

# 2017 EPP Annual Report

<b>CAEP ID:</b>	10618	<b>AACTE SID:</b>	360
<b>Institution:</b>	Southern Nazarene University		
<b>Unit:</b>	School of Education		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 85

*\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

- Yes, a program (or programs) leading to initial teacher certification is currently being offered.
- No, a program (or programs) leading to initial teacher certification is not currently being offered.

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP  
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited  
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited  
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

**NEW EPP TEACH-OUT AGREEMENT (approved 2016-2017) - SUMMARY:** In the event that any individual Educator Preparation program of study offered by the SNU School of Education is discontinued/suspended for any reason, any candidate currently enrolled at that time in the affected program will be afforded the opportunity to complete their program of study leading to candidacy for certification/licensure in their particular subject area in a timely and equitable process. Specific policy guidelines, plans and options are outlined in a separate document available to all candidates.

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

### Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

2015-2016 School of Education Statistical Data Report:

<http://snu.edu/school-of-education>

### Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. The unit does not ensure that all candidates have the opportunity to work with faculty from diverse groups.	(ITP)	(ADV)
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The Educator Preparation Program at Southern Nazarene University continues to focus on enhancing and improving opportunities for its Teacher Candidates to interact with faculty from diverse groups. A newly designed survey of building administrators in surrounding P-12 school districts and sites has been designed to assist the EPP in ascertaining and identifying prospective cooperating and supervising P-12 educators for field experiences and student teaching/clinical practice experiences. Through identifying those individuals in P-12 schools, intentional and focused efforts to provide Teacher Candidates the opportunity to interact with these educators representing diverse groups will be encouraged and enhanced. While the SNU EPP continues to assure and document that all Teacher Candidates have the opportunity for field experiences/student teaching experiences in diverse settings, this information will be specifically focused on individual cooperating teachers and the possibility of candidates being afforded the opportunity to specifically interact and collaborate with P-12 educators from diverse backgrounds. Additionally, the SNU EPP continues to appoint individuals from diverse backgrounds to every committee that supports the Educator Preparation Program. Intentional efforts are pursued to assure that diverse groups have representation and input/collaboration in every aspect of the EPP. The Educator Preparation Bias Review Committee continues to provide feedback and monitors the EPP regarding bias, fairness and accuracy in all aspects of the EPP (EPP coursework, policies, documents). Members of this committee are members of diverse groups. Additionally, the SNU EPP has appointed members representing various ethnicities to its P-12 Advisory Group. The P-12 Advisory Group regularly and systematically provides feedback and recommendation regarding all aspects of the EPP. Members of this group represent not only P-12 shareholders, but also legal, business, faith-based and community entities. The Educator Preparation Diversity Committee/Panel continues to provide feedback and input regarding all diversity aspects in the EPP. Several distinct diverse groups are represented on this particular committee and every Teacher Candidate is directly exposed to these individuals during Student Teaching Seminar. Members of the EP Diversity committee teach the course ED 4710 - Seminar: Diversity in Education that is required for every Teacher Candidate in the Educator Preparation Program. An additional diversity course, ED 4720 - Seminar: English Language Learner Strategies is also required for every Teacher Candidate and is also taught by a member of the SNU EP Diversity Committee. On several EP committees, Teacher Candidates representing diverse populations also serve as committee members. Additionally, during the past year, the Educator Preparation Council (governance group) has also voted to require that every course taught in the Educator Preparation Program (Specialization and Professional Education courses) must contain and embed a significant diversity (and technology) component (class activity, special speaker, etc.) and must be documented in course syllabi. This focus on diversity (as well as technology) is a major component of the Educator Preparation Program and its Conceptual Framework. For the past several years, a significant number of Teacher Candidates in the SNU Educator Preparation Program have participated in the SNU SIMS Program (SIMS - SNU in Missions) and have traveled to several foreign countries and to many domestic low socio-economic, disadvantaged areas to participate in service projects with numerous diverse groups. Through these opportunities, SNU Educator Preparation Teacher Candidates have been exposed to and have had the opportunity to interact with instructors, facilitators, students and organizations representing diverse multicultural and socioeconomic populations. Additionally, Teacher Candidates are afforded the opportunity for "study abroad" programs in international settings and individual candidates from the SNU EPP have participated in these "semester long" opportunities. During the past year, an additional faculty position for the SNU Educator Preparation Program was nationally publicized and applicants representing diverse groups and populations were encouraged to apply. No candidates for the position representing diverse populations inquired or applied despite numerous postings and communications that encouraged and sought diverse candidates. Also, a campus Multiculturalism/Diversity Task Force has been formed and meets regularly to address diversity issues and aspects for the Southern Nazarene University campus community. One member of the Educator Preparation Faculty and 2 Teacher Candidates from the EPP serve as members of this task force.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

1. The unit lacks sufficient evidence that professional education faculty members are actively engaged in scholarship.	(ITP)	(ADV)
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Of the five full-time faculty members of the SNU EPP, four have been actively involved in scholarship, research studies and scholarly pursuits. One faculty member was co-presenter at four national conferences and workshops of the International Literacy Association (ILA and presenter at one national conference of the ILA. This faculty member was also an Auditor for ILA/CAEP program reports, a lead writer for ILA 2017 Standard 2, and also served on the 2017 ILA Standard 7 Committee. This faculty member also was a presenter at the OACTE (Oklahoma Association of Colleges of Teacher Education) Fall Conference. An additional faculty member was a presenter at the national Teaching Professor Technology Conference regarding the development and implementation of electronic portfolio processes. This same faculty member is currently working collaboratively with a local P-12 district and SNU undergraduate Elementary Education majors/Teacher Candidates on a technology focused research project called "Coding to Learn for Elementary Education Students." This P-12 partnership research effort will provide opportunities for SNU Teacher Candidates to conduct valuable research regarding Instructional Technology. Additionally, this faculty member has also designed and taught a "mini-course" entitled "Using Data to Improve Student Outcomes" to SNU Arts and Science Faculty. Two EPP faculty members have also collaborated to design and implement a pilot "Action Research Project" to assess first year teacher impact on P-12 student learning. This project was designed as a collaborative process between Teacher Candidates completing the "capstone" course for the Educator Preparation Program and first-year teachers who completed the SNU Educator Preparation Program and are in their first year of P-12 teaching. This collaborative project has not only created research opportunities for partnerships and collaboration for Teacher Candidates and first year teachers, it has also provided valuable research data to ascertain the SNU Educator Preparation Program's effectiveness and how our program completers impact P-12 student learning in the schools. It is hoped that these data will provide an opportunity for the EPP Faculty members and participating candidates and educators to publish results of this collaborative research project.

Another faculty member has designed and is submitting a proposal to the university that centers on Early Childhood learners and their relationship to Senior adults. It is hoped that this research will provide valuable data on how Early Childhood (PK) learners learn in alternate settings. An additional faculty member is continuing a research project in partnership with researchers from Israel and the United Kingdom. Her research centers on School Funding and Learning Societies. Together with her partners in research, this faculty member has presenting findings at the Oxford Symposium for Education Finance. Findings from her research will also be published in summer of 2017 in the Journal of Comparative Education. This research team is also collaborating to study the effects of leadership and faith on achievement and culture in school settings and will present first round of data in December 2017. One EPP Faculty Member has implemented an experimental Educational Technology Course (Digital Literacy) as an upper division elective course for education majors. As a result of this initial successful course offering and positive evaluation from students, the SNU Academic Council has approved this course to be offered as a permanent course offering.

Additionally, three faculty members continue to participate in the Southern Nazarene University Rank Advancement Portfolio system based on the Boyer Model. This portfolio system is based on Boyer's Transmission, Discovery, Application and Integration models. The Professional Development Committee at SNU continues to review individual rank advancement applicant portfolios for documentation of scholarly work. Individual rank advancement is determined by scholarly work documented and submitted.

Two EPP faculty members serve as national reviewers for individual SPA's (ILA, ELCC) and one P-12 (Physical Education) faculty member (NASPE) also serves as national reviewer for their particular SPA. The SNU Faculty Scholarship Support Grant continues to provide opportunities for funding scholarly activities and research projects. Two EPP Faculty members have also contributed to textbooks on Literacy and Educational Leadership.

## Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

### Standard 3 - Candidate Quality, Recruitment and Selectivity

In the SNU Educator Preparation Program, several initiatives and specific efforts have been implemented to address this particular standard. During the past year, as a result of a major gift to the SNU EPP, a new endowed scholarship has been created to specifically attract high-achieving minority candidates to the Educator Preparation Program as future educators. The "Burkinshaw High-Achieving Ethnic Minority Education Scholarship" was created specifically to focus on recruitment of ethnic minority incoming freshman education majors to SNU. This scholarship is available to any incoming freshman majoring in education based on the following criteria; minimum GPA (3.5) OR ACT score (minimum of 25) OR SAT score (minimum of 1130), documented member of an ethnic minority group, and a written essay that focuses on the following; 1) how their particular area of ethnicity/diversity assists them as a future teacher to focus on learner aspects related to diverse groups represented in their classroom, 2) how technology assisted instruction can help them assist diverse learners in their future classrooms, 3) how they identify with the SNU Educator Preparation Mission Statement and 4) how they identify with the Southern Nazarene University Mission Statement. EPP faculty will review applications and essays submitted and will award scholarship based on these criteria. During this past year, the EPP was able to award 2 scholarships to 2 diverse SNU Teacher Candidates. Additionally, the SNU Educator Preparation launched a focused and intentional effort to recruit high-achieving Teacher Candidates to the program. During the past year, 23 prospective students (identified by SNU Department of Admissions as interested in possibly majoring in education) were invited to a special dinner celebrating "A Call to Teaching." These prospects were identified based on the following criteria; 1) 3.0 high school GPA and 2) 50 mile radius to the SNU campus. These individuals were invited, along with all first-year teachers from SNU, to this event along with faculty and administrators from SNU. Attendees had the opportunity to hear from and interact with guest speakers (State Senator, OSDE officials, OEQA officials and SNU Teachers of the Year), SNU Administrators, and with faculty/staff of the SNU Educator Preparation Program. Focused efforts to recruit diverse prospects are pursued by informing prospects about scholarship opportunities for diverse candidates (see above) and current teacher shortage areas. This event will be an annual endeavor to assist in recruiting high-achieving prospective students to the SNU Educator Preparation Program. The SNU Educator Preparation Program also continues its Cohort Admission Group approach to admitting Teacher Candidates to the EPP. To date, 4 cohort groups have been admitted, with a required cohort GPA of 3.0 (average of each of these 4 groups has been 3.40). A recognition/induction ceremony is held twice each academic year (Spring and Fall) where candidates who have completed all

admissions requirements are formally admitted to the Educator Preparation Program. The Oklahoma General Education Test (OGET) continues to be required for admission to the SNU Educator Preparation Program for every candidate. During the past year, the Council for the Accreditation of Educator Preparation (CAEP) approved the OGET as a valid assessment of a candidate's qualification for admission to an Educator Preparation Program. Documentation of a passing score on the OGET is required for admission to the SNU EPP. Selectivity is also assured by the requirement that every prospective candidate participates in an admissions interview. The understanding and articulation of specific criteria focusing on InTASC Standards are required for every candidate during their interview. Prior to interviewing for admission, candidates are required to construct and submit two essays; 1) Admissions Essay and 2) Conceptual Framework Essay. Both these essays are based on InTASC Standards. Also, the EPP has completely redesigned the Admissions Interview Rubric to specifically align with InTASC Standards, assuring reliability and validity of the interview process. Additionally, during the past year, the Educator Preparation Council (governance) voted to require every Professional Education and Secondary/P-12 teaching methods course in the program to include a significant and specific component in Professionalism, Ethics and Legal Aspects of each of the 9 individual program areas in the SNU EPP. These specific components must be documented in course syllabi and can be in the form of guest speakers and/or class lectures/activities during the course. In addition to program specific aspects, review of professionalism, ethics and legal aspects and professional teaching standards are reviewed in early coursework (Introduction to Education and Foundations of Education) and during the professional/student teaching semester (Student Teaching Seminars I-II). Professionalism, ethics and legal aspects are also emphasized and highlighted on the SNU Educator Preparation website ([www.snu.edu/school-of-education](http://www.snu.edu/school-of-education)). Website specifically references links to Oklahoma Standards of Performance and Conduct, as well as Oklahoma School Laws and various educator organizations' (NEA, AACTE, etc.) Codes of Ethics. In addition to these components, the Educator Preparation Council also voted to require that every course must document and include a significant technology component embedded in each course. This requirement can be documented in course syllabi through the use of student technology presentations and specific technology assignments related to that specific course. To assure that all candidates are prepared to impact P-12 student learning through knowledge of specific subject matter, the Oklahoma Subject Area Test (OSAT) is required prior to any candidate being recommended for licensure in their specific certification area. Additionally, every candidate during the EPP capstone course (Professional Decision Making - ED 4273) is required to collaborate with a first-year teacher in an Action Research (Pilot) Project that focuses on the Teacher Work Sample design and documenting significant impact on P-12 student learning. It is anticipated that analysis of data from this project will also assist in determining exiting Teacher Candidate disposition and ability to teach effectively with positive impact on P-12 student learning. The collaborative process with this research project includes partnerships with the following individuals/entities; 1) the SNU Teacher Candidate, 2) an SNU First-year Teacher, 3) School Site Principal/Administrator, and 4) the SNU Educator Preparation Program. This "partnership" and collaboration process will be another critical component in determining and verifying the Teacher Candidate's ability to provide positive learning environments that will assure effective and positive P-12 student learning experiences.

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

### Report Preparer's Information

Name: Dr. Tim Taylor

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