



OKLAHOMA STATE REPORT 2021
Academic Year 2019-2020

SOUTHERN NAZARENE UNIVERSITY
(Submitted April 21, 2021)

Please submit CAEP 2021 EPP Annual Report with this document. (Due April 30, 2021)

- **Foreign Language Requirement: Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?**

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

Choose 1 of the following 6 options:

1. 1) 2 years (4 semesters) of a high school foreign language (same language) with a 'B' average for all coursework (**Must appear and be verified on high school transcript**) (*NOTE: See new policy below)
2. 2) One 5-hour Elementary-level college foreign language course with a grade of 'C' or better (Credit must appear on a college transcript)
3. 3) One 3-hour 2nd Level Elementary college foreign language course with a grade of 'C' or better (i.e. Elem. Spanish II, Elem. French II, etc.) with a grade of 'C' or better (Credit must appear on a college transcript)
4. 4) CLEP credit – Pass the CLEP test in a foreign language to demonstrate competency.
5. 5) Foreign Language Proficiency Test (ACTFL-OPI/Oral Proficiency Interview – must achieve *novice-high* level on test)
6. 6) One 3-hour (minimum) college course in *American Sign Language* (Credit must appear on a college transcript) with a grade of 'C' or better

The SNU Educator Preparation Program continues to require all candidates to meet this proficiency before the completion of their program. Because Southern Nazarene University no longer has a Modern Languages Department or modern foreign language faculty member to maintain quality and consistency, the Educator Preparation Program conducted a self-study of current foreign language proficiency requirements and also gathered foreign language coursework syllabi from area institutions for review. Based on that review, as well as a review of all 6 options, the SNU Provost, the Dean of Humanities and Education, the Chair of the Cultural and Communications Department, and the Modern Languages adjunct instructor have provided written confirmations/assurances to the EPP that the above 6 options and current policy do indeed continue to meet the definition of Novice-high level of proficiency. This policy continues to be regularly and systematically reviewed by the Educator Preparation Council (Governance Committee) to assure that the policy continues to meet these standards.

Candidates continue to be required to provide documentation/transcripts to the Office of Educator Preparation that verifies that they have met one of the 6 options available. Documentation is then scanned to the individual candidate's data file and noted on their candidate check sheet.

For quality assurance and candidate tracking purposes, the EPP requires that all candidates sign a "memo of understanding" that they understand and will comply with the requirements of the EPP'S foreign language proficiency policy. This signed document is then scanned to the candidate's electronic data file and recorded on their individual degree plan on file in the Office of the Registrar. Candidates are regularly apprised of their progress in meeting this proficiency requirement at various checkpoints throughout their programs. Also, during candidate interviews for admission to the Educator Preparation Program, candidates are required to articulate how they have met or how they plan to meet the foreign language proficiency requirement. In 2019, the EPP added a scheduled annual audit of candidates that have met this requirement. This audit is conducted in Spring semester of each academic year. After the annual audit, subsequent reminder letters are sent to candidates that are still needing to meet the FL Proficiency Requirement.

In 2019, the EPP added a requirement that all incoming freshmen teacher candidates are required to submit a copy of their high school transcript to the Office of Educator Preparation during their first semester of enrollment. This procedure has greatly assisted the EPP in verification and tracking those candidates who have met the Foreign Language Requirement through high school coursework. The Office of Educator Preparation has access to university registrar records for securing high school transcripts and adds these to the individual candidate electronic data file following review and verification by the Director of Educator Preparation.

In 2019-2020, the SNU EPP noted ongoing success in communicating and tracking foreign language proficiency requirements for all candidates as a result of the 2019 transcript requirement. In this process, future candidates are advised of these requirements in their very first Professional Education course, Introduction to Education and again in their second Professional Education course, Foundations of Education. The SNU EPP has experienced a substantial increase in the number of candidates that either complete this requirement or provide documentation of having already met this requirement by the time they enter their junior year in the program.

It should be noted that a future goal of the SNU EPP is to offer a course in foreign language (Spanish) that meets the Foreign Language Proficiency Requirement. This course will be specifically focused on teachers and working with students/classrooms/families in P-12 schools. This course would be designed and taught by a certified foreign language teacher and would be available to any teacher candidate that did not qualify for the 6 options listed on the Foreign Language Proficiency Requirements. It is anticipated that this course would be offered in Spring semester of each academic year and that it would be a 3-credit hour course. If developed, this course

and its ability to satisfy the FL Requirement would be required to be approved by the SNU Educator Preparation Council.

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

In 2019-2020, only 3 graduate students were admitted conditionally to the Master of Arts/Educational Leadership Program. Currently, all three candidates are on schedule to complete the MAEL program/graduate degree in 2021.

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

Future teacher shortage areas, supply and demand issues are a part of several courses in the Educator Preparation Program. In the beginning Educator Preparation Professional Course block, ED 2111 – Introduction to Education and ED 2162 – Foundations of Education, class sessions specific to these topics are included. In the “capstone” course, Professional Decision Making (ED 4273), candidates are also apprised of information regarding teacher shortages, supply and demand as they prepare to enter into their student teaching (Professional Semester) experience. Candidates in these courses are exposed to data and information regarding Oklahoma education/teaching, as well as other U.S. States and foreign country opportunities as well. Historical data and trends are explored regarding these issues. In Student Teaching Seminars I, II and III, student teachers have the opportunity to hear from P12 teachers and administrators regarding these issues and how they affect current and future employment. These guest speakers provide valuable and current information regarding these issues and apprise candidates of legislative trends and other impacts on the future of teaching in Oklahoma and nationwide. Additionally, the SNU School of Education continues to encourage candidates to consider teacher shortage areas in foreign countries by hosting representatives from educational entities in other countries for teacher recruitment efforts. Due to Covid-19 restrictions (Spring 2020), these individuals were not able to come and meet with students as scheduled, however, information regarding opportunities in foreign teaching assignments are linked on the School of Education webpages. The SNU Office of Educator Preparation also continues to maintain current data and information regarding current teacher supply and demand issues, as well as shortage areas in teaching positions, both locally and nationwide. The SNU School of Education webpages include a specific link that is dedicated to information regarding these issues, as well as job listings for area metro school districts (public and private). These live links are continually updated by the individual school districts and are available to provide information to both current candidates and program completers. A member of the SNU faculty in the Educator Preparation Program continues to serve on the State Superintendent of Public Instruction’s Teacher Shortage Task Force. This selected group continues to monitor data and information regarding Oklahoma teacher shortages. Opportunities for loan forgiveness and teacher grants are continually shared with candidates. The SNU Office of Financial Aid informs all candidates of TEACH grant opportunities that address specific teacher shortage areas during a given year. Several candidates in the SNU Educator Preparation Program are recipients of the federal TEACH grant, and the SNU Office of Admissions regularly directs prospective students to inquire

into these grant opportunities. Several candidates apply for the Oklahoma Regents' TSEIP (Teacher Shortage Employment Incentive Program) program that provides loan forgiveness for math and science teachers. While the SNU Educator Preparation no longer has a Science Education major, Mathematics Education majors continue to take advantage of this opportunity that directly addresses shortage areas in science and mathematics. During the 2019-2020 academic year, two candidates/completers in the Mathematics Education program applied for the TSEIP grant. Additionally, the SNU Educator Preparation Program continues to seek prospective student from diverse backgrounds through the Burkinshaw Ethnic Minority Education Scholarship fund. This scholarship specifically targets individuals desire to become teachers that come from diverse backgrounds. These scholarship funds have been awarded for the past 3 years and in 2019-2020, 2 students, representing areas of diversity, received scholarship awards from this particular scholarship fund. These funds help address specific shortage areas of teachers from various ethnic, multicultural and diverse backgrounds.

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

While there have been multiple data-driven decisions for the EPP, the following are selected examples of changes/adjustments to our Initial and Advanced programs:

1. Implemented Special Education courses option for undergraduate candidates – 9 hours of graduate credit – based on 1st, 3rd, 5th Year Alumni and 10-year Alumni, and completer exit surveys
2. Elementary Education degree structure changes proposed – based on alumni surveys and completer exit survey information
3. Began designing 6 new ESL/ELL courses for ESL/ELL certification testing ‘add on’ opportunities - based on completer exit surveys and 1st, 3rd, 5th Year Alumni surveys
4. Reading/Literacy case study is now in an electronic format – based on end of Reading course feedback
5. Professional Education courses have pivoted to use the PPAT Lesson Plan format moving forward to prepare our teacher candidates for their upcoming PPAT Evaluation – based on completer exit surveys and PPAT pilot program data.
6. Professional Education courses include PPAT Task 1-4 assignments – based on completer exit surveys and PPAT pilot program data
7. Designed virtual instruction tutorial - based on end of Reading course surveys and 1st, 3rd, 5th Year Alumni surveys
8. Implemented new tracking system for Foreign Language Proficiency - based on student feedback and completer exit surveys
9. Added option of 9 graduate hours in Special Education courses for undergraduate majors wishing to qualify for Special Education certification through testing - based on 1st, 3rd and 5th Year Alumni Surveys (NOTE: These 9 hours of graduate Special Education courses are already developed and a part of our Master of Arts/Administration of Special Education (MAASE) program required coursework
10. Graduate/Advanced Level – Added a specific case study in Master of Arts/Educational Leadership course, Schooling and Educational Administration (ED 6073) – based on

deficiencies/low scores on constructed response section of Principal and Superintendent OSAT certification exams

- **Clinical Partnerships: List any professional education courses that are held in the P12 school setting.**

All Early Childhood Education coursework, as well as reading instruction courses in the Early Childhood and Elementary programs at SNU are taught on site at the SNU Lab School (P-7). The SNU Lab School is fully accredited by the Oklahoma State Department of Education. In 2019-2020, an additional classroom was added at the SNU Lab School to accommodate these courses. Currently, there are 3 classrooms at the SNU Lab School that are outfitted and equipped with instructional technology related to these specific courses. Also, the course, Educational Psychology (ED 3223) includes a specific Case Study component that is completed in cooperation with a specific SNU Lab School student. Students in ED 3223 conduct interviews and construct case studies based on their interactions with these students and their teachers. These interviews are conducted on-site at the SNU Lab School. It should be noted that due to Covid-19 issues in Spring 2020, the SNU Lab School pivoted to virtual learning platforms. All students in ED 3223 were able to continue their Case Study projects utilizing these virtual connections with faculty/students/classrooms.

Additionally, candidates in the Early Childhood and Elementary Education programs are required to conduct on-site tutoring at Bethany Elementary School in partial fulfillment of requirements for the course, Reading Theory and Practicum (ED 3553).

NOTE: Due to Covid-19 restrictions in Spring 2020, students were able to stay connected with classrooms that switched to virtual learning formats. While virtual tutoring was challenging, SNU students were able to complete objectives for ED 3553.

Additionally, in the course, Social Studies in the Elementary School (ED 3512), elementary education candidates teach Jr. Achievement units on-site at Monroe Elementary (OKCPS). These units are required for every candidate in the elementary education program and meets learning objectives and standards outlined in ED 3512.

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

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

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

**Cooperating Teacher Selection Criteria*

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

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

*(*Excerpt from SNU Student Teacher Handbook)*

As we continue to administer the cooperating teacher administrator survey, building principals/administrators continue to assist the EPP in recommending student teaching cooperating teachers for future consideration (criteria #2). For this survey, particular attention is devoted to building principal recommendations of future cooperating teachers from diverse ethnicity backgrounds. Through this collaborative process, through administrator input, the EPP has been greatly assisted in expanding its pool of cooperating teachers for student teaching experiences. The SNU EPP has seen a significant increase in the number of cooperating teachers representing diverse backgrounds for consideration of future cooperating teacher/student teacher assignments.

All student teachers are required to participate in three Student Teaching Seminars during their Professional (student teaching) Semester. Representatives from various professional agencies and organizations related to education and teaching, as well as P-12 representatives (principals, superintendents, etc.) present sessions in each of the three Student Teaching seminars on various topics affecting the teaching profession, such as personal finance, interviewing techniques, substance abuse/mental health/trauma issues, and professionalism and ethics in teaching, to name a few. During Seminar II, student teachers participate in the Diversity in Education Seminar (ED 4710) which continues to be taught by SNU's Vice-President of Intercultural Learning and Engagement. Candidates are also required to develop and submit a Diversity Awareness Essay as a culminating closure assignment to ED 4710. Data gathered from this Essay is utilized by the EPP to assure that candidates develop an understanding of diversity and inclusion aspects. It should be noted that in the 2019-2020 academic year, student teacher Diversity Awareness Essay scores were significantly higher than in the previous

academic year. Unique to SNU, the candidate electronic portfolio (aligned with InTASC standards) continues to provide valuable information and data regarding the progress of each candidate through the program. Student teacher candidates participated in final portfolio checks (Checkpoints #3 and #4) during their student teaching semester. Additionally, a Student Teacher (Program Completer) Exit Interview is required for all candidates completing their student teaching semester. This electronic survey continues to provide valuable feedback to the EPP from completers. It should be noted that significant feedback resulting in adjustments to the program has been gleaned from these exit interviews.

Special Note re: Spring 2020: Due to Covid-19 issues and their effects on closures, cancellations and adjustments of area school districts, SNU student teachers participated in a hybrid approach for their student teaching experiences (plan approved by OEQA). Some cooperating teachers continued with 'in person' instruction for some students, as well as virtual instruction for others. It should be noted that the vast majority of student teaching experiences in Spring 2020 were completed with on-site instruction as schools navigated Covid-19 challenges. Below is the OEQA approved plan to accommodate these challenges (NOTE: By utilizing this approved plan, ALL 12 student teachers were able to successfully complete their Spring 2020 student teaching semester.):

Date Proposed Adjustment Submitted and Approved for Spring 2020 semester (per OEQA): **April 9, 2020**

How many candidates do you have participating in Student Teaching (Spring 2020)? **12**

How many of those candidates completed the required 12 weeks (360 hours) of student teaching? **0 (All 12 completed 7 ½ weeks of student teaching prior to COVID-19)**

How many candidates were unable to complete the required 12 weeks (360 hours) of student teaching due to the impact of COVID-19? **12**

What steps has the institution taken to supplement the student teaching experience in lieu of not being able to complete the student teaching requirement due to the impact of COVID-19?

All SNU Student Teachers/Candidates will complete 5 weeks of student teaching experience by the following alternative plan:

1. Total of 5 required Zoom group meetings (1 per week) together with Director of Field Experience, Director of Educator Preparation and University Supervising Professors (Zoom meetings have already been scheduled in advance)
2. Reviews of online learning/presentation platforms (Total of 5, 1 per week) and submit a 1-page reflection/review for each of these platforms.
3. View a minimum of 5 TED Talks, teaching/learning presentations/demonstrations (YouTube, teachertube.com), etc. in student teacher's major area/discipline and submit a 1-page review/reflection for each video

4. Student tutoring experience(s) – minimum of 1 hour per week – submit documentation and reflection of tutoring experience(s)
5. Each student teacher will be in regular contact with cooperating teacher from either first or second student teaching experience. Student teachers will assist cooperating teachers in preparing lessons, working with individual students in the classroom, participating in Zoom and/or electronic meeting formats with cooperating teachers and their students, and in any other way that will assist cooperating teachers in online/alternative learning formats for their students. Student teacher will submit final reflection of this experience.
6. Each student teacher will interact with an individual teacher at SNU’s Lab School and will participate in teaching lessons with that teacher and his/her students.
7. Each student teacher will submit a “*Diversity Awareness Essay*” that articulates their understanding and experience in working in educational diversity. This essay will focus on 2 parts: a) Diversity aspects in the school where they were assigned, and b) diversity aspects of a particular anonymous student in classroom where they were assigned. Student teacher will work with their cooperating teacher to gather information and data for this essay.
8. Each student teacher will participate in a final culminating personal experience reflection session, i.e. exit interview (Zoom). Session will be scheduled by Director of Field Experience. All written reflections/reviews will be due no later than May 8, 2020.

Additionally, all candidates were able to complete their field experience requirements by utilizing this plan. Documentation for all field experiences were submitted to the Office of Educator Preparation and added to individual candidate data files.

Faculty Professional Development: Summarize the professional development that focused on unit faculty members’ ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

Below is the Faculty Professional Development Plan implemented for all full-time faculty in the School of Education Educator Preparation Program (NOTE: inquiry, group discussion, collaborative learning aspects are identified below with (*)):

**SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION**

**Educator Preparation Program
Faculty Professional Development Plan & Reporting Procedures**

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

1. Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (verification required).
2. Attend/participate in at least 1 workshop, webinar or seminar OR State or National conference with subject matter directly related to P-12 education or to your specific P-12 discipline area of your faculty assignment (verification required)

3. Please select **ONE** of the following four options:
 - a. * Present (or co-present, co-prepare) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (verification required).
 - b. * Be actively involved in a formal research study (i.e. P-12 Action Research Project, etc.) that corresponds to your specific P-12 discipline area or that involves P-12 student learning (verification required).
 - c. * Be working collaboratively and in partnership with a P-12 classroom in ongoing P-12 learning project(s) directly aligned with your specific P-12 discipline area (description of project required).
 - d. * Be a current candidate (in good standing) for a terminal degree in an education-related field (verification required)
4. Maintain current Oklahoma State Teacher Certification in your specific discipline, teaching area (copy of certification required).
5. Submit annual Faculty Activity Report to the Office of the Provost (additional copy of annual Faculty Activity Report should also be submitted to Office of Educator Preparation)

Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by April 30 of each academic year.

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

Arts & Sciences Faculty: How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

At Southern Nazarene University, Arts and Science faculty continue to contribute significantly to the education and preparation of pre-service teachers. In the Early Childhood Education and Elementary Education programs, all candidates must complete the 4x12 program with specific concentrations of 12 credit hours of general education courses in four areas (Language Arts, Science, Mathematics, Social Studies). Arts and Science faculty teach in these general education courses and are aware of the specific requirements for these two major programs in preparing these P-6 teachers as ‘generalists’ in teaching core subject matter. Additionally, Arts and Science faculty members serve as directors of their respective Educator Preparation Program areas (Mathematics, Physical Education/Health/Safety, Social Studies, and Music – Vocal and Instrumental). As these A&S faculty members direct these individual programs, they are also cognizant of specific requirements for General Education completion for candidates in their individual programs. As these A&S direct these specific programs, they also remain aware and

current with their professional association's (SPA) standards and expectations. It should also be mentioned that the director of the Social Studies Education program is the General Education Director for the entire campus. In this role, this individual keeps the Educator Preparation Program apprised of developments in General Education that may affect candidates in the Educator Preparation Program. For one semester (Fall 2019), one EPP faculty member served on the General Education Council for the university. In addition to teaching general education coursework for EPP candidates, A&S faculty also serve on each committee in the EPP. By including these individuals on each committee, attention is given to assuring that general education coursework and preparation are emphasized as a vital part of the preparation of candidates in the EPP. Additionally, all School of Education faculty members serve on multiple committees across the university, thereby providing opportunities for interaction and cross-disciplinary discussions with A&S faculty members. Arts and Science faculty at SNU also assist the EPP with candidate admission interviews. These individuals serve on interview panels and provide perspective on how well EPP candidates are prepared in general education subject matter. Additionally, 8 Arts and Science faculty members serve on the Educator Preparation Council, which is the "decision-making," voting organization that oversees all aspects of the EPP. It should be noted that during the 2019-2020, the SNU School of Music received continuing national recognition through NASM (National Association of Schools of Music), thus continuing to be recognized as providing excellence in the preparation of quality and effective vocal and instrumental music teachers. It should also be noted that Southern Nazarene University completed an accreditation visit by the HLC (Higher Learning Commission). During that experience, EPP faculty interacted with several A&S faculty members in HLC committee work. Through this collaboration, A&S faculty gained an even greater appreciation for the work of the EPP in preparing effective teachers. The EPP continues to value SNU A&S faculty contributions and support to its endeavors in preparing effective P12 future teachers and continues to rely heavily on partnerships and collaboration efforts with these faculty members.

Public School Direct Contact: All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P12 students. Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.*

Dr. Stephoni Case – 11+ hours interaction/instruction with P12 principals, administrators and school leadership through virtual, self-care workshop sessions; meetings with student interns in virtual public school settings. OKC metro area public school districts.

Dr. Kristen Hoyt – 18 hours observation/consulting (ELL) Overholser Elementary and Arbor Grove Elementary (PC Schools), 21 hours of tutoring observations at SNU Lab School.

Dr. Kep Keoppel – 10+ hours: 5+ hours, student teaching observation, Bethany HS; 2.5 hours, student teaching observation, Yukon HS; 2.5 hours, student teaching observation, Cooper MS (PC Schools)

Dr. Tim Taylor – 10+ hours of student interaction, staff supervision, staff/teacher consultation, SNU Lab School and Thelma Parks Elementary (OKC Schools)

Prof. Betty Lou Thompson – 10+ hours tutoring and tutoring supervision, reading/writing/reinforcement of reading skills at Bethany Elementary School

*NOTE: Due to Covid-19 issues and restrictions, the above hours include both in-person/on site and virtual direct contact hours.

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

Candidates in SNU Educator Preparation Programs (Initial and Advanced) continue to benefit from 5 classrooms with state-of-the-art technological tools and programs. An additional School of Education “seminar room” was added and equipped during 2019-2020. This smaller meeting space includes a large touch screen monitor and all supporting software/operating systems and is utilized for small groups of students and individuals participating in online webinars, seminars and small group virtual learning opportunities. Total expenditures for this project were approximately \$5000, with the majority of funds being donated by private entities. In Spring 2019, the EPP’s Director of Instructional Technology resigned from SNU, so the EPP has had to adjust to the loss of this individual and technology resource. The SNU Institutional Technology department, along with various faculty, have stepped up to fill this distinct void and to continue both short-range and long-range assessments of technology equipment and curriculum. Currently, plans are in place to provide upgrades as funds are available. In 2019-2020, upgrades to monitoring systems, camera systems, and virtual instruction technology was significantly upgraded due to Covid issues and the necessity of teaching courses remotely. Elementary and Early Childhood coursework continues to be taught on-site at the SNU Lab School. The Director/Principal of the Lab School also teaches our Educational Technology course for all our undergraduate candidates on campus and this individual continues to provide great assistance in upgrading and maintaining instructional technology at both the Lab School, as well as on campus. Undergraduate candidates are required to obtain their Google certifications as a part of their Educational Technology course. EPP funds are utilized to cover the costs for this certification. Additionally, the graduate programs (MAEL – Master of Arts/Educational Leadership, MAASE – Master of Arts/Administration of Special Education, DEAL – Doctor of Education/Administration and Leadership) continue to utilize technology for every candidate in the program. Most graduate candidates in SNU EPP’s Masters programs purchase laptops and other related classroom technology (cameras, speakers, software, etc.) as part of their program costs. The total spent in 2019-2020 academic year for EPP technology upgrades, improvements, programs and departmental/individual candidate technology equipment (both undergraduate and graduate) was approximately \$74,000. The SNU School of Education continues to pursue

efforts and funding to provide the best facilities and technology equipment, programs and software on campus. In Spring 2020, technology assisted-instruction capabilities were tested to high levels due to Covid-19 issues, and existing technology in the Educator Preparation Program was found to be of high quality, far exceeding any expectation. All faculty members on campus utilized virtual teaching/learning formats that enabled remote learners the same opportunities as those participating in 'in person' classroom experiences.

- **Alternative Placement Program: State the procedures in place for advising alternative placement candidates and indicate the number of alternative candidates advised for the school year.**

To assist individuals in pursuing Alternative Certification, the SNU Educator Preparation Program has adopted the following Alternative Certification Plan:

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

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

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

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

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

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

All individuals who are identified as participating in the Alternative Certification Plan at SNU will be tracked by the SNU School of Education Alt Cert Plan Advisor. The Alt Cert Plan Advisor

records and monitors each individual's progress, coursework completion, and advises as to when they are ready to apply for Standard Teacher Certification through the Oklahoma State Department of Education.

For more information, please contact the SNU School of Education Alternative Certification Advisor at (405) 491-6346.

This Alternative Certification Plan is fully implemented and is currently published on the SNU School of Education webpages. A part-time staff person (certified teacher) serves as the EPP's Alternative Certification Advisor. This individual is responsible for all aspects of the process for Alternative Certification. The Director of Educator Preparation provides guidance to the Alt Cert Advisor, as well as the individual seeking Alternative Certification, and provides written verification and advisement/guidance for any courses available for the Alt Cert candidate at Southern Nazarene University. All records and tracking of Alt Cert candidates are maintained and supervised by the Alt Cert Advisor, with support, advisement and assistance from the Director of Educator Preparation.

Additionally, during the 2019-2020 academic year, the following 6 graduate credit courses were developed and approved to assist those seeking alternative certification:

ED 6523 – Classroom Leadership

ED 6553 – Reading Assessment and Instruction

ED 6233 – Education Technology

ED 6223 – Education Psychology

ED 6093 – Sociology of Culture and Community of Schools

ED 6133 – Secondary Teaching Methods

These graduate level courses are offered in online, 'face-to-face, and hybrid formats at scheduled times during the year. These courses are approved by the Oklahoma State Department of Education to assist alternatively certified candidates in meeting requirements for full certification.

During the 2019-2020 academic year, there were 65 candidates enrolled in the SNU Educator Preparation Program for Alternative Certification. Also, during 2019-2020 academic year, 14 individuals were enrolled in OSDE's "Troops to Teachers" program. While 65 candidates were officially enrolled and tracked in the program, it should be noted that a significant number of individuals also received general/anecdotal guidance, information and advisement.

- **Input from Stakeholders: State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.**

In Spring of each academic year, the SNU Educator Preparation Program (EPP) schedules its annual public information forum. April 22, 2020 was originally scheduled and advertised for the 2020 annual public forum, however due to Covid-19 issues and the SNU campus-wide closure, this 'in person' public information opportunity was cancelled. In lieu of the 'in person' public information forum, the SNU EPP offered the opportunity for interested public to contact the SNU Office of Educator Preparation to receive a Zoom meeting link for an opportunity to interact with the EPP Director. The public was also advised that in lieu of the 'in person' meeting, information about the SNU EPP is published and continually updated on the SNU School of Education webpages (www.snu.edu/school-of-education). The SNU School of Education webpages also prominently display the CAEP 8 Annual Measures which contains EPP statistical data for current and past years for both its initial and advanced programs. Additionally, the webpages display links to the CAEP EPP Annual Report, the OEQA Annual Report, Title II Annual Report, and the annual SNU EPP Statistical Data Report. In lieu of the 'in person' public forum in Spring 2020, the public was also advised of these sources of information regarding the SNU EPP. The SNU Educator Preparation Council (the EPP decision-making entity) involves not only School of Education and campus faculty and administration, but also P-12 educators and administrators, parents/community members, and teacher candidates. These groups continue to provide significant input and feedback regarding public perception, evaluation and effectiveness of the SNU Educator Preparation Program. The SNU Educator Preparation Council meets four times each academic year (February, April, September, November). Additionally, valuable public input is received by the participation of P12 educators and area community members (parents, business leaders, etc.) in our Educator Preparation Admissions Interviews conducted once per semester. These panelists are instrumental in assisting the EPP in qualifying and vetting candidates for the program. By their participation, this vehicle for public input continues to provide assistance in assuring candidates admitted to the program are fully qualified for admission.

- **Content Preparation: Please provide information on where in your program that candidates study dyslexia and trauma-informed responsive instruction.**

Dyslexia response awareness, identification, intervention and instructional strategies are studied in the three required Reading courses for Elementary Education and Early Childhood Education majors: ED 3553 – Reading Theory (includes awareness instruction and a required report on dyslexia as an exceptionality), ED 4333 – Reading Diagnosis (dyslexia class session/project), and ED 3323 – Developmental Reading (dyslexia intervention strategies class sessions).

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

ED 2111 – Introduction to Education/Teaching Lab (class session on introduction to student trauma issues)

ED 2162 – Foundations of Education (class session on awareness and intervention strategies)

ED 3223 – Educational Psychology (class sessions and trauma issues included in required student case study final project)

ED 4141 – Survey of the Exceptional Child (class session, guest speaker and article review re: student trauma awareness and intervention strategies)

Student Teaching Seminar I and II – Guest speakers (P12 Interventionist, Clinical Psychologist/Counselor) – Student Trauma Issues and Intervention Strategies

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

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

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

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

OKLAHOMA STATE REQUIREMENTS

- 1. Foreign Language Requirement**
- 2. Input from Stakeholders**
- 3. Content and Pedagogical Preparation**
- 4. Advisement**
- 5. Field Experiences (Student teaching minimums)**
- 6. Admission Requirements & Exit Requirements**
- 7. Faculty Professional Development**

In our Spring 2018, the SNU EPP received an “Area for Improvement” for #7 – Faculty Professional Development at our accreditation site visit. Since that visit, the SNU School of Education continues to follow the following guidelines for Faculty Professional Development:

SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION
Educator Preparation Program
Faculty Professional Development Plan & Reporting Procedures

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

1. Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (*verification required).
2. Attend/participate in at least 1 workshop, webinar or seminar OR State or National conference with subject matter directly related to P-12 education or to your specific P-12 discipline area of your faculty assignment (*verification required)
3. Please select **ONE** of the following four options:
 - a. Present (or co-present, co-prepare) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (*verification required).
 - b. Be actively involved in a formal research study (i.e. P-12 Action Research Project, etc.) that corresponds to your specific P-12 discipline area or that involves P-12 student learning (*verification required).
 - c. Be working collaboratively and in partnership with a P-12 classroom in ongoing P-12 learning project(s) directly aligned with your specific P-12 discipline area (*description of project required).
 - d. Be a current candidate (in good standing) for a terminal degree in an education-related field (*verification required)
4. Maintain current Oklahoma State Teacher Certification in your specific discipline, teaching area (*copy of certification required).
5. Submit annual Faculty Activity Report to the Office of the Provost (*additional copy of annual Faculty Activity Report should also be submitted to Office of Educator Preparation)

Submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by April 30 of each academic year.

Faculty Development documentation/verification files will be maintained for each individual faculty member (Initial and Advanced) in the Office of Educator Preparation.

NOTE: Since Southern Nazarene University's EPP site visit in April 2018, the Office of Educator Preparation sends out reminder notices to all faculty in January of each academic year, advising faculty to update their files. The EPP Administrative Assistant monitors progress and is responsible for updating individual faculty member files.

8. *Alternative Placement Program*

9. *Faculty Workload*

10. *Mentor Teachers*