



**OKLAHOMA STATE REPORT 2020**  
Academic Year 2018-2019

**SOUTHERN NAZARENE UNIVERSITY**

Please submit CAEP 2020 EPP Annual Report with this document. (Due April 30, 2020)

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

The following is the SNU Educator Preparation Foreign Language Proficiency Requirement:

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

**Choose 1 of the following 6 options:**

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

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

reviewed by the Educator Preparation Council (Governance Committee) to assure that the policy continues to meet these standards.

Candidates continue to be required to provide documentation/transcripts to the Office of Educator Preparation that verifies that they have met one of the 6 options available.

*\* See 2019 revision below*

Documentation is then scanned to the individual candidate's data file and noted on their candidate check sheet.

For quality assurance and candidate tracking purposes, the EPP requires that all candidates sign a "memo of understanding" that they understand and will comply with the foreign language proficiency policy. This signed document is then placed in the candidate's data file and recorded on their individual check sheet. Candidates are regularly apprised of their progress in meeting this proficiency requirement at various checkpoints throughout their programs. Also, during candidate interviews for admission to the Educator Preparation Program, candidates are required to articulate how they have met or how they plan to meet the foreign language proficiency requirement.

\*Revision: During Spring 2019, the EPP added a requirement that all incoming freshmen teacher candidates are required to submit a copy of their high school transcript to the Office of Educator Preparation before they are admitted to the Educator Preparation Program. This requirement has greatly assisted the EPP in verification and tracking those candidates who have met the Foreign Language Requirement through high school coursework. The Office of Educator Preparation has been granted permission to access university registrar records for securing high school transcripts and adds these to the individual candidate electronic data file following notation from the Director of Educator Preparation.

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

During the 2018-2019 academic year, 6 graduate students in the SNU Master of Arts in Educational Leadership (MAEL) Program were admitted conditionally. All 6 of those students are currently in "good standing" in the MAEL program and are scheduled and on track to successfully complete their programs in 2020. In the Master of Arts in Administration of Special Education (MAASE) Program, 8 graduate students were admitted conditionally during the 2018-2019 academic year. Of these 8, 5 finished successfully, and 3 are currently in good standing and on track to complete their programs in 2020.

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

Teacher supply and demand issues and teacher shortage areas/issues continue to be discussed and information presented/disseminated at various stages and checkpoints in the Educator Preparation Program. In the initial Professional Education course (Introduction to

Education/Teaching Lab – ED 2111), Teacher Candidates are introduced to information regarding current and future teaching supply and demand/teacher shortage areas, particularly within the State of Oklahoma. Specific attention is given to examining data for predicted future shortage areas, not only in Oklahoma, but nationwide. Expanded discussion in subsequent coursework, such as ED 2162 - Foundations of Education and ED 4273 - Professional Decision Making (program capstone course) entails information regarding nationwide, as well as individual states' shortage and supply/demand issues and aspects. In Foundations of Education (ED 2162), an entire class period is devoted to advisement for candidates in researching current teacher shortage areas. Additional information regarding foreign teaching opportunities is also shared with candidates, with representatives from Japan, Guam, Honduras and other nations either coming to campus to speak with candidates or reaching out through phone and email contact re: teaching opportunities in their country's schools. Teacher Candidates are also provided guidance regarding how to glean information for specific states where they have a possible interest in teaching. Reference and resource materials are distributed whereby Teacher Candidates can begin to process this information for their personal future benefit. Also, in the course Student Teaching Seminar (ED 4700), all student teachers receive information and instruction into current teacher shortage areas (Oklahoma and nationwide), supply and demand issues (Oklahoma and nationwide), and are advised regarding how to ascertain and gather information regarding these issues. Guest speakers (current, practicing P-12 administrators and other school officials) continue to provide valuable resources and information regarding these topics, and candidates are provided information regarding how to navigate searching for information related to Teacher Shortage areas. The SNU Office of Educator Preparation also continues to maintain current data and information regarding current teacher supply and demand issues, as well as shortage areas in teaching positions, both locally and nationwide. The SNU School of Education website also maintains links for specific current information regarding these aspects, plus opportunities for teaching positions in Oklahoma, the United States, as well as opportunities for teaching abroad. Included with this information are specific states' supply and demand aspects, resources for researching teacher shortage information, certification requirements, and teacher salary data specific to their individual states. Additionally, at the request of the Oklahoma State Superintendent of Public Instruction, a member of the faculty of the SNU School of Education serves on the Oklahoma State Department of Education Teacher Shortage Task Force that meets regularly to discuss and review data related to Oklahoma teacher shortages. Candidates in the undergraduate and graduate programs are also apprised of scholarship information and opportunities that focus on identified teacher shortage areas. Loan forgiveness and other incentive program information that focus on these aspects are continually shared with candidates. The SNU Office of Financial Aid also continues to provide resources and assistance for candidates in securing various scholarships for shortage areas through the TEACH grant and through various other special financial aid opportunities. At various checkpoints in the Educator Preparation program, all Teacher Candidates are advised and reminded that this information is readily and easily available and attainable. Also, SNU Teacher Candidates actively participate in and have benefitted from Oklahoma State Regents teacher scholarship/incentive programs that are directly related to helping with identified shortage areas. Although these funds are limited, there

has been direct benefit to a select number of candidates. During the 2018-2019 academic year, one candidate (Math Education) applied for the TSEIP loan forgiveness scholarship.

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

During the 2018-2019 academic year, a number of program changes were implemented. Data emanating from various assessments have prompted these changes. All changes were approved by the Educator Preparation Faculty and the Educator Preparation Council.

The following are selected representative examples of changes made to the SNU Educator Preparation Program that were data informed and prompted:

- EPP capstone course, Professional Decision Making (ED 4273): decision was made to offer instruction in discipline/classroom management techniques at the beginning of the course, rather than toward the end. Rationale: Candidates need to ascertain various discipline/classroom management aspects at the beginning of their semester with students. Assessment data referenced: Student Teacher Senior Exit and course exit interviews and evaluations.
- Student Teaching (Professional) Semester: decision was made to offer more employment information (resume development, interviewing, teacher shortage, etc.) for prospective teachers during Seminar I (first of the semester), as candidates have more information re: employment early on. Rationale: Many school districts are in the process of hiring for the following semester, so candidates are afforded the opportunity to start their own employment search earlier. Assessment data referenced: Student Teacher Senior Exit Interviews.
- SNU EPP: decision was made to move toward a gradual implementation of the PPAT process. Rationale: The State of Oklahoma is moving away from the OPTE and toward the PPAT process. Full implementation by the State will occur in fall 2021. Assessment data referenced: Student surveys and feedback.
- SNU EPP: decision was made to implement more social media aspects and issues into our preparation of candidates. Rationale: There is an increasing number of social media issues with teachers. Assessment data referenced: Feedback from P-12 Advisory Committee. Action: Units focusing on social media issues have been added to 4 courses in the program, including Student Teaching Seminars.
- SNU EPP: decision was made to be intentional in including more classroom management aspects into our capstone course (Professional Decision Making – ED 4273) and in our Student Teaching Seminars. Assessment data referenced: Annual 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> Year Alumni Survey.

- SNU EPP: decision was made to add more information for our candidates re: school poverty and low-socioeconomic issues. Information and instructional activities were added to the course ED 3223 – Educational Psychology. Assessment data referenced: Annual 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> Year Alumni Survey and Student Teacher Exit Interviews.
- **Clinical Partnerships:** List any professional education courses that are held in the P12 school setting.

All Early Childhood Education courses, as well as selected Reading Instruction courses at Southern Nazarene University are taught on site at our P-6 SNU Lab School (accredited by the Oklahoma State Board of Education and Department of Education). Two specific classrooms at the SNU Lab School are reserved to accommodate SNU teacher candidates taking these courses. Candidates are afforded the opportunity to work directly with P-6 learners and with teachers in the P-6 school. This on-site approach assists candidates in observing first-hand those pedagogical and practical methods of teaching as they are put into practice.

Additionally, candidates in the Elementary/Early Childhood Education course, ED 3553 – Reading Theory and Practicum are required to conduct on-site tutoring at Bethany, Oklahoma Elementary School in partial fulfillment of requirements for this course. Elementary Education candidates also teach Jr. Achievement units on-site at Monroe Elementary (OKCPS) in partial fulfillment of requirements for the course, ED 3512 – Social Studies in the Elementary School.

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

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

Mentor/cooperating teachers for student teachers are selected and approved based on the following criteria:

*\*Cooperating Teacher Selection Criteria*

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

12 student learning. The following criteria should be followed when selecting a Cooperating Teacher:

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

*(\*Excerpt from SNU Student Teacher Handbook)*

With the development of a newly designed administrator survey in 2018, building principals/administrators assist the EPP in recommending student teaching cooperating teachers for future consideration (criteria #2). For this survey, particular attention is devoted to building principal recommendations of future cooperating teachers representing diverse ethnicity backgrounds. Through this collaborative process of administrator input, the EPP has been greatly assisted in expanding its pool of qualified, experienced, and diversified P-12 cooperating teachers for ongoing effective student teaching experiences.

Additionally, student teachers are required to participate in three Student Teaching Seminars during their Professional (student teaching) Semester. Representatives from various agencies and organizations, plus P-12 representatives (principals, superintendents, etc.) present seminar sessions on various topics affecting the teaching profession. During Seminar II, student teachers participate in the Diversity in Education Seminar (ED 4710) which is taught by SNU's Vice-President of Intercultural Learning and Engagement. The addition of this university administrator's participation has greatly expanded candidate awareness regarding diversity aspects in schools. Candidates are also required to develop and submit a Diversity Awareness Essay as a culminating closure assignment to ED 4710. Data gathered from this Essay is utilized by the EPP to assure that candidates develop an understanding of diversity and inclusion aspects. The candidate portfolio continues to provide valuable information and data regarding the progress of candidate through the program. Student teacher candidates participated in final portfolio checks (Checkpoints #3 and #4) during their student teaching semester. Additionally, an Exit Interview is required for all candidate completing the student teaching semester. This electronic survey continues to provide valuable feedback to the EPP from completers.

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

Through action by the Educator Preparation Council, the SNU Educator Preparation Program has adopted and revised a formal Faculty Professional Development Plan.

ALL full-time faculty are required to fulfill the following requirements by April 30 of each academic year.

The SNU Educator Preparation Faculty Professional Development Plan is as follows:

***SOUTHERN NAZARENE UNIVERSITY SCHOOL OF EDUCATION  
Educator Preparation Program Faculty Professional Development Plan  
and Annual Reporting Procedures***

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

1. *Complete a minimum of 10 hours of experience in State Accredited P-12 schools (State Requirement) during the academic year (\*verification required NOTE: OK State Standard).*
2. *Attend at least 1 workshop, seminar or conference with subject matter directly related to P-12 education (\*verification required)*
3. *Attend a State or National Conference for Teacher Education (Educator Preparation) or a State or National Conference in the specific P-12 discipline area of your faculty assignment (\*verification required)*
4. *Select ONE of following three options:*
  - a. *Present (or co-present) a session at a State or National Conference for Teacher Education (Educator Preparation) or a State or National conference in the specific discipline area of your faculty assignment (\*verification required)*
  - b. *\*Be actively involved in a formal research study that corresponds to your specific P-12 discipline area or that involves P-12 student learning (\*verification required). NOTE: This requirement may be fulfilled by the preparation (or co-preparation) and submission of a program review (National or State for individual faculty member's teaching assignment)*
  - c. *\*Be a current candidate (in good standing) for a terminal degree in an education-related field (\*verification required) Faculty member must provide letter of verification for documentation.*

*NOTE: Faculty must submit documentation/verification of meeting each of the four areas above to the SNU Office of Educator Preparation by April 30 of each academic year.*

*\*NOTE. While part-time and adjunct faculty are NOT required to submit annual reports, they are encouraged to provide any documentation related to the above information for their individual associate faculty file.*

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

***\*NOTE: These guidelines added/amended Spring 2019.***

ADDITIONAL NOTE: During the April 2018 accreditation site visit, the SNU Educator Preparation Program received an “*Area for Improvement*” designation for OK State Standard #7 as it applies to Faculty Professional Development. As a result, the EPP Director and EPP Administrative Assistant continue to closely monitor documentation and send out bi-monthly reminders to faculty who have not completed these requirements. Documentation is contained in individual EPP faculty member Faculty Professional Development files, located in the Office of Educator Preparation.

Additionally, the SNU School of Education Faculty continues to be involved in various committees and oversight groups at Southern Nazarene University. Governance committees as well as oversight committees are comprised of School of Education Faculty, such as the University Alumni Committees, Academic Council, Student Learning Committee, Faculty Senate, Board of Trustees Committee, General Education Committee, Athletic Academic Committee, Commencement Planning Committee, and the Faculty Professional Development Committee. By actively participating in overall campus committee functions, the School of Education Faculty builds relationships with other faculty/staff across campus. Much collaboration, discussion and corporate decision-making occur in these various entities.

Four faculty members in the SNU School of Education served as NSI (New Student Institute) mentors during 2018-2019 academic year. Members of the EPP faculty continue to participate in independent and collaborative research projects and in research opportunities in partnership with area P-12 schools.

During the 2018-2019 academic year, one education course (Educational Technology – ED 2142) was taught collaboratively in “Learning Community” format with another academic department on campus. This model of teaching/learning greatly assists in cross-disciplinary partnership development and collaborative teaching philosophies from various campus curricular and academic departments.

Additionally, the SNU School of Education continues to partner with Thelma Parks Elementary School (OKCPS) to provide training, mentorship, workshops and assistance to faculty/staff of the school. The Director of the EPP and the administration of Thelma Parks Elementary School continue to work collaboratively in ascertaining and designing effective professional development for the TPES staff. During the 2018-2019 academic year, three professional development workshops were presented to TPES faculty to assist in technology, classroom management, and curricular planning professional development (more re: TPES partnership in *Input from Stakeholders* section below).

EPP faculty continue to work in partnership with the SNU School of Education Lab School faculty/staff (grades P-6) in co-teaching Elementary and Early Childhood coursework. These courses are taught ‘on site’ at the SNU Lab School.

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



At Southern Nazarene University, Arts and Sciences Faculty continue to contribute significantly to the preparation and education of the Educator Preparation Program's pre-service teachers. For Early Childhood Education and Elementary Education candidates, Arts and Sciences Faculty teach all 4x12 required courses. The Director of Educator Preparation meets regularly with these faculty members to gather input and feedback regarding the quality of these courses, and to assure that EPP candidates are submitting quality academic work in these courses. As Elementary and Early Childhood candidates complete these 4x12 courses, they are assured of quality preparation as 'generalists' for their future P-6 learners. The Social Studies Education Program Director also serves as an Arts and Sciences Faculty member, as well as the General Education Director for SNU. Additionally, one EPP faculty member serves on the General Education Committee for the university. The General Education Director continues to work closely with the EPP to assure that general education coursework for all EPP candidates is relevant, current and applicable to its candidates and their preparation as quality educators. The SNU EPP has several committees that provide oversight and accountability for its educator preparation programs and candidates, and SNU Arts and Sciences Faculty are represented on every EPP committee. Through their service on these committees, Arts and Sciences Faculty are kept apprised of developments and changes to the Educator Preparation Program. As stakeholders, these faculty also provide insights and perspectives outside teacher preparation entities and interests. Additionally, Arts and Sciences faculty continue to provide program leadership in the following education majors: Social Studies Education, Mathematics Education, Physical Education/Health/Safety, and Music Education (Vocal and Instrumental). By providing leadership to these specific education majors/programs, these Arts and Sciences Faculty members continue to stay connected to their particular program SPA's and professional organizations. These faculty members greatly assist the EPP in monitoring and addressing professional standards for each of their programs. Specifically, the Mathematics Education Program at SNU is directed by a Professor of Mathematics and member of the Arts and Sciences Faculty. In 2018, this individual coordinated the approved national recognition program review process for that program's specific SPA recognition (NCTM). Numerous Arts and Sciences Faculty also continue to provide valuable assistance through their participation on Educator Preparation Program Admissions Interviews (conducted twice during an academic year). Through their service with this critical process, Arts and Sciences Faculty provide insights and vetting of potential candidates for the Educator Preparation Program. During the 2018-2019 academic year, 12 Arts and Sciences Faculty members participated in interview panels to help vetting and approving each candidate for admission to the EPP. Arts and Sciences faculty also serve on the primary governance committee (the Educator Preparation Council) for the EPP. During the 2018-2019 academic year, 8 Arts and Sciences Faculty members served on the Educator Preparation Council. The SNU Educator Preparation Program and the SNU Arts and Sciences Faculty continue to experience key collaboration as they work cooperatively toward the goal of preparing candidates with the knowledge, skills, dispositions needed to become quality and effective P-12 educators.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education

programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

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

2018-2019 Academic Year:

Dr. Stephoni Case – 12+ hours: Reading Awards Ceremonies, Buchanan Elementary and Quail Springs Elementary; Future Teachers Association Meetings, Yukon HS; Teacher Shortage Task Force, Oklahoma State Dept of Education; Faculty consultations at PC Schools: PC North and Hefner Middle School.

Prof. Kristen Hoyt – 14+ hours: Providing teacher assistance in the following areas: classroom management, reading instruction, ESL reading instruction, discipline in the following schools: Houchin Elementary (Moore), Overholser Elementary (PC) and Arbor Grove Elementary (PC).

Dr. Kep Keoppel – 12+ hours: Student Teacher Supervision, First Year Teacher Supervision/Support: PC Schools, Bethany PS, Mustang PS, Yukon PS

Dr. Becky Slothower – 12+ hours: Meetings with Special Education Directors, Teachers, Staff: OKCPS, Jenks PS, PC Schools, Edmond PS, and OSDE; First Year Teacher Meeting: PC Schools

Dr. Tim Taylor – 20+ hours: Student Teacher Supervision, First Year Teacher Supervision/Support, SFC Faculty Meetings, Thelma Parks Elementary (OKCPS) Faculty Development Sessions

Prof. Betty Lou Thompson – 20+ hours: Tutoring first and second graders, Bethany Elementary School, Bethany PS, Student Teacher Supervision and First Year Teacher Support, Bethany PS, PC Schools, El Reno PS.

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

Candidates in SNU Educator Preparation Programs (Initial and Advanced) continue to benefit from 4 classrooms with state-of-the-art technological tools and software programs. NOTE: Additional classroom was upgraded during the 2018-2019 academic year. This significant upgrade has added to 'seats available' for current candidates in the program. Also, during the 2018-2019 academic year, the EPP benefitted from the expertise and creativity of its full-time Director of Instructional Technology for the EPP, however, during Spring 2019, this individual resigned from SNU. The SNU Institutional Technology department, along with various faculty, have stepped up to fill this distinct

void and to continue both short-range and long-range assessments of technology equipment and curriculum. Currently, plans are in place to provide upgrades as funds are available. Since much of the Elementary and Early Childhood coursework is taught on-site at the SNU Lab School, additional funding was secured to upgrade technology in the classrooms utilized for SNU's candidate classroom at the Lab School. Additional monitors and programs were purchased in this upgrade endeavor. Additionally, in the undergraduate Educational Technology course, individual student Google licenses were purchased with departmental funds. These licenses enabled candidates to become certified in the use of Google learning platforms and programs. SNU graduate education programs (MAEL, MAASE) continue to utilize technology for every candidate in the program. Graduate candidates in SNU EPP's Masters programs are required to purchase laptops as part of their program costs. The total spent in 2018-2019 academic year for EPP technology upgrades, improvements, programs and departmental/individual candidate technology equipment (for both Initial and Advanced candidates and programs) was approximately \$144,000. The SNU School of Education continues to pursue efforts and funding to provide the best facilities and technology equipment, programs and software on campus.

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

In an effort to continue to assist individuals in pursuing Alternative Certification, the SNU Educator Preparation Program has adopted the following Alternative Certification Plan:

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

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

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

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

*Individuals who possess a bachelor's degree from Southern Nazarene University in a subject area NOT identified as a teacher certification area by the Oklahoma State Department of Education should first contact the OSDE (see contact information above) to begin the process. Any individual requiring a letter of verification based on transcript review should contact the*

*SNU Director of Educator Preparation at (405) 717-6267. The Director of Educator Preparation will review official transcripts/degree statements provided by the individual and after transcript assessment, will issue a letter of verification to the OSDE.*

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

*All individuals who are identified as participating in the Alternative Certification Plan at SNU will be tracked by the SNU School of Education Alt Cert Plan Advisor. The Alt Cert Plan Advisor records and monitors each individual's progress, coursework completion, and advises as to when they are ready to apply for Standard Teacher Certification through the Oklahoma State Department of Education.*

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

During the 2018-2019 academic year, there were 52 candidates enrolled in the SNU Educator Preparation Program Alternative Certification Program, both undergraduate and graduate. Also, during the 2018-2019 academic year, 14 individuals were enrolled in OSDE's "Troops to Teachers" program. While 52 candidates are officially enrolled in the program, it should be noted that an additional significant number of individuals have received general guidance and advisement through phone and email correspondence and communication.

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

The SNU Educator Preparation Program continues to value the critical and important role that P-12 stakeholders and partners contribute to the overall function and quality of its candidate/future teacher preparation programs. During the 2018-2019 academic year, three members of the P-12 community served as adjunct instructors for Educator Preparation coursework. These individuals provided valuable and current information to our candidates through their teaching of key Professional Education and Specialization coursework in the Educator Preparation Program. P-12 stakeholders and partners also have representation and continue to consistently serve on ALL committees within the Educator Preparation Program. Every committee in the EPP has at least 1 active P-12 teacher and/or administrator serving as a member. Specifically, the P-12 Advisory Committee has the most P-12 members providing valuable and critical input and feedback regarding all

aspects of the SNU Educator Preparation program. P-12 representation on the P-12 Advisory Committee include classroom teachers, principals, superintendents, parents of P-12 students, and other individuals that are currently working in public and private P-12 settings. Other committees for the SNU Educator Preparation program (Bias Review Committee, Admissions Committee, Diversity Committee, Curriculum Committee, Assessment Committee, and the Educator Preparation Council) are comprised of members of the P-12 community, along with SNU faculty/staff membership. These various committees provide valuable input and support for the various aspects and programs within the SNU School of Education. The primary governance committee for the Educator Preparation Program is the Educator Preparation Council. Membership on the EP Council not only includes EPP and institutional faculty/staff, it also includes public and private P-12 teaching and administrative representation that are serving in area P-12 schools, both public and private.

While the Educator Preparation Council is the official governing (decision-making) group for the EPP, anecdotal and informal information is also shared by various other committees and/or individuals with active interest in the program. An Annual Public Forum for SNU Educator Preparation is scheduled during every spring semester. The 2019 Annual Public Forum was held on Thursday, April 18, 2019 at 3 pm in Herrick 116 (School of Education building) on the SNU Campus. Notice of this forum was published for 2 weeks prior in various newspaper public notice sections, as well as in various campus newsletters and publications during this 2-week period. Data, curriculum development, candidate statistics, assessment reviews, and other departmental information were available for discussion and resource at this Annual Public Forum. Documentation of agenda items and records of attendance for these Annual Public Forums is maintained in the Office of Educator Preparation. The Southern Nazarene University institutional webpages, as well as the SNU School of Education webpages, are consistently updated and reviewed to provide interested parties (P-12 stakeholders/partners, prospective students, accountability reviewers, etc.) current information and assessment data regarding its Educator Preparation Program. Various data regarding the CAEP Eight Annual Reporting Measures are posted on the School of Education webpages, as well as copies of annual reports (EPP, OEQA, Title II, EPP and Departmental Statistical Data, etc.). This required information consists of data analysis, annual assessment results and reports, as well as statistical information regarding candidates and graduates of the EPP's initial and advanced programs. These data reports are arranged chronologically for the past 5 years to provide information regarding assessments, trends, data collection efforts, and other information for public review. Additionally, members of the P-12 community (principals, superintendents, agency representatives) continue to present workshops/seminars to the EPP's student teachers in Student Teaching Seminars I, II and III during the professional semester. In Spring 2019, the newly developed 10-Year Alumni Survey (2018) was again disseminated to alumni that have graduated/completed the program during the past 10 years. This alumni survey was originally designed to be sent to alumni of the Educator Preparation Program to ascertain current biographical and demographic information regarding individuals who have completed the program and where they are serving in P-12 schools, if applicable. Additionally, this survey also gathers information regarding any honors, achievements, recognitions, promotions, or other special designations for our graduates within the past 10

years. Data resulting from the 10-Year Alumni Survey continues to keep the EPP updated regarding information for its graduates/completers and is proving to be a mechanism whereby the EPP can stay better connected to its alumni. Also, the EPP continues to develop partnerships with P-12 schools by offering graduating high school seniors (Bethany PS, Putnam City PS) the opportunity to enroll in SNU's Introduction to Education/Teaching Lab course (ED 2111) at reduced tuition costs, while concurrently completing their senior year in high school. It is the desire of the EPP that this program will continue to provide possible incentive and recruitment assistance for new candidates in the Educator Preparation Program. Additionally, the Educator Preparation Program continues high school recruitment endeavors for area P-12 secondary schools in cooperation with the SNU Admissions Department through its "SNU School of Education Ambassadors" program. Along with a university admissions staff member, these Ambassadors (three current EPP candidates) traveled to 4 area high schools during 2018-2019 to visit with secondary students that are interested in the possibility of pursuing a teaching career. These Ambassador visits resulted in the possibility of recruiting 5 new candidates to the SNU School of Education and its Educator Preparation Program. Also, during the 2018-2019 academic year, the SNU School of Education formed a partnership with Thelma Parks Elementary School (OKCPS) to provide ongoing professional development assistance for its faculty/staff. During the past 2 years, faculty turnover has been an issue at TPES, resulting in varying degrees of faculty inexperience. In 2018-2019, faculty members from the SNU School of Education provided 2 workshops for TPES staff members in the areas of student discipline, classroom management and instructional technology. This P-12 partnership with TPES not only greatly assists in the ongoing professional development of faculty members at TPES, but it also helps strengthen the SNU EPP faculty's understanding of particular topics and areas of concerns in teaching today's P-12 students. Feedback from the partnership with these TPES P-12 educators greatly assists EPP faculty in staying up to date and maintaining awareness for current issues and aspects that will affect SNU's candidates in their interactions with future P-12 students.

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

Candidates in the SNU EPP program address dyslexia issues and aspects (teaching methods for students with dyslexia, definition and student assessment assignments, methods of support for parents/caregivers, etc.) in the following courses:

ED 3223 – Educational Psychology  
ED 3553 – Reading Theory and Practicum  
ED 4333 – Reading Diagnosis

Candidates in the SNU EPP program address trauma-informed responsive instruction in the following courses:

ED 2111 - Introduction to Education/Teaching Lab  
ED 2162 – Foundations of Education  
ED 3223 – Educational Psychology  
ED 4710 – Seminar: Diversity in Education

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

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

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

### **OKLAHOMA STATE REQUIREMENTS**

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

Area for Improvement (AFI) received on OK State Requirement #7  
Faculty Professional Development - April 2018 accreditation site visit.  
ALL faculty are now advised and are currently in compliance with the Faculty Professional Development Plan. Specific strategies have been implemented to regularly apprise and remind faculty members of their status in meeting this requirement and providing documentation by April 30 of each academic year. As of Spring 2019, bi-monthly reminders are now being sent to individual faculty members re: this requirement from the Office of Educator Preparation.  
NOTE: Revisions to *Faculty Professional Development Plan* were completed in Spring 2019 (See previous Faculty Professional Development section of this report for details).

- 8. Alternative Placement Program**
- 9. Faculty Workload**
- 10. Mentor Teachers**