



Southern Nazarene University
Traditional Report AY 2019-20
Oklahoma



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

206862

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Bethany

STATE

Oklahoma

ZIP

73008

SALUTATION

Dr.

FIRST NAME

Tim

LAST NAME

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List of Programs

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

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

7

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

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
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

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

2.5

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

2.5

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

Candidates are admitted by Cohort group. 2 Cohort groups are admitted during each academic year (fall/spring). 3.0 GPA is required before a Cohort group is admitted.

Postgraduate Requirements

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
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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	<div>60</div>
Number of clock hours required for student teaching	<div>480</div>

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	<div></div>
Number of years required for teaching as the teacher of record in a classroom	<div></div>

All Programs

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

4

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

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

0

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

40

Number of students in supervised clinical experience during this academic year

20

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

Candidates are required to complete two (2) separate student teaching experiences at two (2) different sites during the full-time Student Teaching Semester. At least one (1) student teaching assignment must be in a diverse setting.

Enrollment and Program Completers

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2019-20 Total	
Total Number of Individuals Enrolled	53
Subset of Program Completers	20

Gender	Total Enrolled	Subset of Program Completers
Male	19	8
Female	34	12
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2	1
Hispanic/Latino of any race	10	3
Native Hawaiian or Other Pacific Islander	2	1
White	39	15

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>
No Race/Ethnicity Reported	<input type="text" value="0"/>	<input type="text" value="0"/>

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	12 <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	1
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	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
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	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	12 <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	1 <input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="2"/>
13.1312	Teacher Education - Music	<input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="1"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="3"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

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

Program Assurances

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:

In order to fully inform and advise its candidates, the SNU School of Education Educator Preparation program continues to provide updated information regarding teacher shortages in Oklahoma and nationwide. In addition, information regarding global and foreign opportunities are also shared. The SNU School of Education webpages contain Employment Opportunity information for educators with links to Oklahoma school district, State Departments of Education in all 50 states, and links to opportunities worldwide. These active links provide the latest information regarding open teaching positions and information on how to obtain teaching credentials and certifications. Information regarding information on SNU’s educator program completers is continuously updated on the School of Education’s CAEP Annual Reporting Measures pages. Annual surveys, such as the 1st, 3rd, and 5th Year Alumni Survey and the 10-Year Alumni Survey provide feedback and information to the School of Education regarding demographic information, honors/recognitions, and evaluative feedback regarding the preparation experiences of completers. This information continues to be not only an informative source of information, it also provides valuable objective and anonymous feedback for program improvement. Additionally, the annual First

Year Teacher and Administrator surveys conducted each year provides critical feedback for program improvement in preparing teachers for their first new teaching experiences. First Year Teacher surveys help define areas where first year teachers excel, as well as their perceptions of areas that need strengthening in their preparation. Similarly, the First Year Administrator surveys provide supervisor/administrator feedback to the program regarding the quality of preparation for those first-year teachers serving under their supervision. These objective and anonymous perceptions are valuable to the ongoing quality of the SNU preparation programs. During the capstone course, Professional Decision Making (ED 4073) in the program, candidates learn multiple techniques for effective teaching, such as unit planning for instruction, monitoring student progress through quality assessments, differentiating instruction for individual students, and a focus on diversity represented in today's classrooms. Quality feedback and meaningful input are also contributed by individuals serving in the P-12 community. Various committees, interview panels, and advisory groups that provide support and feedback regarding the quality of programs all include members of the P-12 community (teachers, administrators, parents and community members). Through these advisory roles and functions, the SNU School of Education obtains current, meaningful feedback and support for the preparation of its candidates. In the Student Teaching Seminars, held three times per semester, all student teachers hear from P-12 administrators and other educators regarding opportunities for employment, interviewing techniques, classroom management technique, resume building ideas, and other areas of focus for prospective educators. As candidates emerge from their respective programs and enter into their first year of teaching experience, members of the SNU faculty provide support for their first year of teaching. Regular and systematic communication with these faculty members help encourage first year teachers through the ongoing contact, evaluation and in the sharing of ideas for effective teaching. All prospective teachers in the program, regardless of teaching area or discipline, receive significant instruction in effective instructional strategies for students with disabilities. All students in the program are required to take the course, Survey of the Exceptional Child as part of their preparatory program. As a critical part of this course, all students are required to complete an observation/field experience assignment with a special education teacher, staff member and/or program. The Educational Psychology course is also required for every student in the program. During this course, students learn multiple methods of assessment, as well as methodologies regarding evaluating, interacting and assessing of students with disabilities. Case studies with P-12 students provide valuable insight and experience in assisting students in the program with identifying multiple methods of assessment to meet all learner needs, regardless of ability or disability. During the 2019-2020 academic year, the program decided to provide the opportunity for all undergraduate junior or senior level students in the program to take 9 hours of Special Education courses at the graduate level which could be applied to their undergraduate degree. In the absence of an undergraduate Special Education degree program, this opportunity will provide more in depth understanding of Special Education aspects and will possibly prompt and encourage students in the program to pursue Special Education teaching assignments in the future. Additionally, all student teachers in the program participate in the course, English Language Learner Strategies. This course is taught during the student teacher's professional semester and is required for the completion of their individual teacher preparation program. Multiple methods of identification, as well as specific teaching strategies are presented, with practical application experiences developed in team project formats. Another required course, Diversity in Education, is also presented during the student teaching semester. This course has been developed and is taught by the institution's Vice-President of Intercultural Learning and Engagement. Instructional activities during this course include discussion, class interaction, and problem-solving activities regarding diversity awareness and diversity instructional issues. Multiple areas of diversity, such as poverty, race, ethnicity, gender, socio-economic, family structure and disability issues are processed during this required course. In addition to these specific courses, all coursework in the educator preparation program are required to include diversity aspects that are related to that specific course. A required assessment for each individual course diversity unit is also required to gather meaningful and appropriate data to assure that diversity awareness is maintained as a priority in the preparation of future teachers. To assure that all candidates are prepared to teach individual learners from low-income families, the introductory courses of Introduction to Education and Foundations of Education (required for all students in the program) include units on family structures and socio-economic factors affecting P-12 students. Additionally, all students are encouraged to reflect on the impact these factors have had on their own personal learning experiences, recalling how their own family structures and economic issues have affected their own learning, growth and development. During the fall 2019 semester, the SNU School of Education continued to partner with a significant low socio-economic student population, providing staff development and support for the teaching/instructional staff. Also, as a vital part and requirement for each student in the program, all students must complete a minimum of 60 clock hours of observations in area P-12 classrooms. To assure diverse experiences, all students are required to complete these experiences in identified schools of diversity. Schools of diversity are identified by multiple identifying factors. The Office of Educator Preparation individually tracks these experiences on the electronic data file for each student. Through the ongoing Cooperating Teacher Diversity Survey, completed by building principals, prospective cooperating teachers representing diverse backgrounds, are identified as potential supervisors for student teachers. In three specific courses, ED 2111, ED 2162 and ED 4273, students receive instruction in the characteristics, advantages and disadvantages of teaching experiences in urban and rural schools, as well as in suburban school settings. Diversity representation in each of these school settings is also addressed and how that diversity affects the overall learning environment of each of those settings. Additionally, in student teaching seminars, guest speakers representing various school settings serve to inform student teachers of opportunities, positives, as well as challenges, in these various school settings. This information is of great benefit to students as they prepare to make decisions regarding their future teaching experiences. As quality preparation continues to be emphasized for each student in the teacher preparation program at SNU, the program remains committed and dedicated to assuring that all students in the program are exposed to information and practical experiences directly related to diversity aspects that will continue to provide enlightenment and fully prepare future quality P-12 classroom teachers to meet the needs of each individual learner in their 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\(a\)\)](#)

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 \(2019-20\)](#)

>> [Review Current Year's Goal \(2020-21\)](#)

>> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The SNU Mathematics Education program desired to add 4 additional Mathematics Education majors to its program in 2020-2021. Through ongoing partnership efforts with the faculty of the Mathematics Education program, the School of Education faculty, the SNU Admissions Dept., and area P-12 mathematics teachers, the Mathematics program sought to recruit these additional students. Initiatives and incentives, such as NASA student programs for mathematics students and TSEIP programs (Oklahoma Teacher Shortage program) were emphasized and presented as opportunities for prospective mathematics education majors. Also, a dedicated admissions representative for secondary education majors (including secondary mathematics education) was secured for prospective student recruitment.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

NA

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

NA

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

During the Spring 2020 semester, the Mathematics Education program at SNU was negatively impacted by issues related to Covid-19. Restrictions related to school and campus closures contributed to the difficulty in reaching established goals for recruiting prospective students for the SNU Mathematics Education program. Additionally, during the previous year, the Mathematics Education program lost 1 full time professor (out of 2). This loss also negatively impacted the projected growth goals for SNU's Mathematics Education program.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

In 2020-2021, as Covid-19 restrictions are lifted, the SNU School of Education "Ambassadors" group will again be permitted to conduct recruiting events for all program in the School of Education, including Mathematics Education. The Mathematics Education Program will continue to partner with SNU Admissions department in actively recruiting prospective students to its program. The SNU School of Education and the Mathematics Education Program are also actively partnering with area P-12 schools' building principals and human resource personnel in the promotion and recruitment of prospective Mathematics Education majors. Additionally, a newly endowed Mathematics Education scholarship has been established with the goal of awarding funds from this scholarship during the 2021-2022 academic year.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The School of Education would like to continue to partner with the Mathematics Department and faculty to intentionally recruit mathematics and science majors to the mathematics education program. As a goal for 2021-2022, we will set as a goal to recruit 4 new students to the program, either incoming new students or existing students in the math/science division. It would also be a desirable goal to continue to develop prospective donors that would consider helping establish endowed mathematics education scholarships for the institution. Also, the School of Education will continue to publicize and encourage students to apply for the TSEIP program (teacher shortage incentive) for the State of Oklahoma. Finally, in an effort to offset the loss of a full-time mathematics education faculty member, the School of Education will continue to work collaboratively with the Mathematics Education program to recruit additional adjunct instructors with P12 mathematics teaching experience.

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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

☐ Yes

☒ No

8. Describe your goal.

Set Next Year’s Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

☐ Yes

☒ No

10. Describe your goal.

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\(a\)\)](#)

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 \(2019-20\)](#)

>> [Review Current Year's Goal \(2020-21\)](#)

>> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? 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\(a\)\)](#)

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 \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? 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 Westat'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, 2019-20	2			
111 -ADVANCED MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
105 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	10	253	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	8			
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	13	256	12	92
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	10	261	9	90
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	13	262	13	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	2			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	15	267	15	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	5			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	24	263	24	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2017-18	33	264	32	97
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	4			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	6			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2017-18	9			
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2019-20	8			

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, 2018-19	12	250	10	83
075 -OPTE: PK-8 Evaluation Systems group of Pearson All program completers, 2017-18	23	248	21	91
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2018-19	1			
012 -PHYSICAL EDUCATION/HEALTH/SAFETY Evaluation Systems group of Pearson All program completers, 2017-18	3			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2019-20	1			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2018-19	2			
017 -US HIST/OK HIST/GOVERNMENT/ECON Evaluation Systems group of Pearson All program completers, 2017-18	4			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	3			
003 -VOCAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1			

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 Westat'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, 2019-20	20	19	95
All program completers, 2018-19	24	20	83
All program completers, 2017-18	33	29	88

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

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

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

The SNU Educator Preparation Program continues to emphasize and prioritize the instruction for its candidates in the use of effective instructional technology throughout their preparation program. Every education major area includes significant technological awareness and skills training for their particular candidate preparation. Every candidate in the program is required to successfully complete the course, Educational Technology as a part of their preparation. Included in this course are not only skill development regarding how to effective plan for technology-assisted instruction, but also training and certification acquisition in Google classroom and curriculum/unit design. Every candidate in the program must successfully complete Google classroom certification as a requirement for successful completion of the Educational Technology course. Embedded in the Google classroom certification are specific units that focus on how to collect, access, analyze and utilize student data to plan for effective instruction and student learning improvement. Additionally, all Professional and Specialization courses in each individual preparation program include a specific technology component/unit and assignment/assessment. Additionally, each of these courses are aligned with specific learning objectives that follow ISTE (International Society for Technology in Education) national standards. These standards are referenced and specific assignments, assessments and objectives are clearly delineated on each Professional and Specialization Education course syllabus. In addition to ISTE standards, the Educational Technology course (as well as all courses in the program) is aligned with InTASC standards to assure quality and positive impact on P12 student learning. All instructors in the Educator Preparation program are also required to teach their courses with the learning support platform, Canvas. Course

expectations, assignments, class projects, announcements, and various other communications are relayed to students by using this electronic learning platform. Each faculty member has received extensive training in the effective use of Canvas for their course delivery and management. It should be noted that with the development of the Covid-19 pandemic during Spring 2020, the program was able to pivot to an all-virtual format with little difficulty. Canvas provided the capability of effective remote course content delivery, as well as the ability to connect with students individually and corporately using Zoom. All candidates in the program are also expected to demonstrate their knowledge and skill at effective technology-assisted instruction unit planning. Artifacts and documentation of these aptitudes are included in individual candidate electronic portfolios. Additionally, the electronic portfolio system, custom-designed by a department faculty member, continues to provide a manageable quality assurance program in assuring that all candidates meet specific goals and standards for effective educator preparation. The electronic portfolio process begins early in the candidate's program and follows them through completion of their preparation, culminating in a project that clearly demonstrates knowledge, skills and dispositions for effective teaching. By electronically submitted written work and artifacts/documentation, the candidate completes a process of verification of quality preparation, as well as effective development and professional growth. In the SNU School of Education Educator Preparation Program's Conceptual Framework, Technology is a specific area that encompasses every aspect of the Educator Preparation program, from its foundational aspect, all the way through to completion, thus the importance of technology-assisted instructional skills begins as the student enters the program, and culminates as they complete their preparation programs. Additionally, technology is utilized to connect with P-12 partners in the quality control of the Educator Preparation Program. Electronic dissemination of information to the program's various P-12 advisory groups and committees continue to assist the program in maintaining accountability and oversight. The Educator Preparation Program has a designated Assessment Director, as well as an Assessment Committee, that oversees its entire assessment system and timelines for administering assessments and data collection. All data is available to the public and is displayed on the School of Education web pages. Multiple assessments are administered throughout a candidate's program, as well as after a candidate exits the program. Various alumni surveys, first year teacher surveys, and administrator perception surveys are administered annually. Results of these surveys are systematically analyzed and reported to various oversight and accountability groups. Various committees supporting the Educator Preparation Program analyze data and provide feedback and recommendations for program adjustments and revisions. It should also be noted that especially during the Spring 2020 Covid-19 pandemic, the Educator Preparation Program was able to remain connected to its 'outside' accountability partners (individuals and agencies). In early field experiences, as well as in student teaching, technology-assisted instruction is included in supervising professor and cooperating teacher evaluations. Throughout each field experience/clinical practice experience, candidates are required to demonstrate awareness and skills regarding effective uses of technology in classrooms. The SNU Educator Preparation Program continues to evaluate and improve technology equipment and facilities for its candidates. During the 2019-2020 year, an additional "Seminar Room" with touch-screen technology was created, bringing the total number of technology-equipped classrooms to 6. Each of these spaces contain 'state of the art' equipment and furnishings that assist candidates in preparing for their future classrooms. The Educator Preparation Program carefully aligns its technology upgrades with what P-12 teachers are currently using in classrooms. The Burkinshaw endowed technology fund for School of Education continues to provide adequate funding to closely monitor these regular and systematic upgrades. In addition to supporting its teacher candidates, the Educator Preparation is honored and pleased to host many outside teacher groups, organizations and other education entities in professional development, ongoing training, and other meetings. The SNU School of Education welcomes these groups to continue to benefit from its quality meeting spaces with updated technological equipment and facilities.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

A specific course in exceptionalities, Survey of the Exceptional Child, is required for every teacher candidate in the Educator Preparation Program regardless of individual program major. In this course, candidates will be exposed to the various exceptionalities that may be represented in their future classrooms, as well as discuss specific teaching strategies for effectively meeting these individual students' learning needs. Additionally, this course includes a guest panel session of Special Education educators that discuss a variety of strategies and processes for working with students with exceptionalities. Also, as a required component of this course, candidates are also required to complete an observation experience in a Special Education classroom or setting. An additional course, Educational Psychology, is also required for every candidate in each of the seven undergraduate teacher preparation programs. In this course, each student completes a Student Case Study with an individual P-6 student. This case study is evaluated for its discussion and analysis of a particular student's educational needs, specific strategies for addressing that student's needs, and a confidential review and summary of the individual student's educational records (Individualized Education Plan). During their student teaching semester, all candidates must also complete the course, Seminar: Diversity in Education. This particular course is taught by the university's VP of Intercultural Learning and Engagement/Chief Diversity Officer. This seminar includes information and practical discussions/exercises regarding characteristics of specific diverse groups, including individuals with disabilities. Additionally, all student teachers are required to complete a Diversity Awareness Essay prior to completion of their programs. In this particular essay, candidates research and report on 2 specific aspects; 1) discuss strategies being implemented, as well as possible new strategies for working effectively to meet educational needs of an individual student with disabilities in their student teaching experience classroom, and 2) discuss the particular school where students are student teaching and its population of students with disabilities, statistical information regarding diversity represented in the school, and overall strategies and goals for the school to meet the needs of all learners represented by these groups.

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*.

All candidates in the Educator Preparation Program, regardless of major program area, are required to complete the course, Educational Psychology as a part of their preparation program. In this course, each candidate completes a case study project for an individual P-6 student. During this project, candidates are granted permission to review the P-6 student's individual educational records, including their Individualized Education Plan (IEP). As the students analyze and reflect on their observations regarding specific strategies, goals and outcomes detailed in the IEP, they are provided feedback by the course instructor on their ability to review, analyze and interpret the IEP. Whenever possible, all student teachers sit in as observers on actual IEP meetings for students specifically in the classrooms to which they are assigned. It should be noted that prior written approval is obtained prior to student teachers being able to observe these IEP meetings. Also, in the Survey of the Exceptional Child course (which all candidates in the program are required to complete), guest speakers and panel discussions focus on the legal aspects of the Individualized Education Plan (IEP) and the professional obligations and responsibilities of classroom teachers as they participate in the IEP process. Additionally, all candidates are required to complete the Diversity Awareness Essay prior to completion of their student teaching semester. One section of this essay is dedicated to the observation and analysis of an anonymous individual student with disabilities that is in the student teacher's classroom. Candidates are required (with written permission) to review the individual student's IEP and to reflect on its effectiveness of current strategies, its scope of identifying particular strategies, and suggesting possible additional strategies to meet this individual student's learning needs. The Diversity Awareness Essay is also scored/evaluated and results are included in the individual candidate's portfolio.

c. Effectively teach students who are limited English proficient.

In an effort to prepare program completers that can meet the learning needs of P-12 limited English proficient learners, teacher candidates in all seven major program areas in the Educator Preparation Program are required to complete the course, Seminar: English Language Learner Strategies during their student teaching semester. During this course, candidates are exposed to the characteristics of ESL/ELL learners, as well as

strategies for addressing the educational needs of limited English proficient learners. Additionally, intentional efforts are pursued in assigning student teachers to P-12 classrooms that include limited English proficient students. One faculty member in the Educator Preparation Program recently completed her doctorate in ESL/ELL Teaching and Learning and this faculty member facilitates and evaluates this particular course. In 2019-2020, the development of specific ESL/ELL coursework was initiated with the goal of developing six new courses by the 2021-2022 academic year. While the Educator Preparation does not currently have a certification program in ESL/ELL, these six undergraduate courses will be elective courses and will be available to any candidate that desires knowledge and aspects of limited English proficient learners and teaching strategies, regardless of program area. In the future, these six courses could also provide foundational coursework if a new ESL/ELL certification program were added in the Educator Preparation Program at SNU.

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. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 SNU School of Education Educator Preparation Program continues to experience effective teacher preparation in each of its seven initial (undergraduate) programs, as well as its two advanced (graduate programs). Each of these programs is recognized by their respective national SPA's (Specialized Professional Associations), as well as by the State of Oklahoma. Initial (undergraduate) preparation program include; Early Childhood Education (grades PK-3), Elementary Education (grades 1-8), Mathematics Education (grades 6-12), Music Education - Instrumental and Vocal (grades PK-12), Physical Education/Heath/Safety (grades PK-12), and Social Studies Education (grades 6-12). In the advanced (graduate) program, Building Level and District Level Leadership is offered in two distinct masters degree programs. Since the successful CAEP site visit in Spring 2018, where the SNU Educator Preparation Program was granted full recognition with no stipulations or no areas for improvement, the unit has continued intentional efforts to assure quality teacher preparation. By continually evaluating and assessing its candidates, the program maintains assurance that its completers are prepared for their future classrooms. During the 2019-2020 year, the SNU Educator Preparation conducted a review of all its assessments, syllabi and coursework to assure the reliability of each of its individual major areas for teacher preparation. Additionally, technology upgrades and improvements in facilities and equipment were achieved by the ongoing endowed funds (Burkinshaw Technology Endowed Fund). Additionally, the SNU Educator Preparation Program continued its partnership and relationship with P-12 educators by their service on each committee that lends support and input to the program. In 2019-2020, the SNU Educator Preparation program adjusted its assessment timeline as a result of input from these individuals, as well as in response to the unexpected Covid pandemic. While a majority of assessments were completed, some were negatively affected by the pandemic, making some data collection efforts extremely difficult. All candidate performance data is regularly and systematically reported on the SNU Educator Preparation webpages in the CAEP 8 Annual Reporting Measures link. These 8 measures address quantitative, as well as qualitative assessment data that reports the effectiveness of candidate preparation in the program during 2019-2020. In 2019-2020, the SNU Educator Preparation Program redesigned its Elementary Education program to include 4 specific additional content areas; Early Childhood, Special Education, ESL/ELL Instruction, and Technology Instruction. These 4 areas of emphasis are represented by 18 hours of concentration in each area and will greatly assist Elementary Education majors in adding certification in these areas through certification/competency testing. It should be noted that due to the Covid pandemic, the goal of launching this new program was delayed and is now scheduled to begin in Fall 2021. Additionally, in 2019, 3 courses (9 hours) of graduate credit in Special Education were added for those undergraduate education majors that wished to gain skills for adding on Special Education certification by competency testing. While the SNU Educator Preparation program does not have a specific undergraduate Special Education program, this option for elective credit is available to assist undergraduates the opportunity to add skills, knowledge and dispositions for demonstrating competency in the area of Special Education. While the Covid-19 pandemic brought unexpected adjustments to program delivery (virtual, remote, etc.), the SNU Educator Preparation Program experienced success in continuing to prepare quality candidates that will positively impact P-12 student learning. As our programs pivoted to virtual learning opportunities, candidates gained valuable knowledge in flexibility, creativity and innovation in alternative approaches to teaching through virtual and remote learning platforms.

Supporting Files

CAEP Accreditation Action Report	
CAEP Accreditation Letter	
OEQA - Oklahoma State Accreditation Letter	
CAEP "Frank Murray Award" Recipient Letter	

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Tim Taylor

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:

Ms. Pam Beals

TITLE:

SNU School of Education Administrative Assistant