



Southern Nazarene University
Traditional Report AY 2021-22
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

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

Titus

PHONE

(405) 491-6620

EMAIL

rtitus@snu.edu

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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text" value="Pass Oklahoma General Education Test"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3. What 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 2021-22. ([§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	<input type="text" value="60"/>
Number of clock hours required for student teaching	<input type="text" value="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)

[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)

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

Number of students in supervised clinical experience during this academic year

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

THIS PAGE INCLUDES:

>> [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

2021-22 Total	
Total Number of Individuals Enrolled	106
Subset of Program Completers	22

Gender	Total Enrolled	Subset of Program Completers
Male	29	5
Female	77	17
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	0
Asian	2	0
Black or African American	8	0
Hispanic/Latino of any race	5	0
Native Hawaiian or Other Pacific Islander	0	0
White	76	22

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	11	0
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](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22

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	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="7"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	6
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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 2021-22

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	<input type="text"/>
13.1202	Teacher Education - Elementary Education	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	6
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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 2021-2022 academic year, the SNU Educator Preparation Program continued to provide current and applicable information regarding nationwide and State of Oklahoma employment opportunities and teacher shortage area information for its candidates. Information regarding these teaching opportunities and other pertinent information (salaries, trends, certification information, etc.) are readily available and easy to navigate on the SNU School of Education website. Links to job opportunities in surrounding school districts, as well as the State of Oklahoma and nationwide are available and linked directly to local and state agencies across the country. Additional information from the US Department of Education provides data and information regarding employment trends and statistics to inform candidates about future opportunities. In addition to online information, guest speakers from area school districts continue to provide employment information, as well as human resource data for all student teachers in the SNU

Educator Preparation Program. Many of the program's completers are hired by their respective schools and districts, so these connections are proving to be valuable and practical for our candidates. Additionally, the SNU Educator Preparation program continues to connect with local and area school districts for quality assurance for its programs. Members of the P-12 community (teaching and administration) serve on all 10 Professional Education committees for the Educator Preparation Program. These individuals provide valuable feedback for candidates, as well as program recommendations, assessment, decision making, partnerships and various other aspects of the program. The SNU Educator Preparation Program continues to survey all first, third and fifth year program completers for continuing improvement and monitoring of the quality of its programs. These data continue to greatly assist the Educator Preparation Program in the assurance that its candidates continue to experience practical and effective training in not only their subject area, but also general aspects such as classroom management, effective use of classroom technology, professional development opportunities and specific instruction in effective planning for quality instruction. Additionally, the SNU Educator Preparation Program administers the 10 Year Alumni Survey each spring. This survey collects information, feedback and data specifically regarding honors, recognitions, and various other distinctions of program completers. Every effort is pursued to develop and maintain connections with graduates of the program. Through these connections, the SNU Educator Preparation is able to help keep current information for all its alumni. Additional surveys are administered by the State of Oklahoma to every graduate of the SNU Educator Preparation Program, as well as to supervising administrators and districts that employ these individuals. These anonymous surveys help gather data regarding program effectiveness, completer effectiveness, and employer satisfaction with these program completers. During each academic year, the various committees supporting the Educator Preparation Program review and discuss data emanating from these surveys. As recommendations are received, the Educator Preparation Council (governance committee) will make decisions affecting programs and candidates to continue to assure quality preparation and quality programs. Coursework in the SNU Educator Preparation Program continues to offer practical techniques for teaching, pedagogical aspects for educators, and content information for individual subject areas. The capstone course, Professional Decision Making is required for every candidate in the program, regardless of major area. In this course, practical aspects regarding instructional planning, classroom management and effective evaluation and assessment of student learning is presented. The capstone course (PDM) is required the semester immediately prior to the candidate's student teaching semester. Regular and systematic review of data is conducted throughout the academic year by the 10 professional education committees, and decisions affecting candidates and the program are presented to the Educator Preparation Council (governance group for the program). In addition to formal assessments, anecdotal feedback regarding candidate effectiveness is gathered by professional education faculty in discussions with cooperating/supervising teachers and administrators as candidate complete pre-student teaching observations and classroom experiences, as well as student teaching assignments. Every candidate in the SNU Educator Preparation Program experiences instruction in how to work with individual learners with disabilities and exceptionalities. Each candidate in the program is required to complete the course, Survey of the Exceptional Child as part of their preparation program. In order to successfully complete this course, candidates are also required to complete an observation experience in a classroom for students with disabilities. These experiences, along with course content, help prepare candidates with practical knowledge regarding strategies for effective instruction for students with disabilities. This course also offers insights into how to work with families and caregivers for these students, thus building positive relationships for supporting effective learning for these students. In addition to this course, all candidates are also required to take the course, Education Psychology as a part of their preparation programs. Case studies for students with disabilities and exceptionalities, as well as course content, are integral components of this course. Candidates are required to develop their case studies over the semester and build a case study portfolio with the particular student they are working with. These anonymous case studies help provide candidates with insights on how to manage instruction with specific strategies articulated, such as the IEP (Individual Education Plan) for students with disabilities and/or exceptionalities. At the conclusion of the Educational Psychology course, students are required to present their case study findings to their colleagues, observing the strictest confidentiality of their case study students and families. In addition to these two courses, all student teachers are required to develop and submit a Diversity Awareness Essay. This particular assignment is constructed in two parts: Part one includes information about a particular student that is on an IEP in the classroom where they student teach. It should be noted that strict confidentiality is maintained in this essay. At no time is the student identifiable and all references to the student are anonymous (Student A, etc.). Part two is a statistical review of the percentages of diversity represented in the particular school where the student teacher experiences their first student teaching assignment. Specific guidelines for obtaining these data are outlined for the student teacher. Data is obtained by referencing online information about the school, as well as through individual interviews with the cooperating teacher and school principal/administrator. The Diversity Awareness Essay is evaluated utilizing an online rubric that is aligned to accreditation diversity standards and expectations. Evaluations are recorded in the individual student teacher's Growth Portfolio and are an integral part of the overall portfolio evaluation as candidates complete the program. Additionally, all candidates in the program are required to complete the course, Diversity in Education (ED 4710) as a part of their preparation program. This course is taught in seminar format and is presented during Student Teaching Seminar II. Embedded in this course are multiple aspects of diversity; poverty, race, ethnicity, gender differences, socio-economic factors, family structures, differences, and dynamics, as well as aspects of students with special needs, such as physical, learning and emotional. In addition to these specific courses and seminars, each course in the professional education coursework block contains specific content related to how diversity interacts with this particular course's content. Course syllabi are aligned with diversity aspects, and specific diversity standards are identified in each learning experience outlined in the course. Additionally, each candidate must complete 24 hours of observations (prior to student teaching) in a school that is identified as diverse (ie. socio-economic, ethnicity, etc.). Specific tracking for each candidate assures that they complete this specific requirement. Following classroom observations, candidates are required to articulate reflections on their experiences, specifically focusing on how diversity aspects are included and addressed in their individual school and classroom assignments. Each candidate in the program must also complete the seminar course, ED 4720 - English Language Learner Strategies before completion of their individual programs. This course offers instruction and practical strategies for working with students with limited or no English speaking skills. While this course does not prepare candidates to teach ELL and/or ESL students, it provides insights into how educators can create connections and positive relationships with these particular learners in their individual classrooms. Urban, suburban and rural school characteristics and aspects are also presented in two professional education courses. These aspects not only help provide the candidate with information to make decisions of where they would like to teach, but also provide characteristics and information regarding uniqueness of each of these types of districts, such as education levels of these districts' population, demographic information regarding these districts, and various other data that help the candidate understand these particular types of districts and schools. Candidates are exposed to the differences between these types of districts, with encouragement to consider teaching in challenging low income, diverse and multicultural schools/districts, not only in Oklahoma, but nationwide. Because of the severe statewide shortages in urban and rural schools, the SNU Educator Preparation Program intentionally seeks opportunities for its candidates to be exposed to experiences in urban and rural school settings, and encourages its candidates to consider these particular school districts. The mission statement for the SNU Educator Preparation Program is

“...committed to the belief that ALL students can learn,” and that philosophy or focus is emphasized and embedded in every practical experience, course and requirement for completion of the program. Through these efforts, candidates emerging from the program are well prepared to help meet the increasing demands and needs for effective teaching in today’s classrooms. Additionally, as the need continues to emerge for well prepared teachers of excellence that can help meet the instructional needs of an ever changing society, the SNU Educator Preparation continues the intentional focus of assuring that it’s program completers have the practical hands-on experiences and content knowledge to help address these needs.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

During the 2021-2022 academic year, the SNU Educator Preparation Program continued to work closely with the SNU Admissions Department, the Mathematics Education Program and the SNU Science division to actively recruit prospective students to its teacher preparation program in Mathematics Education. As a result of these efforts, the SNU Mathematics Program had a total of 6 Mathematics Education majors enrolled in its teacher preparation program. Two of these 6 Mathematics Education majors have taken advantage of incentive programs, such as the Oklahoma Teacher Shortage Incentive Program (TSEIP), as well as several other scholarships focused on the recruitment of quality mathematics educators. In the Spring of 2022, 3 mathematics education majors completed their preparatory program and were hired by area 6-12 secondary schools.

3. Did your program meet the goal?

- Yes
 No

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

The SNU School of Education Ambassadors conducted visits to area secondary schools and presented information to prospective teacher education students about the various programs offered by the SNU Educator Preparation Program. Among those expressing interest in the teaching profession were those specifically interested in teaching mathematics in middle/high schools (6-12). Follow up information was obtained from these prospective students whereby SNU Admissions staff and Mathematics Education professors could follow up. Prospective students were also advised of scholarship, grant and incentive funding programs and opportunities.

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

As the teacher shortage numbers in the State of Oklahoma increased, systematic and specific strategies were developed to focus on the recruitment of quality prospective students to the Mathematics Education program at SNU. Given the rigor of the Mathematics Education program, prospective students were advised to take higher level secondary mathematics courses in preparation for the rigorous preparation program at SNU. Intentional efforts were focused on those students who demonstrated high competency and achievement in their secondary mathematics courses. As SNU is a small faith-based institution, competition with state universities and colleges was challenging due to limited resources, scholarship funds and other sources of private education funding.

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

The SNU Mathematics Education Program has developed a quality and effective teacher preparation program. Its reputation among area schools is very high and 100% of graduates of the Mathematics Education Program readily obtain employment in area schools. The Mathematics Education Program at SNU is also nationally recognized (NATM) with its accreditation. The SNU Educator Preparation Program will continue diligent and intentional efforts to not only maintain its excellence, but will also focus on growing the number of Mathematics Education majors that enroll in its program.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

In the academic year of 2021-2022, the SNU School of Education continued to actively recruit prospective candidates to the Mathematics Education program. The "SNU Ed Prep Ambassadors" continued to visit area secondary schools to help recruiting endeavors. As the Mathematics Education Program partnered with the SNU Admissions department, several prospective students were contacted and prospective student campus visits were conducted. As prospective students visited the campus, both the Mathematics Education faculty and the SNU Professional Education faculty were actively involved in visiting with these prospective students. Additionally, incentive programs were presented to prospective students, such as the Teacher Shortage Incentive Program offered by the State of Oklahoma (TSEIP).

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The SNU Educator Preparation Program will continue intentional efforts to build upon the solid reputation of its rigorous Mathematics Education Program in preparing mathematics teachers of excellence. The Educator Preparation Program will continue joint efforts with the SNU Department of Admissions, as well as with the Division of Science and Mathematics to recruit and retain highly qualified prospective students. Initiatives and endeavors, such as the NASA Education program for future teachers will continue to be promoted by the institution for recruitment purposes. Teacher shortages in the area of mathematics continues to be a challenge to the State of Oklahoma. Graduates of SNU's Mathematics Education Program continue to be highly sought after for area P-12 public and private schools. Graduates of SNU's Mathematics Program continue to experience 100%

pass rates on their certification exams. Additionally, a newly updated and advanced listing of all prospective students is being implemented by the SNU Admissions department. The goal for this updated system is to more effectively track and communicate with prospective students expressing an interest in pursuing a teaching degree at SNU. Additionally, the SNU Educator Preparation Ambassadors will intensify its efforts to expand to more area secondary schools in an effort to continue to recruit prospective students to the SNU Educator Preparation Program. It is desired that the Ambassador Program expand its reach to more suburban and rural communities surround the greater metro area.

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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Science Education program was reestablished during the 2021-2022 academic year for both Biology Education and Chemistry Education. State of Oklahoma approvals and accreditation were granted in order for recruitment efforts to begin. A faculty advisor, as well as departmental chair were established as advisors and recruiters for the program. The goal for 2022-2023 is to recruit at least 3 new candidates for the program.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

During the 2023-2024, the Science Education will actively recruit and add 6 new Science Education majors (Biology or Chemistry) to the program. Data will be reported for the 2022-2023 academic year to the State of Oklahoma for continuing accreditation. The Science Education program will also explore the possibility of adding Physics Education to the program tracks.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? 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](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 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 (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? 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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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, 2021-22	2			
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, 2021-22	6			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	6			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	11	252	11	100
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
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
201 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	2			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2021-22	19	258	19	100
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
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, 2019-20	15	267	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2021-22	4			
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	6			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2021-22	9			
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
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2020-21	1			
117 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2021-22	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2021-22	3			
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			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			

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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	22	15	68
All program completers, 2020-21	16	10	63
All program completers, 2019-20	20	18	90

Low-Performing

THIS PAGE INCLUDES:

>> [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

THIS PAGE INCLUDES:

>> [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 2021-2022 academic year, the SNU Educator Preparation Program continued to require that every teacher candidate consistently demonstrate technology skills, as well as technology teaching pedagogical skills as they move through their individual teacher preparatory programs. During the required Professional Education course, Educational Technology, every candidate is required to demonstrate multiple technological approaches to instruction, regardless of major. Each candidate is required to develop an Educational Technology Professional Portfolio that is a collection of various artifacts and documentation verifying competency in a variety of technology-assisted teaching techniques. Additionally all candidates that enroll in Educational Technology are required to continue their Google classroom certification. Since implementing this requirement, the SNU Educator Preparation Program has seen progressive improvement in the quality of their candidate knowledge and dispositions regarding technology assisted instruction. Every course in the SNU Educator Preparation also contains a specific technology component that is required for every student enrolled. These technology components range from student presentations utilizing technology, the development of a technology assisted lesson plan, and the implementation of specialized foundational subject specific technological tools and applications. Additionally, every course's content in the SNU Educator Preparation Program is aligned with ISTE (International Society for Technology in Education) standards. Specific ISTE standards are embedded in course assignments and activities, as well as in classroom discussions and demonstrations. In the SNU Educator Preparation Program, all coursework is required to be presented in the technology instructional platform of Canvas. All instructors (full time and adjunct) are required to go through extensive orientation and training in Canvas, and are required to post assignments, communicate with students, and video classroom presentations and lectures for those students that need remote learning access and remediation. Additionally, during the Professional Semester (full

time student teaching semester), all candidates are required to utilize and demonstrate how they use technology to reinforce and enhance instruction in their practice teaching classroom experiences. Evaluations of technology competency of candidates is evaluated by both SNU Educator Preparation faculty and Cooperating Teacher (Site Classroom Supervisor) personnel. As soon as candidates enter the program, they are required to participate in the Growth Portfolio process. This progressive process of gathering and demonstrating evidence of growth through the program also contains significant demonstrations of technological aptitude and competence at each of the four levels of evaluation. As candidates finish their individual teacher preparatory programs, the completed portfolio will contain a significant number of technological artifacts that demonstrate candidates have a depth of knowledge, skills and dispositions related to technological assisted instruction. It should be noted that the SNU Educator Preparation Program distributes annual first, third and fifth year alumni surveys during each academic year. In reviews of these data, it should be noted that consistent high levels of confidence and skills are indicated by completers of the surveys, noting their satisfaction with the level of preparation for effectively utilizing classroom technology in their instruction. All candidates throughout their programs are also instructed in the electronic/technology functions of the SNU Educator Preparation Program. Each candidate has an electronic data file that is consistently monitored and maintained by the SNU School of Education Administrative Assistant. Each candidate has immediate access to the content of their electronic file, and has the ability to update and review contents in their electronic file. The SNU Educator Preparation Program also extensively uses technology in its data collection and assessment system. Candidate data, program data and continuous improvement feedback are all collected by technological methods and techniques. As the SNU School of Education maintains its national accreditation, its technology assisted assessment processes greatly assist in these data collection and evaluation efforts. Additionally, each classroom utilized by the SNU Educator Preparation Program is outfitted with the latest most advanced technological tools available for educators. Candidates consistently demonstrate skills using these classroom tools and programs. The institution's Instructional Technology department continues to provide maintenance and tech support for the classroom equipment, as well as providing instructional support to instructors and professors in their individual offices. The SNU Educator Preparation Program continues to actively seek funding opportunities for the continuous evaluation and updating of its classroom technology tools and equipment. An additional goal of the SNU Educator Preparation Program would be to develop an education minor in Educational Technology, whereby candidates in a specific teacher preparation program could add additional coursework credits in technology-specific courses offered by the institution. As funding and qualified instructors are available, the SNU Educator Preparation will continue to explore these innovative approaches to developing quality, effective and skilled future teachers for P-12 classrooms now and on into the future.

Teacher Training

THIS PAGE INCLUDES:

>> [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

In the SNU Educator Preparation Program, all candidates in all majors are required to complete the course, Educational Psychology (ED 3223) as part of their preparatory program. During this course, all candidates are required to complete a variety of assignments that focus on the learning needs for all students. During the course, all candidates are also required to conduct interviews with individual P-12 students with special needs and who have been identified as students with exceptionalities. Candidates focus on one student with exceptionalities and have had an IEP (Individualized Education Plan) developed for their learning experiences. Candidates are required to obtain permission from the parent/caregiver of the student, as well as the school district where that student receives services. After a review of the IEP, the candidate conducts a series of interviews to develop a case study for their particular student. It should be noted that all documentation submitted for the case study is held in strict confidence. At no time in any portion of the case study is the student identified by name. These series of interviews and the culminating case study summary assists the candidate in developing and evaluating strategies for working effectively with students who have learning disabilities/difficulties. In another required course, Survey of the Exceptional Child (ED 4141), all candidates review current literature regarding students with disabilities and submit a series of reports/reviews of information related to specific areas of student learning disabilities and exceptionalities. Panel discussions of Special Education teachers in P-12 schools are embedded during the course. Additionally, all candidates in this course are required to complete a classroom observation experience in a P-12 classroom for students with special needs. Upon submitting documentation of these practical experiences, students will also submit an accompanying reflection of those experiences. During the student teaching semester, all candidates are required to complete two seminar courses; Diversity in Education and English Language Learner Strategies. At the conclusion of these two seminar courses, candidates are required to submit an evaluative reflection of the course content for each course. During these two courses, information is presented regarding how to accommodate learners in specific disability/exceptionality areas with specific strategies that can be included and incorporated into the IEP. Scenarios and problem-solving activities are a major component for these two courses as candidates are presented with possible student issues and asked to develop their own strategies for a possible IEP. Also during the student teaching semester, all candidates are required to complete the Diversity Awareness Essay. In this articulation, candidates are required to research the diversity demographic data for the particular school in which they complete their student teaching assignments, i.e. percentages of students on an IEP, percentages of students receiving accommodations, and overall percentages of test scores, etc. As a part of this essay, candidates are also required to focus on one particular student in the classroom in which they student teach that is on an IEP. It should be noted that at no time is this particular student identified, so as to respect strict confidentiality. In their review of their particular student, the candidate also articulates an evaluation of the particular strategies employed by the supervising classroom teacher and those strategies' effective in meeting the needs of their particular student. At no time is the student teacher's evaluation and opinion of the supervising classroom teacher shared with that particular teacher. An assessment rubric for the essay is utilized by the university supervisor to evaluate the essay and scores for each individual student teacher are recorded. Data from these evaluations are used for continuous assessment of the effectiveness of the Educator Preparation Program, as well as the effectiveness of the preparation of the individual candidate and overall candidate performance.

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*.

During student teaching assignments, candidates are encouraged to seek permission to participate as observers in student IEP meetings. Student teachers are required to seek permission from both the parent/caregiver of the IEP student, as well as the supervising classroom teacher before they observe said meetings. Also, in the required course, Survey of the Exceptional Child, panel discussions with current P-12 Special Education teachers and administrators are embedded intermittently throughout the course. These practical discussions focus on the significance of the IEP process, how to participate/conduct an IEP meeting, and specific laws that pertain to the IEP process. These panels continue to provide practical insights and information for candidates prior to their student teaching experience/semester. Also, during the course, Educational Psychology, all candidates are required to construct a case study that focuses on a P-12 student with special needs. Specific content questions regarding the student's IEP content and progress are required to be submitted with the completed case study report. Also during the case study process, candidates are required to observe an IEP meeting for their particular student. It should be noted that candidates are required to secure permission from the student's

parent/caregiver, as well as the classroom teacher and school where this student is receiving services. All case study reports, documentation and articulations are completely confidential and at no time is the particular student identified by name. The Diversity Awareness Essay is required for all candidates during their student teaching semester. A specific section of the essay requires information about one particular student (not identified) in the classroom where they are completing their student teaching experience. In order to obtain adequate information for completion of the essay, candidates are required to observe the IEP meeting for the particular student on which they focus. These essays are evaluated by the university supervisor for determining the candidate's understanding of the IEP process and the participation process by members of the IEP team. Also, during the seminar courses, Diversity in Education and English Language Learner Strategies, the relationship of the student, teacher and team to the IEP process is discussed, along with specific laws that relate to Special Education.

c. Effectively teach students who are limited English proficient.

Every candidate in the SNU Educator Preparation Program is required to complete the course, English Language Learner Strategies as a part of their preparation program. This course is taught by a current practicing ELL/ESL teacher in an area P-12 public school. During this course, candidates are exposed to specific teaching strategies for ELL/ESL learners in their classrooms. Scenarios and case studies are presented for candidate individual and group problem solving activities. Also, during candidate early field observation experiences, as well as student teaching assignments, all candidates are intentionally assigned to P-12 classrooms where ELL/ESL learners are enrolled. As a part of the overall student teacher reflection process, all candidates are required to articulate observations regarding specific strategies employed by the classroom teacher for effective instruction of ELL/ESL students. Additionally, all candidates are required to complete the course, Survey of the Exceptional Child. During this course, candidates receive instruction into how to accommodate for ELL/ESL learners, as well as specific strategies and resources for working with these learners. Discussion panels during this course include current P-12 ELL/ESL educators who provide practical, as well as legal information on best practices for meeting the needs of these learners.

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

THIS PAGE INCLUDES:

>> [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 the SNU Educator Preparation Program, there are 8 undergraduate programs and 2 graduate programs that continue to prepare educators (teachers and administrators) for effective service in P-12 schools. Each individual program is recognized by either State of Oklahoma accreditation or nationally recognized by their individual program SPA (Specialized Professional Association). Each program's accreditation and recognition is up to date with current state and national standards for each respective program. The undergraduate programs include the following; Early Childhood Education, Elementary Education, Social Studies Education, Mathematics Education, Physical Education, Instrumental Music Education, Vocal Music Education and the addition (in 2021-2022) of Science Education (Biology and Chemistry). It should be noted that the Science Education Program was approved in fall 2021 and recruitment efforts began in Spring 2022). It is anticipated that Science Education candidates will begin their programs in fall 2022. In addition to these undergraduate programs, the SNU Educator Preparation Program offers 2 graduate programs for certification; principal/building leadership and superintendent/district level leadership. These 2 masters programs offer candidates coursework and practicum experiences that help prepare administrators and educational leaders for P-12 schools. Both undergraduate and graduate programs in the SNU Educator Preparation Program are approved by the State of Oklahoma to offer certifications in their respective areas. The last national accreditation cycle for the SNU Educator Preparation Program was conducted in Spring 2018. As a result of that accreditation process, the SNU Educator Preparation Program was again granted continuing accreditation for all its programs. It should be noted that during the accreditation site visit, no deficiencies were found in any of its programs, resulting in the program being awarded the "Frank Murray Award for Continuous Improvement" presented by CAEP (Council for the Accreditation of Educator Preparation). It should also be noted that Southern Nazarene University was one of only 13 institutions nationwide to receive this distinction. The next accreditation cycle and site visit is scheduled for spring 2025. During the 2021-2022 academic year, the SNU Educator Preparation began to systematically and intentionally review its internal assessment and governing processes, focusing on the challenges of Covid during the previous 2 years. This ongoing review process was greatly assisted by the SNU Educator Preparation committees, with reporting to the Educator Preparation Council (governance group) for discussions, considerations and possible approval and implementation of adjustments. It should be noted that each committee providing support and feedback for the program contains members representing not only higher education personnel, but also practicing P-12 teachers and administrators. These individuals help maintain the program's focus on continuing to offer coursework and programs that are current and relevant to today's P-12 schools. The Educator Preparation Council (governance group) meets regularly to discuss data, assessments and other information collected from both program components and its candidates. This governance group makes decisions regarding continuous program and candidate improvement. With the help of various stakeholders (p-12 educators/administrators, parents, business leaders, etc.), the Educator Preparation Council continues to oversee the quality and effectiveness of its programs, as well as the effectiveness of the preparation of its candidates. Currently, in the State of Oklahoma (as with many other states), the teacher workforce is experiencing severe shortages of qualified teachers in all teaching/subject areas. The SNU Educator Preparation Program continues its commitment to prepare future teachers of excellence to help address those shortages and needs. It should also be noted that during spring 2022, the Program Assessment Director/Data Steward for the Educator Preparation Program resigned suddenly and unexpectedly, and 2 other faculty members announced their retirement for the upcoming academic year. Despite these personnel adjustments, Southern Nazarene University is committed to continuing faculty excellence by the decision to actively recruit and replace these vacant positions. The Educator Preparation continues its focus on quality preparation of effective teachers. As annual alumni/completer and employer/school district surveys are conducted, feedback from these surveys and inquiries indicate candidate and completer satisfaction for their preparation, as well as employer satisfaction (principals and administrators) with candidates hired who have completed Southern Nazarene University's teacher preparation programs.

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:

Ronald C. Titus

TITLE:

Chair, SNU 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, SNU School of Education