



Southern Nazarene University  
Traditional Report AY 2023-24  
Oklahoma



100% COMPLETE  
STATUS: IN PROGRESS

## 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

6729 NW 39th Expressway

CITY

Bethany

STATE

Oklahoma



ZIP

73008

SALUTATION

Dr.



FIRST NAME

Ron

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	
13.1322	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 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 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	
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 2023-24. ([§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)

3

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

42

Number of students in supervised clinical experience during this academic year

21

**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

### 2023-24 Total

Total Number of Individuals Enrolled	95
Subset of Program Completers	21

Gender	Total Enrolled	Subset of Program Completers
Male	33	5
Female	62	16
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	11	1
Asian	1	0
Black or African American	9	3
Hispanic/Latino of any race	9	1
Native Hawaiian or Other Pacific Islander	2	0
White	60	14
Two or more races	2	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	1	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.

### THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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 2023-24

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	7

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
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	
13.1331	Teacher Education - Speech	

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

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24

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	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	4
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	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	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

## Program Assurances

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

THIS PAGE INCLUDES:

>> [Program Assurances](#)

## 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 2023–2024 academic year, the Educator Preparation Program (EPP) at Southern Nazarene University continued its commitment to supporting candidates by providing comprehensive resources on local, state, and national teaching opportunities, with a focus on addressing Oklahoma's ongoing teacher shortages. Our School of Education website remains a key resource, offering up-to-date information on job openings, salary trends, certification pathways, and employment outlooks. Direct links to teaching positions in nearby districts, across Oklahoma, and beyond are readily available. Throughout the year, representatives from local school districts visited the campus to present employment information, share insights on human resources, and connect with student teachers. Many of our candidates transition directly into employment with these districts, reflecting the strong partnerships we have cultivated. Collaboration with P–12 partners remains integral to program development; community stakeholders serve

actively on our professional education committees, contributing feedback and recommendations to ensure program relevance and quality. Program improvement continues to be informed by the systematic collection of feedback. Regular surveys of recent program completers provide insights into the effectiveness of instruction in classroom management, technology integration, subject content, and lesson planning. Our 10-year alumni survey tracks the achievements and recognitions of graduates, helping us maintain long-term engagement with our alumni network. Additionally, we participate in the state-administered survey process, gathering input from both our graduates and their employers regarding the program's impact and preparedness. The results are reviewed by our internal committees throughout the academic year and guide ongoing enhancements to the program. Our curriculum maintains a strong emphasis on practical teaching strategies, pedagogical theory, and content mastery. The capstone course, Professional Decision Making (PDM), continues to synthesize candidates' skills in instructional planning, classroom management, and assessment. Feedback from cooperating teachers and school administrators supplements formal evaluation measures, offering a broader view of candidate readiness. All candidates complete coursework and field experiences that prepare them to support students with disabilities. Requirements include successful completion of the Survey of the Exceptional Child course and related case study presentations. Additional coursework, such as Diversity in Education and a Diversity Awareness Essay, further prepares candidates to work effectively in diverse and inclusive classroom environments. Exposure to a variety of educational settings, including urban, suburban, and rural schools, remains a priority to equip candidates for service across a broad range of communities. We intentionally encourage candidates to pursue opportunities in high-need schools. Our mission, grounded in the belief that ALL students can learn, continues to guide the preparation of adequate, compassionate, and skilled 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.

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

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 (2023-24)

### 1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- Yes
- No

### 2. Describe your goal.

The Southern Nazarene University Educator Preparation Program remains focused on strengthening the already well-regarded Mathematics Education Program to prepare outstanding future mathematics teachers. To support this effort, the program is collaborating closely with the SNU Office of Admissions and the Division of Science and Mathematics to identify, recruit, and retain high-caliber candidates. Recruitment initiatives also include promoting exceptional opportunities, such as the NASA Education program, to generate additional interest. In response to the persistent statewide shortage of mathematics teachers in Oklahoma, graduates of SNU's Mathematics Education Program continue to be highly sought after by both public and private P-12 schools. Our graduates consistently demonstrate excellence, maintaining a 100% pass rate on required state certification exams. To better track and engage prospective candidates, the SNU Admissions team is implementing an enhanced communication system. This updated platform is designed to strengthen outreach and follow-up with students interested in pursuing a teaching degree. Additionally, the SNU Educator Preparation Ambassadors are expanding their outreach efforts, with a specific focus on connecting with secondary schools in suburban and rural areas surrounding the Oklahoma City metro. By broadening the Ambassador Program's reach, SNU aims to attract a more diverse group of prospective students who are committed to careers in education.

### 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 (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
- No

8. 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.

---

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

In the upcoming academic year, the primary objective of the Southern Nazarene University Educator Preparation Program is to strengthen recruitment efforts and uphold the exceptional reputation of its Mathematics Education Program. This will be achieved by expanding outreach to a diverse pool of prospective students, fostering strategic partnerships with schools and organizations, and maintaining the program's tradition of a 100% pass rate on state 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 \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

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 (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- Yes  
 No

2. 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.

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:

During the 2023–2024 academic year, the Science Education Program at Southern Nazarene University is actively recruiting and enrolling six new majors in Biology or Chemistry Education. Efforts are underway to engage high school students and transfer candidates with a strong interest in science teaching careers. In alignment with state reporting requirements, data reflecting program activity and outcomes for the 2022–2023 academic year will be submitted to the State of Oklahoma as part of the ongoing accreditation process. Additionally, the program is exploring the feasibility of expanding its offerings by adding a Physics Education track. This exploration is part of a broader strategy to address critical teacher shortages in STEM fields and

meet the evolving needs of P–12 schools across the state.

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

## Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- Yes
- No

8. 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.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

In 2025–2026, the Southern Nazarene University Educator Preparation Program will expand its STEM educator pipeline by increasing Science and Mathematics Education enrollment by an additional 10%, with continued emphasis on diversity recruitment. The program will implement the newly approved Physics Education track (pending accreditation approval) and strengthen statewide partnerships to support clinical placements and job readiness. Additionally, efforts will be made to launch early recruitment initiatives through dual-credit and concurrent enrollment pathways in teacher preparation.

## 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 \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

## Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

Yes

No

8. Describe your goal.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? 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 \(2023-24\)](#)
- >> [Review Current Year's Goal \(2024-25\)](#)
- >> [Set Next Year's Goal \(2025-26\)](#)

### Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

Yes

No

8. Describe your goal.

## Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? 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, 2023-24	1			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
205 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	3			
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			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2023-24	4			

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			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
150 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2023-24	4			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	8			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
151 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
201 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	1			
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			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2023-24	1			
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
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2021-22	4			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2021-22	6			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2021-22	1			
0490 -PPAT Educational Testing Service (ETS) All program completers, 2023-24	19	41	17	89
0490 -PPAT Educational Testing Service (ETS) All program completers, 2021-22	10	45	9	90
117 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2023-24	3			
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			
203 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	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, 2023-24	19	14	74
All program completers, 2022-23	15	12	80
All program completers, 2021-22	22	19	86

## 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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## 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.

In 2024–2025, the Southern Nazarene University Educator Preparation Program continued to prioritize the integration of technology across all coursework. Every teacher candidate completes the required Educational Technology course, where they build a professional portfolio showcasing their use of digital tools in teaching. This course also includes Google Classroom certification, which strengthens candidates' skills in managing technology-rich learning environments. Technology is embedded throughout the program, including the use of digital presentations, technology-supported lesson planning, and subject-specific software. All courses align with ISTE (International Society for Technology in Education) standards and are delivered through the Canvas learning platform. Faculty are trained to post materials, communicate with students, and provide video instruction for flexible learning. During the student teaching semester, candidates are evaluated on their ability to use technology effectively in real classroom settings. Both university supervisors and cooperating teachers conduct these evaluations. Candidates build a Growth Portfolio throughout their program, highlighting their progress with educational technology. Alumni surveys at the 1-, 3-, and 5-year marks show continued satisfaction with how well the program prepares them to use technology in their careers. Classrooms remain equipped with current technology, supported by the university's Instructional Technology department. As resources allow, the program is exploring the addition of an Educational Technology minor to expand student learning opportunities in this area.



## 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**

At Southern Nazarene University, all teacher candidates—regardless of major—are required to take Educational Psychology (ED 3223) as part of their educator preparation. This course includes focused assignments on understanding the learning needs of diverse learners, particularly students with disabilities. As part of the coursework, candidates conduct confidential interviews with P–12 students identified as having exceptionalities and served under an Individualized Education Plan (IEP). With appropriate permissions from parents and school personnel, these interviews form the basis of a case study, which is submitted without identifying student information. Candidates also complete Survey of the Exceptional Child (ED 4141), which deepens their understanding of disabilities and exceptionalities through reading current research and writing reports on specific learning needs. The course includes guest panels with special education teachers and requires candidates to observe a P–12 special education classroom. These experiences are followed by reflective reports that connect observations to practice. During the student teaching semester, all candidates participate in seminars on Diversity in Education and English Language Learner Strategies. These seminars incorporate case-based learning and conclude with reflective assignments, in which candidates propose inclusive strategies suitable for IEP planning. Each candidate also writes a Diversity Awareness Essay, analyzing demographic and accommodation data from their placement school. The essay focuses on one student with an Individualized Education Program (IEP) (without disclosing identifying details) and evaluates the effectiveness of the inclusion strategies used by the cooperating teacher. These essays are confidential and are assessed by the university supervisor using a standardized rubric. Data from these evaluations contribute to both candidate assessments and overall program review. This structured, multi-course approach ensures all teacher candidates graduate with the skills, awareness, and sensitivity needed to support students with exceptionalities in inclusive learning environments.

**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 the 2024–2025 academic year, teacher candidates in the Southern Nazarene University Educator Preparation Program were encouraged to observe Individualized Education Plan (IEP) meetings during their student teaching placements, provided they obtained proper consent from parents and supervising teachers. Observing the IEP process firsthand offers valuable insight into how these meetings are conducted and how collaborative decisions are made to support students with exceptionalities. In Survey of the Exceptional Child, candidates participate in panel discussions with practicing special education teachers and administrators. These sessions focus on the structure and legal requirements of IEP meetings, the roles of team members, and effective collaboration practices. Panels are scheduled at key points in the course to prepare candidates with practical knowledge before entering the classroom. In Educational Psychology, candidates complete a case study on a student with special needs. With proper permissions, this includes observing an IEP meeting and analyzing the student's support strategies. All documentation is submitted confidentially to protect student identity. The Diversity Awareness Essay, written during student teaching, requires candidates to reflect on one student in their classroom who has an Individualized Education Program (IEP). To complete this assignment, candidates must attend and observe the IEP meeting of the selected student, with the necessary permissions. Essays are assessed by university supervisors using a rubric, focusing on the candidate's understanding of the IEP process and their ability to evaluate the effectiveness of team collaboration. Seminars such as Diversity in Education and English Language Learner Strategies reinforce this learning with case studies, legal analysis, and guided discussions on the intersection of IEPs, classroom strategies, and federal special education laws. Together, these experiences ensure that candidates are well-prepared to support students with exceptionalities and make meaningful contributions to IEP teams in their future classrooms.

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

All candidates in the Southern Nazarene University Educator Preparation Program are required to complete English Language Learner Strategies, a course taught by a practicing ELL/ESL teacher from a local public school. This course equips future educators with targeted instructional strategies for

working effectively with English Language Learners (ELL) and English as a Second Language (ESL) students. Candidates engage in case studies and problem-solving activities that help them apply theory to real classroom scenarios. To ensure practical experience, early fieldwork and student teaching placements are intentionally assigned in classrooms that include ELL/ESL learners. This enables candidates to observe and reflect on the strategies employed by experienced teachers, thereby understanding the diverse needs of English learners in authentic educational settings. In addition, the Survey of the Exceptional Child includes specific training on working with English Language Learners (ELL)/English as a Second Language (ESL) students as part of its broader focus on diverse learning needs. This course features modules on classroom accommodations and resources, and includes panel discussions with current P–12 ELL/ESL teachers. These sessions offer practical insights into classroom strategies and legal considerations, enabling candidates to apply their learning in effective, inclusive teaching practices. Together, these experiences ensure SNU candidates are well-prepared to support English learners and foster success for all students.

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.

The Southern Nazarene University Educator Preparation Program offers a broad range of undergraduate and graduate programs designed to prepare effective teachers and school leaders for P–12 schools. All programs are fully approved by the State of Oklahoma and accredited by the relevant Specialized Professional Associations (SPAs) by current state and national standards. Undergraduate programs include degrees in Early Childhood Education, Elementary Education, Social Studies Education, Mathematics Education, Physical Education, Instrumental Music Education, Vocal Music Education, and Science Education (with a focus on Biology and Chemistry). The Science Education program began recruiting in Spring 2022, with the first classes launched in Fall 2022. Graduate programs focus on preparing school administrators through certification tracks in Principal/Building Leadership and Superintendent/District Leadership. These programs combine coursework with practical field experiences to build leadership capacity in Oklahoma schools. All certification areas remain in good standing with state approval. The quality of the Educator Preparation Program was recognized during the last national accreditation review in Spring 2018, when SNU received continued accreditation and the prestigious Frank Murray Award for Continuous Improvement from the Council for the Accreditation of Educator Preparation (CAEP). Only 13 institutions nationwide received this honor. The next CAEP accreditation visit is 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:

Ron Titus

TITLE:

Chair, SNU 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:

Ron Titus

TITLE:

Chair, SNU School of Education