

2016 EPP Annual Report

CAEP ID:	10618	AACTE SID:	360
Institution:	Southern Nazarene University		
Unit:	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 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure 27

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.) 44

Total number of program completers 71

**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.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

New Mission Statement for SNU Educator Preparation - Adopted 2015 "The Educator Preparation program at Southern Nazarene University provides experiences encompassing the Christian principles of integrating faith, learning, and life; and that equip candidates for educator roles in multiple learning settings in which schools, families, and communities build partnerships that work together to impact P-12 student learning, wherein affirming the belief that ALL students can learn.

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

No Change / Not Applicable

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.

2014-2015 School of Education Data Report:

http://snu.edu/Websites/snuokc/images/Education/2014-2015_School_of_Education_Data_Report.pdf

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) |
|---|--------------|--------------|

Specific and intentional efforts continued to be pursued by the SNU Educator Preparation Program to ensure that candidates have the opportunity to work with faculty and other individuals representing diverse groups. All field experiences/clinical practice experiences are monitored to ensure that all candidates, initial and advanced, have opportunities for experiences with diverse schools/populations, as well as opportunities for mentoring by diverse mentor and supervising teachers. During the past year, a newly formed P-12 Educator Preparation Advisory Committee was formed to provide feedback, advisement, input and suggestions for the SNU EPP. This advisory group is comprised of individuals representing several diverse groups in the P-12 education and stakeholder community. Also, the SNU EPP Diversity Committee/Panel continues to interact with candidates during the Professional (Student Teaching) Semester. This group is also comprised of individuals from diverse groups. This committee continues to provide practical, theoretical and strategic information for working with faculty and students representing various areas of diversity. Also, the SNU EPP Bias Review Committee also assists the SNU EPP in advisement regarding bias, fairness and accuracy of the EPP's program policies, documents, syllabi and rubrics. This committee's membership also is representative of a variety of diverse groups. Additionally, adjunct instructors in the MAEL (Master of Arts - Educational Leadership) advanced program represent several areas of diversity and multiculturalism, thereby affording advanced candidates the opportunity to interact with practicing school leaders from various diverse groups. This past year, a faculty vacancy was nationally publicized, encouraging applicants from diverse groups to apply. While no diverse candidates made application nor inquired, the SNU EPP remains intentional in its efforts to encourage diverse candidates to apply for future positions.

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) |
|---|--------------|--------------|

The Southern Nazarene University Rank Advancement Portfolio system, based on the Boyer Model, continues to be utilized to demonstrate Transmission, Discovery, Application and Integration. The SNU Professional Development Committee reviews individual rank advancement applicant portfolios for decisions regarding whether or not applicants are granted rank advancement. Documentation regarding scholarly work is required for documentation. One SNU EPP Faculty Member (Initial) is a member of the Professional Development Committee. A new EPP Faculty Member is now enrolled in the portfolio process and will begin documenting these experiences. Additionally, during the past year, one EPP Faculty Member (Advanced) participated in a joint study with an Israeli educator to research global education economics as related to funding formulas for public education. This particular faculty member had the opportunity to present analysis and findings at the Oxford Symposium for Education Economics, Oxford, England. Additional presentations will be made at Oxford within the coming year. Another EPP Faculty Member (Initial) continues to publish textbooks in Reading Instruction, while another has contributed to a textbook chapter on the topic of School Funding. Other EPP Faculty Members (Initial and Advanced) continue to provide research for various workshops, seminars and presentations regarding educational issues and aspects, and are members and national evaluators of various SPAs (Specialized Professional Associations), such as ILA and ELCC. Also, the institutional SNU Faculty Scholarship Support Grant continues to provide funding for any SNU faculty member to pursue scholarly activities and opportunities. SNU EPP Faculty Members continue to be encouraged to participate in these opportunities. During this past year, two faculty members were also called upon for presentations at state conferences, workshops and seminars in their various areas of certification and expertise.

Section 7. Accreditation Pathway

Continuous Improvement. Summarize progress toward target level performance on the standard(s) selected.

Standard 2 - Assessment: During the past year, the School of Education Educator Preparation Program has actively engaged in reviewing and revising all rubrics, assessment tools, timelines and protocol related to the EPP's Assessment system during the past year. This review and revision was prompted as the SNU EPP moved to fully utilize the new InTASC Standards, as well as the 5 new CAEP Standards. The Conceptual Framework (Structure and Essay Rubric), 14 Characteristics of Effective Teaching (SNU's EPP Learning Objectives), and other specific documents and assessments were reviewed and revised according to the InTASC

and CAEP Standards to accurately reflect those standards. New Student Teaching (Clinical Practice) Rubrics were also developed to accurately and specifically reflect the InTASC Standards. Also, a newly developed Dispositions Survey and Class and Poverty Awareness Survey have been developed for all candidates to complete prior to admission to the Educator Preparation Program. A new electronic portfolio system and platform was also constructed and introduced that also reflects the InTASC Standards. All incoming candidates will now be utilizing the electronic portfolio format and system. Additionally, all assessment rubrics and forms are currently being developed and translated for electronic processing, moving away from "paper" copies. A newly formed P-12 Advisory Committee, with representation from the P-12 community, stakeholders, and other individuals that support SNU's EPP, have reviewed new and revised assessments for accuracy, fairness, and bias, and continue to review revisions as they are in process. Another new committee, the SNU Educator Preparation Assessment Committee, comprised of outside faculty/stakeholders, has been created to review EPP data and to make observations and/or recommendations to the Educator Preparation Council (Governance Group) for decisions related to SNU's EPP Assessment System. Vital and critical feedback, suggestions and input regarding the Assessment System have been provided by these groups. Several revisions to assessments have taken place as a direct result of input from these groups. Additionally, newly revised assessment forms, documents and rubrics have been submitted to CAEP for feedback and suggestions. The timeline for the SNU EPP Assessment System was recently reviewed to more closely align with candidate test results data and the specific timelines of when that information is received. During 2014-2015, EPP Faculty participated in a major review of all 5 CAEP Standards and specific assessments utilized to address each of these standards. In those meetings, specific existing assessments for each standard were identified, as well as the identification of specific "gaps" where assessments needed to be developed. As a result of those meetings, new assessments were designed and implemented to specifically address those areas where assessments were needed.

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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Dr. Tim Taylor

Position: Chair, School of Education, Southern Nazarene University

Phone: 405-717-6223

E-mail: ttaylor@mail.snu.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.