



VIEW TITLE II REPORTS

SUBMIT REPORTS

About Title II | Contacts

Login

Webinars

Technical Assistance

User Manuals

Southern Nazarene University
Traditional Program

2015 | Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Southern Nazarene University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Oklahoma

Address: 6729 NW 39th Expressway

Bethany, OK, 73008

Contact Name: Dr. Tim Taylor
Phone: 4057176223
Email: ttaylor@snu.edu

Is your institution a member of an HIEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oeip/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oeip/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood	No
Elementary	No
English	No
Instrumental Music	No
Mathematics	No
Physical Education	No
Science	No
Social Studies	No
Vocal Music	No
Total number of teacher preparation programs: 9	

Section I.b Admissions

Sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:
www.snu.edu/school-of-education

Please provide any additional comments about or exceptions to the admissions information provided above:

Passing score on OGET (Oklahoma General Education Test) is required before candidate is admitted to the Teacher Education program.

24 hours of Observation/Field Experience is required before candidate is admitted to Teacher Education program.

Minimum of 2.5 GPA is required before candidate is admitted to Teacher Education program and candidate must maintain minimum GPA to remain in good standing in program.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(ii))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	Yes
Other Pass OGET	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14?

3.33

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14?

3.29

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(ii))

Are there initial teacher certification programs at the postgraduate level?

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.

Element	Required for Entry	Required for Exit
---------	--------------------	-------------------

Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2013-14?

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14?

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	143
Unduplicated number of males enrolled in 2013-14:	46
Unduplicated number of females enrolled in 2013-14:	97

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	5
Race	
American Indian or Alaska Native:	7
Asian:	1
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	2
White:	117
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	10
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	28

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	8
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	

Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	8
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	

Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 28

2012-13: 26

2011-12: 26

Section II 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 to state credential 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. ((5205(a)(1)(A)(ii), 5206(a)))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pep/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

5

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

The Mathematics Education Department is continuing to experience success with recruiting efforts through the annual Science Scholars Weekend. This weekend experience seeks to bring prospective students to campus that might be interested in science and/or mathematics careers. While not every prospect interested in a mathematics major desires to teach, every effort is made by the mathematics education faculty to identify those individuals with an aptitude and disposition for teaching. Those prospects are apprised of scholarships, loan forgiveness opportunities and various other incentives for mathematics education at Southern Nazarene University and in the State of Oklahoma. The mathematics education program continues to participate in extended study opportunities with NASA, NCTM and various other entities that promote and train future mathematics educators.

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

The Southern Nazarene University Office of Admissions continues to work closely with the Mathematics Education Department in a systematic, organized approach to attracting, recruiting and informing prospective mathematics education majors. As a result of effective tracking and follow up procedures with prospective students by both mathematics education faculty and the SNU Office of Admissions, the mathematics education program has seen a slight increase in the number of recruits. The SNU School of Education Teacher Education program also works closely with mathematics education faculty to assist in monitoring and tracking mathematics education majors and to assure that they are meeting all requirements for Oklahoma teaching certification in Mathematics Education.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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. ((S205(a)(1)(A)(ii), S206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/poll/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

4

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

The SNU Science Scholars Weekend continues to actively pursue prospective Science Education majors through recruiting efforts and follow up procedures after prospects have participated in this special weekend emphasis on science and mathematics. Science education faculty continues to seek those individual prospects that not only demonstrate an aptitude for science, but also demonstrate an interest and disposition for teaching. Science education faculty work with those prospects in developing relationships while continuing to encourage them to consider Southern Nazarene University for their science education preparation program. The SNU Office of Admissions continues to provide support and communication for recruiting these individuals to the Science Education program. Additionally, the SNU School of Education continues to encourage individuals that are undecided on which specific teacher education program to pursue to consider the teacher shortage areas of science education and mathematics education.

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

The SNU Teacher Education program continues to partner with science education faculty in promoting and cultivating prospective science education majors. During this past year, an additional science education faculty advisor has begun to take supervisory responsibilities of science education teacher candidates. This individual comes from a public school science teaching background and has extensive practical and pedagogical knowledge of effective science teaching. As a result of this addition, science education teacher candidates have the opportunity to gain more in depth practical and pedagogical knowledge. While we have not seen a large increase in the number of science education majors, we are experiencing stability in the numbers of our candidates who complete the program and successfully secure their Oklahoma Science Education certification. Another significant addition to the science education program is a recently completed new Science Laboratory Building, where elementary science methods and secondary science methods are taught. It is our desire that this new "state of the art" facility will attract science recruits to Southern Nazarene University and specifically to the science education program.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in sciences in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

1

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (S203(a)(1)(A)(iii), S206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

At Southern Nazarene University, the course, Survey of the Exceptional Child is required of ALL teacher education majors in the 9 undergraduate teacher education program areas. This course is required before program completion and certification recommendation. Additionally, a clock hour observation requirement is embedded in the course. Students are required to complete an observation experience in schools where exceptionalities exist. Reflections of these observation experiences are required to be submitted.

A new Diversity Awareness Essay has been developed and is required by every student teacher during Student Teaching Seminar I. In this essay, students are required to address two particular aspects: 1) how the individual classroom to which the student teacher is assigned addresses inclusion with their students, and 2) how the school to which the student teacher is assigned addresses inclusion with the overall student population of the school. This essay is submitted before the end of the student teaching experience and after being evaluated by teacher education faculty, is included as an assessment in the Growth Portfolio.

Candidates are tracked to assure that at least 1 of 2 of their student teaching assignments is in a diverse school. Documentation of this assurance is provided on the individual candidate's data file.

All teacher candidates are instructed in ascertaining the particular characteristics of various school settings; urban, suburban and rural schools. Characteristics (positive and negative) and the uniqueness of each of these individual settings are explored. Teacher shortage areas (by district and state) are discussed, as well as supply and demand issues for teaching positions in each of these settings. During candidate field experiences and student teaching, careful attention is dedicated to assuring that candidates have experiences in all school settings and environments.

During Spring 2015, the SNU Teacher Education Bias Review Committee reviewed all documents, policies and procedures. During this review, feedback was provided regarding bias, fairness and accuracy for all aspects of the program. This committee consists of individuals representing various diverse areas, as well as legal entities and other P-12 stakeholders. Additionally, the SNU Teacher Education Diversity Committee/Panel continues to provide insight to the program and to candidates regarding diverse issues and aspects regarding education. This committee's membership includes various ethnicities, representation of diversity and multicultural areas, as well as educators that work with specific diverse groups and populations in schools (English Language Learners, International Students, students with disabilities, etc.). Both these groups continue to provide valuable input and feedback to the SNU Teacher Education program by individual and corporate interactions with teacher candidates.

Section III Assessment Pass Rates

Assessment code -- Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
011 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	3			

075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2013-14	15	264	15	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2012-13	13	259	13	100
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2013-14	2			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2012-13	2			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2011-12	1			
014 -PHYSICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2013-14	5			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2012-13	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2011-12	5			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	3			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	3			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2013-14	1			
018 -WORLD HISTORY/GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2012-13	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	28	20	71
All program completers, 2012-13	26	24	92
All program completers, 2011-12	25	22	88

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HIEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

Each candidate in the SNU Teacher Education program is required to complete the course Educational Technology as part of his or her preparation program. All students at Southern Nazarene University are required to purchase a laptop computer and this course helps prepare the future teacher to use technology in providing quality instructional practice and experience. Candidates demonstrate proficiencies regarding computer and technology programs. All candidates are expected to demonstrate an understanding and utilization of technology assisted instruction and are required to document proficiency in planning for technology assisted and enhanced instructional practice. All classrooms in the SNU School of Education are outfitted with the latest in instructional technology including Smartboards, interactive television, and various other technological tools. The School of Education continues to seek opportunities to evaluate and upgrade technology, as funds are available.

Candidates continue to document and demonstrate understanding and implementation of technology in instructional practice. The video demonstration of student teaching unit presentation continues to be a vital assessment of the student teaching/clinical experience. Candidate videos are evaluated by a School of Education faculty panel. This evaluation determines candidate proficiency in technology assisted instruction, as well as evidence of effective planning for delivery of quality instruction and remediation. Impact on student learning is observed and evaluated via the student teaching video assessment.

Throughout the SNU Teacher Education program, technology continues to be an integral component of all coursework. In each Professional Education course, a technology aspect and expectation is included. In various courses, candidates are required to make class presentations utilizing technology and to demonstrate strategies and methods for presenting quality instruction supported by technology. The SNU Teacher Education program continues to seek ways to implement technology into existing coursework, and to design innovative methods of strengthening the individual candidate's aptitude and familiarity with latest technological instructional methods.

Technology is also an integral part of the Data Collection/Assessment System in the SNU Teacher Education Program. Individual and corporate candidate data is recorded and tracked in the Office of Teacher Education. These data continue to provide information and guidance in determining program changes. As data are systematically collected and analyzed, significant data-driven decisions continue to be made. For example, during the past year, several rubrics were revised. These revisions were based on data review regarding candidate dispositions. Specifically, the Teacher Education Admissions Interview Rubric was revised to more clearly delineate and ascertain teacher candidate dispositions and aptitudes during the interview process.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Every teacher candidate in all 9 undergraduate teacher education programs at Southern Nazarene University is required to complete a course in exceptionalities (Survey of the Exceptional Child). Considerations and study of teaching strategies for students with disabilities are also embedded throughout the Professional Education coursework sequence and in Specialization coursework specific to each teacher candidate's major program area. Field experiences in many of these courses include opportunities to observe/interact in schools where these populations are represented. Requirements for tutoring experiences and other interactions with students with exceptionalities are also required in several courses.

Additionally, all teacher candidates must meet Southern Nazarene University's Teacher Education Foreign Language Proficiency requirement before they complete the program and are recommended for teacher certification. Candidates must provide the Office of Teacher Education appropriate documentation indicating completion of this proficiency. Documentation for each teacher candidate is tracked and recorded in the individual teacher candidate's electronic file.

All teacher candidates are exposed to professional teacher responsibilities in working with students with exceptionalities, such as individual and team responsibilities for teaching these students, special education issues and aspects, and teaching students with limited English proficiency and communication skills. This awareness is emphasized in various courses in the Professional Education sequence, most specifically in the course, Survey of the Exceptional Child, required for all candidates.

During the Spring 2015 semester, the SNU Teacher Education Bias Review Committee completed an extensive review of all documents, policies, syllabi and programs.

SNU Teacher Education program are fair, accurate and bias free. This committee continues to provide valuable feedback and input, and monitors each aspect of the program to assure that all candidates are receiving instruction in strategies to meet the needs of all learners.

The SNU Teacher Education Diversity Panel/Committee also continues to provide valuable assistance to candidates regarding meeting the needs of diverse learners. This committee is comprised of members that represent various diverse groups (racial, ethnic, students with disabilities, etc.). Additionally, one particular member is a current teacher of ELL (English Language Learner) students in the public schools, while another member is actively involved in teaching and mentoring international students.

The SNU Teacher Education program motto is "Committed to the belief that ALL students can learn." With input, assistance and accountability from various committees, P-12 stakeholders and partners in surrounding schools, the program continues to assure that all its teacher candidates receive exposure and awareness to affirm this commitment.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
NA
- participate as a member of individualized education program teams
NA
- teach students who are limited English proficient effectively
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

n/a

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Southern Nazarene University's Teacher Education program was nationally accredited in 2011 by NCATE - National Council for Accreditation of Teacher Education (now CAEP - Council for the Accreditation of Educator Preparation). Site visit for unit accreditation was conducted in April 2011 with recognition granted for full accreditation by the NCATE Unit Accreditation Board in October 2011. This accreditation recognition is until Spring 2018. Additionally, the following 7 undergraduate programs submitted program reviews to their various SPA's (Specialized Professional Associations) in March 2015: Elementary Education, Early Childhood Education, English Education, Mathematics Education, Science Education, Social Studies Education and Health, Physical Education and Safety. Additionally, two graduate programs submitted program reviews for their particular SPA's (Specialized Professional Associations) in March 2015: Educational Leadership (District and Building levels). Results of these submissions and reviews are expected August 2015. Unit and all programs are also recognized for full Oklahoma State Accreditation through the Oklahoma Office of Educational Quality and Accountability.

Supporting Files

Complete Report Card

AY 2013-14



This is a United States Department of Education computer system.

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)