacher Recruitment Opportunities:

The EPP continues to recruit minority candidates in specific shortage areas through the SNU endowed Burkinshaw Ethnic Minority Future Teachers Scholarship. During 2021-2022, two \$2000.00 scholarships were awarded from this fund to two individual candidates representing minority populations. As the fund grows, the EPP intends to award additional future scholarships each academic year. It should be noted that the EPP has established the goal of

annually awarding 4 scholarships (amounts to be determined related to scholarship fund growth) to qualifying candidates beginning with the 2022-2023 academic year.

SNU School of Education “Ambassadors”

The SNU School of Education Ambassadors are a group of 3 candidates selected each academic year by the EPP faculty to represent the SNU EPP at various functions and recruiting events. Primarily, the Ambassadors visit area high schools with “future teacher” organizations to promote the Educator Preparation Program at SNU. During the 2021-2022 academic year, the Ambassadors conducted 4 individual school site visits at area metro schools. During these events, the Ambassadors provide not only specific information about the SNU EPP, but also provide information regarding current teacher shortage areas and supply/demand for the State of Oklahoma. The Ambassadors have provided information and awareness of these critical teacher issues for individual students and groups in their representation efforts. Additionally, the Ambassadors serve as hosts for various events on campus initiated by the SNU School of Education and the SNU Educator Preparation Program. As Ambassadors complete their individual preparatory programs, new Ambassadors will be selected to serve in subsequent academic years. Criteria for selection is outlined in the “Ambassador Guidelines” established and approved by the Educator Preparation Council.

Southern Nazarene University Admissions Department:

The EPP continues to work closely with the SNU Admissions Department in identifying prospective candidates in identified teacher shortage areas. The EPP has partnered with the Admissions Department in printing SNU School of Education brochures and other advertising/publicity materials. During the 2021-2022 academic year, individual prospective student campus visits were coordinated with Educator Preparation faculty. These EPP faculty members met individually with each prospective student in their individual academic interest area. In addition to personal faculty advising sessions, prospective students participated in campus wide prospective student recruitment events. During these events, EPP faculty were available for orientation sessions, as well as individual prospective student enrollment and advisement.

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

During the 2021-2022 academic year, the EPP governance group (Educator Preparation Council) regularly and systematically reviewed various assessments and data collected through the administration of these assessments. During 2021-2022, many program changes were presented and discussed by the EP Council. These changes were based on data/feedback from EPP committee recommendations, various assessments utilized by the EPP for measuring the effectiveness of its candidates and completers, and through anecdotal and formal survey results. The following are selected examples of revisions/updates resulting from data analysis:

- Revision of the EPP Admissions Interview Rubric (based on feedback from interview panelists)

- Decisions for revisions affecting EPP course content; classroom management, technology assisted instruction, etc. (based on data from administration of 1-3-5 year and 10-year alumni surveys)
- Revisions to EPP Admissions Essay guidelines (based on essay reviewer feedback)
- Revisions to the EPP “Ambassadors” policy/guidelines (based on feedback from cooperating P-12 area high schools)
- Revisions to the EPP “Candidate Dispositions for Teaching” Self-Survey (based on candidate feedback)
- Revisions to the EPP “Student Teacher Diversity Awareness Essay” required for all student teachers (based on essay evaluator feedback)\
- Addition of the Science Education Program to the EPP (based on P-12 school site/district administrator feedback)
- Various other adjustments to assessments for clarity, etc. (based on feedback gathered by survey respondents, comments by EPP faculty, etc.)
- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting?
 - In the Early Childhood Education program at SNU, all coursework is taught on site at the university’s School of Education (P-8) Lab School. The SNU Lab School is fully accredited by the State of Oklahoma. Currently, there are 3 dedicated classrooms available for these courses, as well as current technological tools outfitted in each classroom.
 - The professional education course, Educational Psychology (ED 3223) is taught on site at the SNU Lab School. During this course, each candidate is required to complete a Case Study on a particular student enrolled at the Lab School. This confidential portfolio and collection of assignments are conducted with strict confidentiality and expressed written permission by parents/caregivers of the individual Lab School student.
 - Early Childhood and Elementary Education candidates in the EPP work collaboratively with Bethany Public Schools during the course ED 3553 – Reading Theory and Practicum. Candidates conduct on site tutoring with elementary education classes at BPS. The ED 3553 coordinates tutoring sessions with individual classroom teachers at the BPS elementary site.
 - All Early Childhood and Elementary Education candidates are required to take two specific courses in STEM; ED 3452/3 – Elementary STEM 2/Studies in Mathematics and ED 3443 – Elementary STEM 1/Studies in Science (taught by Bethany Public Schools faculty). As a part of course requirements for both courses, candidates are

required to participate in the annual Bethany Public Schools “STEM Night.” Each candidate is required to present an exhibit at this event. Exhibits focus on specific areas of teaching mathematics and science that are developmentally appropriate and creative methods of involvement for P-5 students.

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

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

Mentor/cooperating teachers for student teachers are selected and approved based on the following criteria (NOTE: excerpts from SNU Student Teaching/Clinical Practice Handbook):

**Cooperating Teacher Selection Criteria*

Minimum of three (3) years teaching experience (REQUIRED) As cooperating teachers are selected, Southern Nazarene University School of Education works collaboratively and cooperatively with administrators/principals in selecting the best cooperating teacher possible for our student teachers. As we work together in this selection process, we can assure that our student teachers will experience positive role models who are effectively impacting P-12 student learning. The following criteria should be followed when selecting a Cooperating Teacher:

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

*(*Excerpt from SNU Student Teacher Handbook 2020-2021)*

All student teachers are required to participate in three Student Teaching Seminars during their Professional (student teaching) Semester. Representatives from various professional agencies and organizations related to education and teaching, as well as P-12 representatives (teachers, principals, superintendents, etc.) present sessions in each of the three Student Teaching seminars on various topics affecting the teaching profession, such as personal finance, interviewing techniques, substance abuse/mental health/trauma

issues, school safety and security, professional organizations, classroom management, and professionalism and ethics in teaching, to name a few. During Seminar II, student teachers participate in the Diversity in Education Seminar (ED 4710) which continues to be taught by SNU's Vice-President of Intercultural Learning and Engagement. In ED 4710, student teachers are required to complete diversity awareness self-assessment and growth activities. Candidates are also required to develop and submit a Diversity Awareness Essay as a culminating closure assignment to ED 4710. Data gathered from this essay is utilized by the EPP to assure that candidates develop an understanding of diversity and inclusion aspects. Student Teacher Diversity Awareness Essay scores continue to indicate that student teachers/candidates demonstrate understanding of diversity issues in the schools and are adept at understanding specific strategies that can be utilized in addressing specific needs of diverse learners. Additionally, student teachers are required to participate in a seminar course, English Language Learner Strategies (ED 4720) taught by an ELL specialist from an area P-12 public school district. Through information presented in ED 4720, student teachers learn strategies and information to better serve individual students who are identified as English as a second language learners. As a significant assessment for the SNU Educator Preparation Program, the candidate electronic portfolio (aligned with InTASC standards) continues to provide valuable information and data regarding the progress of each candidate through the program. Student teacher candidates participated in final portfolio checks (Checkpoints #3 and #4) during their student teaching semester. Additionally, a Student Teacher (Program Completer) Exit Interview is required for all candidates completing their student teaching semester. This electronic survey continues to provide valuable feedback to the EPP from completers. These exit surveys continue to provide the EPP with candid and informative feedback for improvement of the program and candidate experiences. Suggestions emanating from these surveys continue to assist the EPP in fine-tuning its programs and policies to better serve candidate transitions throughout the program.

Additionally, all student teachers are required to attend PPAT (Praxis Performance Assessment for Teachers) sessions for information and/or training in PPAT Tasks 1-4. Beginning in 2021-2022, these sessions were scheduled intermittently during the days of Student Teaching Seminars I and II. During these sessions, candidates are instructed in how to enroll in the PPAT system, as well as how to submit documents, portfolio artifacts and other supporting documentation. Candidates also receive advisement regarding deadlines and expectations for successful completion of the PPAT process. PPAT data is now collected and included in individual candidate portfolios, as well as at other points in the EPP's data assessment system.

- **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.

In Spring 2021, the Faculty Professional Development Plan was revised and approved by the SNU Educator Preparation Council. The plan was again reviewed/revised by the Educator Preparation Faculty during the 2021-2022 academic year.

NOTE: Inquiry, group discussion, collaborative learning aspects are identified below with *

**SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

Educator Preparation Program
Faculty Professional Development Plan & Reporting Procedures
Approved by Educator Preparation Council, Spring 2021
Reviewed/revise by Educator Preparation Faculty, 2021-2022

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

1. Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (verification/documentation required).
2. Attend/participate in at least 1 workshop, webinar or seminar OR State or National conference with subject matter directly related to P-12 education or to your specific P-12 discipline area of your faculty assignment (verification required)
NOTE: Webinars, workshops, conferences can be virtual (recordings and/or live online opportunities).
3. Please select **ONE** of the following six options:
 - a. * Present (or co-present, co-prepare) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (verification required).
NOTE: Presentations can be delivered virtually (Zoom, etc.).
 - b. * Be actively involved in a formal research study (i.e. P-12 Action Research Project, etc.) that corresponds to your specific P-12 discipline area or that involves P-12 student learning (verification/documentation required).
 - c. * Be working collaboratively and in partnership with a P-12 classroom/school in ongoing P-12 learning project(s) directly aligned with your specific P-12 discipline area (description of project required).
 - d. * Be a current candidate (in good standing) for a terminal degree (EdD, PhD, etc.) in an education-related field (verification/transcript/documentation required)
 - e. **NEW - Spring 2021** * Develop/present faculty/staff development presentation to a P-12 school. Faculty members should work collaboratively with school/building leadership to focus on selected professional development issues/topics that would benefit that school's faculty/staff.

f. **NEW - Spring 2021** *Develop and present research at SNU Faculty Meeting for general campus faculty in a specific area/topic approved by SNU Administration. Faculty meetings are held once per month. Guidelines for presentations are provided by the SNU Provost. NOTE: Occasionally, faculty meetings are conducted virtually, so presenters should be prepared with PowerPoints, online resources, etc. for their research presentations.

4. Maintain current Oklahoma State Teacher Certification in your specific discipline, teaching area (copy of certification required).
5. Submit annual Faculty Activity Report to the Office of the Provost (additional copy of annual Faculty Activity Report should also be submitted to Office of Educator Preparation)

Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by **May 15** of each academic year.

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

- **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.

At Southern Nazarene University, the Arts and Sciences Faculty continue to be an integral part of the Educator Preparation Program by their involvement, advisement, service on committees, leadership of individual EPP programs, and through their support and encouragement of the EPP.

Arts and Sciences Faculty continue to be involved with ongoing participation in EPP leadership, as well as direct interaction with candidates in the Educator Preparation Program. The following are specific examples of A&S Faculty involvement with the EPP:

- A&S faculty serve as program directors in the following certification areas: Social Studies Education, Mathematics Education, Science Education (new in 2021-2022) Physical Education, and Music Education (Instrumental and Vocal). These program directors continue to work closely with their individual program accreditation organizations (SPAs) for nationally recognized programs, and with the OEQA for State of Oklahoma recognized programs. A&S faculty who serves as program directors for individual programs also serve as advisors for candidates in their individual programs, providing guidance, planning, enrollment, and follow-up information once candidates complete their programs.

- A&S faculty continue to teach General Education coursework at SNU. Many of these GE courses are included in the Early Childhood Education and Elementary Education course requirements that meet the State of Oklahoma 4x12 general education requirements.
- The Social Studies program director also serves SNU as its General Education Director. In this role, this faculty member provides insight to the university regarding EPP requirements and needs for upcoming general education courses that need to be regularly offered and taught. During the 2021-2022 academic year, an EPP faculty member also served as a member of the General Education Council, the oversight group for general education offerings and policies for SNU.
- A&S faculty also continue to assist the EPP with its admissions process for candidates by serving on interview panels for candidate admissions interviews. All candidates seeking admission to the program are required to interview with these faculty members. A&S faculty provide recommendations for those candidates seeking admission to the EP program.
- A&S faculty also are included in all 8 EPP committees, providing input and oversight to the various functions of the EPP.
- A&S faculty service on the university Academic Council. This group approves all EPP program changes for the institution. New coursework, revised courses and course content, and policy changes affecting the EPP are all approved by the Academic Council.
- Selected coursework within the EPP is aligned with SNU General Education Outcomes and are approved for non-education majors as a part of their individual college major. For example, the initial course taught in the EPP, Introduction to Education (ED 2111) is also approved as a Professional Development course for any student in any program at SNU. While ED 2111 is required for all candidates in the EPP, it also is approved to meet the Professional Development requirement for these individual education majors.
- EPP faculty also continue to serve alongside A&S faculty in the Student Learning Committee for SNU. This group reviews learning outcomes for each program/major offered by the institution and provides assessment (formal and informal) for individual program areas/departments. Data resulting from these assessments is recorded in the A&S data collection for the institution.
- **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.**

Dr. Stephoni Case:

10+ hours in meetings with school superintendents, principals, and teachers in consultation for strategic planning, school site leadership, site management, site safety and security in area school districts; Bethany, Putnam City, Mustang, Yukon, OKC Public Schools.

Dr. Kep Keoppel:

20+ hours in student teaching supervision/observation in the following P-12 area school districts: Bethany, Putnam City, Piedmont, Purcell, Moore and OKC Public Schools and in first year teacher support.

Dr. Tim Taylor:

10+ hours in student teaching supervision/observation in the following P-12 area school districts: Bethany, Yukon, Putnam City and in first year teacher support.

Prof. Betty Lou Thompson:

30+ hours in student teaching supervision/observation in the following P-12 area school districts: Bethany, Putnam City, Mustang, Harrah, OKC Public Schools and in first year teacher support. 10+ hours in classroom tutoring/student monitoring in Bethany Public Schools.

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

In both the undergraduate and graduate programs in the SNU School of Education, candidates have access to classrooms with up-to-date technology equipment and programs. Additionally, graduate students continue to purchase personal technology equipment to assist them in successful completion of their graduate programs. There are a total of 6 classrooms outfitted with current technological tools and equipment where undergraduate and graduate candidates receive instruction. All classrooms contain the following technology: touch screen Smart TV's, Apple TV, classroom cameras/microphones/AV equipment, and other audio equipment. Candidates taking online courses through the SNU School of Education are assisted by high-definition cameras and audio equipment installed in each classroom. The Reading Resource Center, located in the SNU School of Education, has a dedicated computer connected with the campus library. This computer affords candidates the opportunity to search the library's holdings and collections in Children's Literature.

At the SNU P-8 Laboratory School, early childhood candidates complete program coursework on site in the Lab School facility. There are 3 dedicated classrooms for candidate coursework located within the Lab School facility. In all 3 classrooms, technology resources identical to those on campus are available for candidate use.

Graduate education programs continue to utilize technology for both its onsite program offerings, as well as for its online delivery formats. These online groups utilize technology extensively for their course delivery systems. In addition to online formats, all programs offered in the Graduate Education department in face-to-face settings. Whether totally online, totally face-to-face, or hybrid formats, all candidate in Graduate Education program utilize technology extensively.

2021-2022 Funding of EPP Technology:

During the 2021-2022 academic year, approximately \$35,000 was spent by candidates in EPP programs for laptops, software, upgrades and other technology-related equipment and programs.

Additionally, approximately \$25,000 was spent by the EPP during the 2021-2022 academic year for technological upgrades and for additional technology equipment and programs supporting the EPP. Specifically, these purchases were for upgrades and expansion of existing classroom technology, such as Smart TV screens, hotspots, Wi-Fi upgrades, desktop/laptop computers for faculty (full-time and adjunct), and for candidate professional development/technology licenses (Google) for the required course ED 2173 (Educational Technology) for EPP undergraduate candidates.

- **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.**

To assist individuals in pursuing Alternative Certification, the SNU Educator Preparation Program has adopted the following Alternative Certification Plan and continues to monitor and monitor its alternative certification candidates:

NOTE: This plan was reviewed/revised in Spring 2021 and was currently in place during the 2021-2022 academic year.

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

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

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

Individuals are afforded the opportunity to complete coursework required in either the traditional coursework for Educator Preparation (undergraduate), or by taking accelerated graduate level courses offered by SNU Graduate Studies in Education and Leadership.

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

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

For more information, please contact the SNU Graduate Studies in Education and Leadership Alternative Certification Advisor at (405) 491-6346.

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

This Alternative Certification Plan is fully implemented and is currently published on the SNU School of Education webpages. Along with a full time EPP faculty member, an EPP Administrative Assistant serves as the EPP's Alternative Certification Advisors. These individuals are responsible for all aspects of the process for Alternative Certification. The Director of Educator Preparation provides guidance to the Alt Cert Advisors, as well as the individual seeking Alternative Certification, and provides written verification and advisement/guidance for any courses available for the Alt Cert candidate at Southern Nazarene University. All records and tracking of Alt Cert candidates are maintained and supervised by the EPP's Alt Cert Administrative Assistant, with support, advisement, and assistance from the Director of Educator Preparation.

The following 6 graduate credit courses have been developed and are continuing to be offered to assist those seeking alternative certification:

ED 6523 – Classroom Leadership

ED 6553 – Reading Assessment and Instruction

ED 6233 – Education Technology

ED 6223 – Education Psychology

ED 6133 – Secondary Teaching Methods

ED-5043 - Collaborative/Interdisciplinary Teaching Practices

These graduate level courses are offered in online and face-to-face formats at scheduled times during the year. These courses are approved by the Oklahoma State Department of Education to assist alternatively certified candidates in meeting requirements for full certification. Individual candidates receive guidance regarding appropriate classes that align with their specific needs as determined by the OSDE.

According to the EPP Alternative Certification Office, during the 2021-2022 academic year, there were 132 candidates enrolled in the SNU Educator Preparation Program for Alternative Certification. Also, during the 2021-2022 academic year, 8 individuals were enrolled in OSDE's "Troops to Teachers" program. While 132 candidates were officially enrolled and tracked in the program, it should be noted that a significant number of individuals also received general/anecdotal guidance, information, and advisement.

- **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.

Public and Stakeholder input is solicited and received through the following:

- 2021-2022 Annual Public Forum was held on April 27, 2022. Notices were posted in public newspapers on April 15 and April 22, 2022.
- Information about the SNU EPP and its programs, policies and requirements are posted on the Southern Nazarene University webpages: snu.edu/school-of-education
- School of Education "Ambassadors" – 3 high-achieving candidates (selected by EPP faculty) represent the SNU EPP in high school visits to "Future Teacher" student organizations and clubs. NOTE: In 2021-2022, the School of Education Ambassadors conducted 4 area school visits with clubs/organizations of students interested in the teaching profession as a possible career choice.

The public is also informed through the participation of various public stakeholders in the oversight and advisement committee function for the EPP. The EPP at Southern Nazarene University currently has 8 oversight committees/groups that provide ongoing direction and guidance to the EPP. Group membership in every committee includes individuals representing P-12 stakeholders (teachers, administrators, parents, community members). Group descriptions and functions are as follows:

***NOTE:** EPP Committees were reviewed by EPP faculty and restructured in 2021-2022 (approved by Ed Prep Council), resulting in merging of Bias Review Committee and Diversity Committee.

Educator Preparation Council (EPP Governance Group)

The Educator Preparation Council serves as the governance unit for the Educator Preparation Program at Southern Nazarene University. All policy, program, candidate admissions and assessment decisions affecting the Southern Nazarene University Educator

Preparation Program are made by this organization. Membership includes Educator Preparation faculty (School of Education), Educator Preparation Program-specific faculty (P-12 Program Areas), SNU faculty, SNU Administration, P-12 community/stakeholder representatives (teachers and administrators, public and private) and an EPP teacher candidate. The Educator Preparation Council meets twice during both fall and spring semesters. Minutes of meetings provide evidence and documentation of decisions emanating from the Educator Preparation Council.

Educator Preparation P-12 Stakeholder Advisory Group

The Educator Preparation P-12 Advisory Group is an accountability, advisory and assessment focused group of individuals representing P-12 community members/stakeholders. This committee regularly evaluates program effectiveness, reviews data and assessment practices and policies, and makes recommendations for program improvement to the Educator Preparation Council. The Educator Preparation Council will make all final decisions regarding recommendations from the P-12 Stakeholder Advisory Group. All correspondence and communication with the P-12 Stakeholder Advisory Group is delivered through electronic formats.

***Educator Preparation Diversity/Bias Review Committee (New in 2021-2022)**

The Educator Preparation Diversity/Bias Review Committee is responsible for regularly reviewing all School of Education documents, forms, data collection methods, policies, and publications for accuracy, bias, and fairness based on specific criteria. The Diversity/Bias Review Committee is comprised of individual faculty and staff representatives from outside the SNU School of Education and includes local community and P-12 stakeholder representation. School of Education information for review will be sent to individual Diversity/Bias Review Committee members at least once per academic year for individual review. The Diversity/Bias Review Committee will then make recommendations to the Educator Preparation Council for consideration. The Educator Preparation Council (the School of Education governance committee) will make final decisions regarding the recommendations of the Diversity/Bias Review Committee. The Diversity/Bias Review Committee is also available to assist in monitoring diversity aspects embedded in coursework in the Educator Preparation Program. All documentation, correspondence and communication with the Diversity/Bias Review Committee are delivered through electronic formats. Committee members consist of Educator Preparation faculty members, SNU faculty members, P-12 stakeholder (teacher/administrator) representatives, parent representatives, faith-based community representatives, and an EPP teacher candidate representative with member representation of various diverse backgrounds, ethnicities, and cultures.

Educator Preparation Teacher Candidate Advisory Committee

The Teacher Candidate Advisory Committee consists of 4 students (teacher candidates) representing every P-12 area of emphasis/major in the SNU teacher education program, both graduate and undergraduate, and the Chair/Director of Educator Preparation. Through their representatives on this committee, all teacher candidates in the SNU Educator Preparation Program are provided the opportunity to formally express concerns/feedback/suggestions regarding the programs and policies of the Educator

Preparation Program at Southern Nazarene University. Any program and/or policy recommendations by the Teacher Candidate Advisory Committee will be submitted to the Educator Preparation Council for consideration and/or any final decisions.

The Teacher Candidate Advisory Committee meets twice during the academic year (or as needed when concerns/feedback/suggestions are submitted).

Educator Preparation Program Admissions Interview Committee/Panel

The Southern Nazarene University Educator Preparation Program Admissions Interview Committee/Panel is a group comprised of Educator Preparation Program faculty, General Education (Arts and Sciences) faculty, P-12 administration and program-specific faculty, and P-12 community/stakeholder representation.

The Admissions Interview Committee/Panel is responsible for conducting Educator Preparation Program admissions interviews in the fall and spring semesters of each academic year, and as needed for individual teacher candidates required to repeat interviews.

Based on established criteria and requirements for admission to the SNU Educator Preparation Program, the Admissions Interview Committee/Panel will make recommendations to the Director of Educator Preparation and the Educator Preparation Council for admission of teacher candidates to the program. Admissions Committee members conduct interviews of candidates based on the following areas based on specific InTASC Standards, as well as the SNU Teacher Candidate Characteristics of Effective Teaching. The Admissions Interview Committee/Panel also follows the established requirements (coursework, GPA, etc.) for recommending admission of teacher candidates to the Educator Preparation Program. Interviews are conducted utilizing the SNU Educator Preparation Program Interview Rubric and are scored using *UNACCEPTABLE*, *ACCEPTABLE*, and *TARGET* indicators for each of the areas of evaluation.

It should be noted that revisions to the admissions interview rubric were approved by the Educator Preparation Council during the 2021-2022 academic year.

Educator Preparation Program Curriculum Committee

The Educator Preparation Program Curriculum Committee at Southern Nazarene University is responsible for oversight of the SNU Reading Resource Center, the professional education collection at the SNU Learning Resource Center (Campus Library), and for reviewing EPP professional education syllabi and coursework bibliography/reference material. It is also responsible for monitoring and updating bibliography and resources for the Conceptual Framework for SNU Educator Preparation. The Curriculum Committee also provides direction and oversight for the Teacher Candidate Resource Center located in the School of Education. Membership on the Educator Preparation Program Curriculum Committee includes SNU Educator Preparation Faculty, SNU Learning Resource Center (Library) Staff Member, a member of the P-12 community/stakeholders, and the student assistant in the SNU Reading Resource Center who is also a teacher candidate (admitted to SNU Educator Preparation Program). The Curriculum Committee meets twice during the academic year.

Educator Preparation Program Assessment Committee

The Educator Preparation Assessment Committee is responsible for reviewing current Educator Preparation Program data, assessments, rubrics, and assessment policies, and will regularly review all program assessments for validity and reliability based on specific criteria and methods. The Assessment Committee meets twice during the academic year during the fall and spring semesters and communicates as needed via electronic formats. The Assessment Committee consists of Educator Preparation Faculty, Educator Preparation Assessment/Data Coordinator, SNU Mathematics Faculty, SNU Statistics Faculty, additional SNU Faculty Members, P-12 stakeholder (teacher/administrator) representative, and a teacher candidate in the Educator Preparation Program. Based on the aforementioned reviews, the committee will make recommendations for program adjustments, changes, and data-driven decisions to the Director of Educator Preparation and the Educator Preparation Council. The Educator Preparation Council will make final decisions re: adoption and/or implementation of any recommendation by the Assessment Committee.

Educator Preparation Program Technology Committee

The Educator Preparation Technology Committee is responsible for oversight of all educational and instructional functions, programs, equipment, software, and curriculum and technological functions related to instructional and educational technology and program operations in the Educator Preparation Program. Committee will be responsible for recommending updates and upgrades to program technology to the Educator Preparation Council. The Educator Preparation Council will review all equipment related (new, upgrade, updates) recommendations by the Technology Committee and as funds are available, will approve technological improvements. The Technology Committee will also make recommendations for curriculum changes and will review technology aspects embedded in coursework in the Educator Preparation Program. Curricular recommendations from the Technology Committee will also be presented to the Educator Preparation Council for consideration. Members of the Technology Committee consist of Educator Preparation Faculty Member/Coordinator of Educational and Instructional Technology, an additional Educator Preparation Faculty Member, a representative from SNU Institutional Technology staff, SNU Computer Science/Network Engineering Faculty Member, a P-12 stakeholder (Instructor/Director of Technology-STEM), and a teacher candidate in the Educator Preparation Program. The Technology Committee meets twice during the academic year.

- **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)**.

During the 2020-2021 academic year, the EPP provided information and instruction to its teacher candidates regarding dyslexia and trauma-informed responsive instruction in the following EPP courses and Student Teaching Seminars:

Dyslexia response awareness, identification, intervention, and instructional strategies are studied in the three required Reading courses for Elementary Education and Early Childhood Education majors: ED 3553 – Reading Theory (includes awareness instruction and a required report on

dyslexia as an exceptionality), ED 4333 – Reading Diagnosis (dyslexia class session/project), and ED 3323 – Developmental Reading (dyslexia intervention strategies class sessions).

Trauma-informed responsive awareness and instruction are studied in the following courses for all candidates in the Educator Preparation Program:

- ED 2111 – Introduction to Education/Teaching Lab (class session on introduction to student trauma issues)
- ED 2162 – Foundations of Education (class session on awareness and intervention strategies)
- ED 3223 – Educational Psychology (class sessions and trauma issues included in required student case study final project)
- ED 4141 – Survey of the Exceptional Child (class session, guest speaker and article reviews re: student trauma awareness and intervention strategies)
- Student Teaching Seminar I and II – Guest speakers (P12 Interventionist, Clinical Psychologist/Counselor) – Student Trauma Issues and Intervention Strategies

Additionally, student trauma issues and intervention strategies resources are posted on individual course Canvas instructional platform pages and available as resources to all candidates participating in EPP coursework.

During the 2020-2021 academic year, the EPP provided information and instruction to its teacher candidates regarding Multi-tiered systems (MTTS) of support in the following EPP courses:

- ED 3553 – Reading Theory and Practicum (Emphasis on student presentations of exceptionalities that emphasize the need for multi-tiered support systems; case study review for discussions and problem-solving activities/scenarios that would prompt MTTS.)
- ED 3323 – Developmental Reading (Students are encouraged to identify student learning challenges in the development of reading skills, in order to direct those needs to a specific elements of multi-tiered support system early in the learning process.)
- ED 4141 – Survey of Exceptional Child (Required for every candidate. Students are assigned special readings and discussion topics in multi-tiered support systems. Class discussions re: special readings are processed during class sessions. Written articulations and reflections on how multi-tiered systems of support for P-12 students are determined, addressed, and evaluated are submitted by students during the course.)
- ED 4522 - Characteristics of Early Adolescence (Guest speakers emphasize the need for multi-tiered support and often represent members of the multi-tiered support team in P-12 and community agency practice.)

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

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

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

- 1. Foreign Language 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**

In our Spring 2018, the SNU EPP received an “Area for Improvement” for #7 – *Faculty Professional Development* at our accreditation site visit. Since that visit, the SNU School of Education continues to follow the following guidelines for Faculty Professional Development. In Spring 2021, the Faculty Professional Development Plan was revised and approved by the SNU Educator Preparation Council. The plan was again reviewed by the Educator Preparation Faculty during the 2021-2022 academic year.

NOTE: Inquiry, group discussion, collaborative learning aspects are identified below with *):

SOUTHERN NAZARENE UNIVERSITY SCHOOL OF EDUCATION

Educator Preparation Program
Faculty Professional Development Plan & Reporting Procedures
Approved by Educator Preparation Council, Spring 2021
Reviewed by Educator Preparation Faculty, 2021-2022

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

6. Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (verification/documentation required).

7. Attend/participate in at least 1 workshop, webinar or seminar OR State or National conference with subject matter directly related to P-12 education or to your specific P-12 discipline area of your faculty assignment (verification required)
NOTE: Webinars, workshops, conferences can be virtual (recordings and/or live online opportunities).
8. Please select **ONE** of the following six options:
 - a. * Present (or co-present, co-prepare) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (verification required).
NOTE: Presentations can be delivered virtually (Zoom, etc.).
 - b. * Be actively involved in a formal research study (i.e. P-12 Action Research Project, etc.) that corresponds to your specific P-12 discipline area or that involves P-12 student learning (verification/documentation required).
 - c. * Be working collaboratively and in partnership with a P-12 classroom/school in ongoing P-12 learning project(s) directly aligned with your specific P-12 discipline area (description of project required).
 - d. * Be a current candidate (in good standing) for a terminal degree (EdD, PhD, etc.) in an education-related field (verification/transcript/documentation required)
 - e. **NEW - Spring 2021** * Develop/present faculty/staff development presentation to a P-12 school. Faculty members should work collaboratively with school/building leadership to focus on selected professional development issues/topics that would benefit that school's faculty/staff.
 - f. **NEW - Spring 2021** *Develop and present research at SNU Faculty Meeting for general campus faculty in a specific area/topic approved by SNU Administration. Faculty meetings are held once per month. Guidelines for presentations are provided by the SNU Provost. NOTE: Occasionally, faculty meetings are conducted virtually, so presenters should be prepared with PowerPoints, online resources, etc. for their research presentations.
9. Maintain current Oklahoma State Teacher Certification in your specific discipline, teaching area (copy of certification required).
10. Submit annual Faculty Activity Report to the Office of the Provost (additional copy of annual Faculty Activity Report should also be submitted to Office of Educator Preparation)

Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation **by May 15** of each academic year.

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

8. *Alternative Placement Program*

9. *Faculty Workload*

10. *Mentor Teachers*