

OK

Southern Nazarene University
Traditional Report AY 2022-23
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

206862

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Bethany

STATE

Oklahoma

ZIP

73008

SALUTATION

Dr.

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List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1322	Teacher Education - Biology	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:

7

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

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

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- Yes
- No

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

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

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

- Yes
- No

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

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

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

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

All Programs

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

4

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

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

0

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

40

Number of students in supervised clinical experience during this academic year

20

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

2022-23 Total	
Total Number of Individuals Enrolled	89
Subset of Program Completers	20

Gender	Total Enrolled	Subset of Program Completers
Male	30	4
Female	59	16
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	6	0
Asian	2	0
Black or African American	9	1
Hispanic/Latino of any race	8	2
Native Hawaiian or Other Pacific Islander	0	0
White	58	15

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	6	2
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 2022-23.

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 2022-23

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	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	9
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	9
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
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	<input type="text"/>
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"/>

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input 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 2022-2023 academic year, the SNU Educator Preparation Program remained dedicated to providing comprehensive information on both local and statewide teaching opportunities, addressing teacher shortages in Oklahoma, and offering valuable resources for candidates. Our School of Education website offers easily accessible data on job openings, salaries, certification, and employment trends. We also provide direct links to job opportunities in neighboring school districts, across Oklahoma, and nationwide. Guest speakers from local school districts regularly share employment insights and human resource data with our student teachers. Many of our graduates are hired by these districts, highlighting the practical value of these connections. Additionally, our program collaborates closely with local school districts to ensure program quality. P-12 community members serve on all

year alumni survey collects data on honors and recognitions, maintaining connections with our graduates. The program administers surveys by the State of Oklahoma to graduates and employing districts, gathering data on program effectiveness and employer satisfaction. Committees review survey data throughout the year, informing decisions to maintain program quality. Our coursework emphasizes practical teaching techniques, pedagogy, and subject content. The capstone course, Professional Decision Making (PDM), focuses on instructional planning, classroom management, and assessment. Anecdotal feedback from cooperating teachers and administrators supplements formal assessments. Every candidate learns to work with students with disabilities through coursework and observation experiences. Candidates must complete the Survey of the Exceptional Child course and present case studies. A Diversity Awareness Essay and the Diversity in Education course further prepare candidates to address diversity in the classroom. Our program emphasizes exposure to diverse school settings, including urban and rural districts, to address statewide shortages. We encourage candidates to consider teaching in challenging environments. Our mission, "committed to the belief that ALL students can learn," underscores our dedication to preparing effective educators for today's classrooms.

Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- Yes
- No

2. Describe your goal.

During the 2022-2023 academic year, the SNU School of Education remained committed to recruiting potential candidates for the Mathematics Education program. Our "SNU Ed Prep Ambassadors" continued their efforts by visiting local secondary schools to support our recruitment initiatives. Through collaboration with the SNU Admissions department, we reached out to numerous prospective students and arranged campus visits for them. During these campus visits, both the Mathematics Education faculty and the SNU Professional Education faculty actively engaged with prospective students, providing valuable insights and information about our programs. Additionally, we introduced incentive programs, such as the Teacher Shortage Incentive Program (TSEIP) offered by the State of Oklahoma, to further encourage prospective students to join our Mathematics Education program.

3. Did your program meet the goal?

- Yes
- No

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

Partnered with the SNU Admissions department to contact prospective students and arrange campus visits. Involving Mathematics Education and Professional Education faculty in engaging with prospective students during campus visits. Presented incentive programs, such as the Teacher Shortage Incentive Program (TSEIP), to encourage enrollment. Leveraged online platforms and social media to reach a wider audience of potential candidates. Collaborated with local educational institutions and community organizations to raise awareness about the program.

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

Lessons learned from the various recruitment strategies include: Partnering with the SNU Admissions department: This collaboration facilitated direct communication with prospective students and organized campus visits efficiently. We learned the importance of seamless coordination between departments to ensure smooth recruitment processes. Involving Mathematics Education and Professional Education faculty: Engaging faculty during campus visits provided valuable insights and information about the program directly from experts. We recognized the significance of faculty involvement in recruiting efforts to offer prospective students a comprehensive understanding of the program's offerings. Presenting incentive programs: Introducing incentive programs like the Teacher Shortage Incentive Program (TSEIP) proved effective in encouraging enrollment. This highlighted the importance of offering tangible benefits to prospective students to incentivize their interest in the program. Leveraging online platforms and social media: Utilizing online platforms and social media expanded our reach to a wider audience of potential candidates. We learned the power of digital marketing in attracting candidates and the importance of maintaining an active online presence to engage with prospective students effectively. Collaborating with local educational institutions and community organizations: Partnering with local educational institutions and community organizations helped raise awareness about the program within the community. This demonstrated the significance of building partnerships to amplify recruitment efforts and tap into existing networks for reaching prospective candidates.

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

Tailoring recruitment efforts: It's important to customize recruitment strategies based on the target audience and their preferences. For example, while online platforms may be effective for reaching younger generations, in-person interactions might be more suitable for engaging with older prospective students. Flexibility in approaches: Different prospective students may respond better to different recruitment methods. Being adaptable and open to trying various approaches can help maximize the effectiveness of recruitment efforts. Tracking and analyzing outcomes: Regularly monitoring and analyzing the outcomes of recruitment strategies can provide valuable insights into their effectiveness. This data-driven approach enables adjustments to be made to optimize future recruitment efforts. Building relationships: Building strong relationships with prospective students, whether through personalized communication or engaging events, can foster trust and enhance the likelihood of enrollment. Considering cultural and community factors: Understanding the cultural and community dynamics of the target audience can inform recruitment strategies and ensure they resonate with prospective students' backgrounds and values. Continuous improvement: Recruitment strategies should be viewed as an evolving process. Seeking feedback from both prospective students and internal stakeholders can help identify areas for improvement and refine recruitment approaches over time.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
- No

8. Describe your goal.

The goal of the SNU Educator Preparation Program is to enhance the already strong reputation of its Mathematics Education Program, ensuring the preparation of top-tier mathematics teachers. To achieve this, the program will collaborate closely with the SNU Department of Admissions and the Division of Science and Mathematics to attract and retain highly qualified prospective students. The program will also promote initiatives like the NASA Education program to bolster recruitment efforts. Given the ongoing challenge of teacher shortages in mathematics in Oklahoma, graduates of SNU's Mathematics Education Program remain highly sought after by P-12 public and private schools. Notably, these graduates consistently achieve a 100% pass rate on certification exams. To streamline communication and tracking of prospective students, the SNU Admissions department is implementing an updated system. This system aims to improve engagement with students interested in pursuing a teaching degree at SNU. Furthermore, the SNU Educator Preparation Ambassadors will intensify efforts to reach more secondary schools, particularly in suburban and rural communities surrounding the metro area. Expanding the Ambassador Program's reach aims to attract a diverse range of prospective students to the SNU Educator Preparation Program.

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

Next year, the primary goal of the SNU Educator Preparation Program is to strengthen recruitment efforts and maintain the exceptional reputation of its Mathematics Education Program by increasing outreach to diverse prospective students, fostering partnerships, and ensuring a 100% pass rate on certification exams.

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.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
- No

2. 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.

3. Did your program meet the goal?

- Yes
- No

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

Targeted Outreach: Organize informational sessions and workshops specifically tailored to prospective students interested in Biology Education and Chemistry Education. These sessions can be advertised through various channels, including social media, school visits, and community events, to attract potential candidates. Additionally, leverage the expertise of faculty advisors and departmental chairs to personally reach out to individuals who may be interested in the program. Establish Partnerships: Collaborate with local high schools, community colleges, and science-focused organizations to raise awareness about the reestablished Science Education program. Engage in outreach activities such as career fairs, classroom presentations, and mentorship programs to connect with potential candidates and encourage them to consider pursuing a degree in Science Education at SNU. Additionally, explore opportunities to partner with professional associations and industry leaders to showcase the value and relevance of the program in preparing future science educators.

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

To improve performance in meeting the goal of recruiting at least 3 new candidates for the Science Education program, the following steps can be taken: **Evaluate Recruitment Strategies:** Assess the effectiveness of current recruitment strategies previously used. Identify which methods yielded the best results and consider allocating more resources towards those strategies. Additionally, identify any ineffective strategies that should be discontinued or modified. **Enhance Outreach Efforts:** Increase efforts to reach a wider audience of prospective candidates by expanding outreach activities. This could include organizing additional informational sessions, participating in more community events, and leveraging online platforms to connect with potential students who may not be reached through traditional methods. **Utilize Alumni Networks:** Tap into the existing network of alumni from the Science Education program to serve as ambassadors and advocates for the program. Alumni can share their positive experiences and success stories with prospective students, helping to attract new candidates to the program. **Personalized Communication:** Implement personalized communication strategies to engage with prospective students on an individual level. This could involve sending personalized emails or making phone calls to follow up with students who have expressed interest in the program, addressing any questions or concerns they may have. **Continuous Evaluation and Adjustment:** Continuously monitor recruitment efforts throughout the academic year and be prepared to adjust strategies as needed based on feedback and outcomes. Regularly review recruitment data and assess progress towards the goal, making any necessary changes to optimize performance and increase the likelihood of success.

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

Flexibility in Approach: It's essential to remain flexible and adaptable in recruitment efforts. Different strategies may work better for different cohorts of prospective students, and being open to adjusting approaches based on feedback and outcomes is crucial for success. **Long-term Relationship Building:** Building long-term relationships with prospective students is key. Even if a student doesn't immediately enroll in the program, maintaining communication and engagement can keep them interested and potentially lead to enrollment in the future. **Student-Centered Approach:** Focus on understanding the needs and interests of prospective students and tailor recruitment efforts accordingly. Highlighting the benefits and opportunities of the Science Education program that align with the aspirations of potential candidates can be particularly effective. **Consistent Communication:** Maintain regular and consistent communication with prospective students throughout the recruitment process. Providing timely and relevant information, addressing inquiries promptly, and offering ongoing support can help nurture relationships and encourage enrollment. **Collaboration with Stakeholders:** Collaborate closely with internal and external stakeholders, including faculty, staff, alumni, community partners, and educational institutions, to leverage resources, expertise, and networks in recruitment efforts. **Data-Informed Decision Making:** Utilize data and analytics to inform recruitment strategies and measure effectiveness. Regularly tracking recruitment metrics, such as leads generated, conversion rates, and enrollment trends, can provide valuable insights for optimizing future recruitment efforts.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
- No

8. 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.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

10. Describe your goal.

During the 2024-2025 academic year, the Science Education program will continue to actively recruit and enroll a minimum of 6 new Science Education majors (Biology or Chemistry) into the program. Additionally, the program will work towards obtaining approval and accreditation for the addition of Physics Education to its program tracks.

Annual Goals: Special Education

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

(§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? 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 \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? 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	3			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
205 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	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			

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, 2022-23	8			
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			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	8			
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			
201 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	1			
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, 2022-23	12	252	10	83
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2021-22	19	258	19	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	12	254	11	92
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	3			

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			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2022-23	3			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2021-22	6			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2020-21	8			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2021-22	1			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2020-21	1			
0490 -PPAT Educational Testing Service (ETS) All program completers, 2021-22	10	45	9	90
0490 -PPAT Educational Testing Service (ETS) All program completers, 2020-21	1			
117 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2022-23	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2021-22	3			
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, 2020-21	2			

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, 2022-23	15	12	80
All program completers, 2021-22	22	19	86
All program completers, 2020-21	16	11	69

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

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

During the 2023-2024 academic year, the SNU Educator Preparation Program maintained its commitment to integrating technology into its curriculum, ensuring that all teacher candidates showcase robust technology skills and pedagogical strategies suitable for modern classrooms. In the compulsory Professional Education course, "Educational Technology," each candidate is required to employ diverse technological instruction methods, irrespective of their major. Participants develop an Educational Technology Professional Portfolio, a compilation of artifacts that demonstrate their proficiency in various technology-enhanced teaching techniques. Furthermore, candidates engaged in the "Educational Technology" course continue to pursue their Google Classroom certification, a requirement that has consistently elevated the quality of their technological knowledge and teaching dispositions. All courses within the program incorporate a mandatory technology component, ranging from student-led presentations using technology to the creation of technology-supported lesson plans and the use of specialized software and tools relevant to their subject areas. Content across the program aligns with the standards of the International Society for Technology in Education (ISTE). These standards are woven into course assignments, classroom discussions, and teaching demonstrations. The program's coursework is delivered via the Canvas technology platform, where all instructors, both full-time and adjunct, undergo comprehensive training. They are responsible for posting assignments, communicating with students, and providing video recordings of classroom presentations to support remote learning and student remediation. During the Professional Semester, which involves full-time student teaching, candidates must demonstrate effective use of technology to enhance instructional practices in their classrooms. Technology competency is evaluated by both SNU faculty and Cooperating Teachers from the practice teaching sites. From the outset, candidates engage in the Growth Portfolio process, which showcases their technological competence through a series of evaluations as they progress through their program.

program regularly distributes alumni surveys (first, third, and fifth-year post-graduation) to assess the long-term impact of its training. Results consistently highlight high confidence levels and satisfaction among alumni regarding their preparation in educational technology. The program also leverages technology extensively for data collection and continuous improvement assessments, essential for maintaining national accreditation and enhancing educational outcomes. Classrooms are equipped with the latest technological tools, supported by the institution's Instructional Technology department, which provides ongoing maintenance and instructional support. The program not only continues to enhance its technological resources through proactive funding efforts but also aims to introduce an Educational Technology minor, expanding technology-specific educational opportunities as resources and staffing allow. This ongoing innovation supports the program's mission to prepare highly competent and technologically adept teachers for P-12 classrooms 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 teacher candidates, regardless of their major, are required to take the course "Educational Psychology (ED 3223)" as a component of their training. This course includes assignments focused on understanding the learning needs of diverse students, especially those with special needs. Candidates are mandated to conduct interviews with P-12 students identified as having exceptionalities and who are under an Individualized Education Plan (IEP). These interviews, conducted with required permissions from the student's guardians and school district, help form the basis of a case study, maintaining strict confidentiality without revealing the student's identity. Additionally, the course "Survey of the Exceptional Child (ED 4141)" requires candidates to explore contemporary literature on student disabilities and produce reports on specific learning disabilities and exceptionalities. This course features panel discussions with Special Education teachers and includes a classroom observation of a special needs classroom in a P-12 setting, followed by reflective reports on these experiences. During their student teaching semester, candidates must complete seminars on "Diversity in Education" and "English Language Learner Strategies." These seminars conclude with an evaluative reflection of the learned content and the development of potential strategies for inclusion in IEPs, based on scenarios and problem-solving activities presented in the courses. Moreover, all candidates are required to write a Diversity Awareness Essay during their student teaching semester. This essay involves researching demographic data of the school they are teaching in, including the diversity of student needs and accommodations. Candidates focus on one student under an IEP, again ensuring the student's confidentiality, and evaluate the effectiveness of strategies used by their supervising teachers to meet these needs. This evaluation is kept confidential and not shared with the supervising teacher. An assessment rubric is used by the university supervisor to evaluate these essays, and the data gathered from this assessment contribute to ongoing evaluations of both the Educator Preparation Program's effectiveness and the individual performance of its candidates. This structured approach ensures that all candidates are well-prepared to meet the diverse needs of their future students through informed and sensitive educational practices.

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 their student teaching assignments, candidates in the SNU Educator Preparation Program are actively encouraged to observe student IEP meetings, provided they obtain consent from both the parent or caregiver of the student and the supervising classroom teacher. This opportunity to witness the IEP process firsthand is integral to their practical understanding of how these meetings are conducted and managed. In the "Survey of the Exceptional Child" course, the curriculum includes panel discussions featuring current P-12 Special Education teachers and administrators. These discussions delve into the crucial aspects of the IEP process, including participant roles, conduct during meetings, and the relevant legal framework. These panels are strategically placed throughout the course to equip candidates with essential knowledge and insights before they begin their student teaching. Similarly, in the "Educational Psychology" course, candidates are tasked with creating a detailed case study for a P-12 student with special needs. This case study requires candidates to not only gather comprehensive information about the student's IEP but also to observe an IEP meeting for that student, with the necessary permissions from the student's parent or caregiver, the classroom teacher, and the school. The case study report, along with all related documentation and articulations, is kept strictly confidential, ensuring the anonymity of the student involved. The Diversity Awareness Essay, another critical component of the student teaching semester, includes a section where candidates must discuss an anonymous student from their teaching classroom, focusing on the student's IEP process. To effectively complete this essay, candidates must observe the IEP meeting of the student they are studying. These essays are critically evaluated by university supervisors to assess the candidate's understanding of the IEP process and their ability to analyze the participation dynamics of the IEP team members. Additionally, in the seminar courses "Diversity in Education" and "English Language Learner Strategies," discussions extend to the interplay between students, teachers, and the IEP team, alongside a detailed examination of specific laws governing Special Education. These seminars provide candidates with a comprehensive view of the legal and practical frameworks that guide the education of students with special needs, ensuring that they are well-prepared to support these students effectively in their future teaching careers.

c. Effectively teach students who are limited English proficient.

Every candidate in the SNU Educator Preparation Program must complete the course "English Language Learner Strategies," which is led by a practicing ELL/ESL teacher from a local P-12 public school. This course equips candidates with targeted teaching strategies designed specifically for ELL/ESL students. Through a mix of scenarios and case studies, candidates engage in both individual and group problem-solving exercises, applying theoretical knowledge to practical teaching situations. Furthermore, to ensure that candidates gain firsthand experience, their early field observations and student teaching assignments are strategically placed in P-12 classrooms that include ELL/ESL learners. This immersive approach allows candidates to observe and reflect on the effectiveness of various instructional strategies used by experienced teachers in real classroom settings. In addition to this focused ELL/ESL training, all candidates are also required to take the course "Survey of the Exceptional Child." This course extends their understanding of diverse learning needs by including modules on accommodating and teaching ELL/ESL learners. It covers specific strategies and resources that are effective in supporting these students. Panel discussions with current P-12 ELL/ESL educators are a significant component of the course, providing candidates with access to expert insights on both practical and legal aspects of teaching ELL/ESL learners. These discussions help bridge the gap between theory and practice, ensuring candidates are well-prepared to meet the needs of all students in their future classrooms.

2. Does your program prepare special education teachers?

Yes

No

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

a. Teach students with disabilities effectively

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

c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

In the SNU Educator Preparation Program, a wide range of undergraduate and graduate programs are offered to equip educators—both teachers and administrators—with the skills needed for effective service in P-12 schools. The program includes eight undergraduate degrees and two graduate certifications, each recognized and accredited by the State of Oklahoma and various Specialized Professional Associations (SPA) according to the latest state and national standards. The undergraduate offerings include Early Childhood Education, Elementary Education, Social Studies Education, Mathematics Education, Physical Education, Instrumental Music Education, Vocal Music Education, and the newly added Science Education (Biology and Chemistry), which began recruiting in Spring 2022 with classes starting in Fall 2022. The graduate programs focus on preparing school leaders through the principal/building leadership and superintendent/district level leadership tracks, combining coursework with practical experiences. All programs in the SNU Educator Preparation Program are state-approved for certification in their respective areas. The program's quality was affirmed during the last national accreditation cycle in Spring 2018, where it not only continued its accreditation but also received the prestigious "Frank Murray Award for Continuous Improvement" by the Council for the Accreditation of Educator Preparation (CAEP). Southern Nazarene University was one of just 13 institutions nationwide to earn this distinction, with the next accreditation visit scheduled for Fall 2025.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Ron Titus

TITLE:

Chair, School of Education

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:

Dr. Ron Titus

TITLE:

Chair, School of Education