

SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF EDUCATION
EDUCATOR PREPARATION PROGRAM



Educator Preparation Program Handbook
2022 - 2023

Revised Spring 2022

[↑top](#)

Welcome to the Southern Nazarene University School of Education! We are pleased that you have chosen SNU as your teacher training institution.

This handbook includes information you will need as you proceed through your program of study. As you review this information, please keep in mind that no document can address every area, so we welcome your inquiries at any time.

The faculty and staff of the School of Education Educator Preparation Program wish you the very best during your study here at SNU.

Best regards,
Mr. Ron Titus
Chair, SNU School of Education
Director of Educator Preparation

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SOUTHERN NAZARENE UNIVERSITY

Mission, Values and Vision

University Mission Statement

Our mission is to make Christlike disciples through higher education in Christ-centered community. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition, as we prepare graduates who think with clarity, act with integrity, and serve with purpose.

Mission Contexts

- Liberal Arts
- Selected Professional Studies
- Graduate Studies
- A Wesleyan Theological Vision for Life and Thought
- Cross-cultural Community Life

Core Values

- Education in a Vital Christian Community
- Partnership with the Church of the Nazarene
- Hospitality in Admissions
- Excellence in Teaching
- Holistic Education and Leadership Development
- Global Understanding, Service, and Ministry

The university motto of “Character-Culture-Christ” was introduced in 1933, and although the mission has undergone various modifications, the descriptors of the motto reflect the institution’s most basic ideals. The continuity provided by this motto keeps the institution focused on the pivotal role of education in character development, the nurturing of cultural analysis and criticism, and the tremendous potential of simultaneously pursuing the best in education and Christian commitment.

SOUTHERN NAZARENE UNIVERSITY IS...

- An approved four-year senior college for the South Central Region of the Church of the Nazarene.
- Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Master's program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604; phone number 800-621-7440).
- Accredited for Master of Arts degree programs in Counseling Psychology, Theology, Teacher Education, Educational Leadership, and Sport Management Administration; Master of Business Administration; and Master of Science in Management and in Counseling Psychology.
- Accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- Accredited by the Commission of Collegiate Nursing Education (CCNE).
- Accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
- Accredited by the National Association of Schools of Music (NASM).
- Accredited by the Association of College and Business School Programs (ACBSP).
- Approved by the Oklahoma Board of Nursing
- Approved for Teacher Education by the Oklahoma State Board of Education.
- A member of the International Board of Education (Church of the Nazarene).
- A member of the American Association of Colleges of Nursing.
- A member of the Association of Governing Boards of Universities and Colleges.
- A member of the Oklahoma Independent Colleges and Universities.
- A member of the American Association of Colleges for Teacher Education.
- A member of the Council for Christian Colleges and Universities (CCCCU).
- A member of the Association for Continuing Higher Education (ACHE).
- A member of the Council for Adult and Experiential Learning (CAEL).
- A member of the Christian Adult Higher Education Association (CAHEA).

Educator Preparation Handbook Introduction

This handbook is designed for SNU teacher candidates and advisors. It is very important that sequential information about all aspects of educator preparation be understood. The complete book, which will be used largely by advisors, contains information from pre-admission to licensure/certification and introductory teaching experience. Basic requirements for general education, specialty studies and professional studies have been mandated by the Oklahoma Department of Education and the Office of Educational Quality and Accountability. These basic requirements comprise a broad 50-hour requirement for general education. In professional education, 30 hours are required. A minimum of 40 hours is required in the specialization area. Some programs require more. All programs are approved by the Oklahoma State Department of Education, the Oklahoma Office of Educational Quality and Accountability, and the Council for the Accreditation of Educator Preparation. The next visit for evaluation and re-approval will occur in Spring 2025.

This handbook is organized into sections and will be available and introduced to teacher candidates during the professional education sequence of courses, or upon request. This handbook is a supplemental resource in ED 2162 Foundations of Education, where an official application is made to the Educator Preparation program, and will be reviewed by teacher candidates at multiple points throughout their professional education sequence. This handbook is also posted on the SNU School of Education webpages: snu.edu/school-of-education

School of Education Educator Preparation Program Mission Statement

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 all learn.

SNU Teacher Candidate Characteristics for Effective Teaching School of Education Departmental Objectives

Professional Educator Preparation at Southern Nazarene University designs its educator preparation program to develop effective teachers using InTASC (Interstate Teacher Assessment and Support Consortium) Standards, the SNU Teacher Candidate Characteristics for Effective Teaching, and the Oklahoma General Competencies for Teacher Licensure and Certification, both based on knowledge, skill and disposition standards outlined by the Council for the Accreditation of Educator Preparation.

The InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner DevelopmentThe teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning DifferencesThe teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning EnvironmentsThe teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content KnowledgeThe teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of ContentThe teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: AssessmentThe teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for InstructionThe teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional StrategiesThe teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical PracticeThe teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and CollaborationThe teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SNU Teacher Candidate Characteristics of Effective Teaching

(InTASC Standards, SNU Standards Identified)

1. The teacher understands the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners and can provide appropriate instructional strategies. (1)
2. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to build skills to apply knowledge. (8)
3. The teacher understands learners' individual differences and diverse cultures of the community in which s/he teaches to ensure an inclusive learning environment. (2)
4. The teacher possesses the ability to integrate subject areas and to use differing perspectives to engage learners in critical, creative thinking in order to solve authentic local and global issues. (5)
5. When planning for instruction, the teacher draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy, as well as knowledge of learners and their community in order to support learning for all students. (7)
6. The teacher possesses content knowledge and can create learning experiences to ensure that all learners attain mastery of concepts. (4)
7. The teacher integrates technology into the learning environment for instruction, communication, and assessment. (Technology)
8. The teacher creates a positive learning environment to support, active engagement among diverse learners in order for them to appreciate individual differences. (3)
9. The teacher understands and uses multiple methods of assessment. (6)
10. The teacher engages in ongoing professional development and self-evaluation, and then adapts his/her practices to meet the needs of all learners. (9)
11. The teacher seeks appropriate leadership roles and opportunities to collaborate with colleagues and families to ensure professional growth and to advance the teaching profession. (10)
12. The teacher maintains professionalism through (1) demeanor-collegiality, (2) scholarship, (3) connection to professional organizations, and (4) collaboration with colleagues and families. (9)
13. The teacher possesses and utilizes effective written and verbal communication skills. (SNU Standard)
14. The teacher possesses the ability to make professional decisions based on Christian principles. (SNU Standard)

Oklahoma General Competencies for Licensure and Certification

Adopted May 23, 1996 by the Oklahoma State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997

NOTE: Oklahoma Standards are now InTASC Standards (see pages 9-10) - Effective Sept. 1, 2016

The general competencies for licensure and certification are:

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
5. (5) The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.
6. The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.
8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.
9. (9) The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
10. (10) The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.
12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.
13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

Primary Sources of Competencies

Competencies 1-10 are based on “Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue,” prepared by the Council of Chief State School Officers’ Interstate New Teacher Assessment and Support Consortium.

Competencies 11-13 were developed as a result of input from Oklahoma educators.

Competencies 14 and 15 are based on Oklahoma law.

CAEP Standards

Click the link for the most current [CAEP Standards](#)



SNU Educator Preparation Program Conceptual Framework

Overview

In 2014-15, with the development of the new Council for the Accreditation of Educator Preparation (CAEP) Standards, Southern Nazarene University's Educator Preparation Program began the process of re-defining, articulating and redesigning its Conceptual Framework based on the INTASC (Interstate Teacher Assessment and Support Consortium) Standards, the new CAEP Standards, the Oklahoma General Competencies for Teacher Licensure and Certification, and the SNU 14 Characteristics of Effective Teaching. This reflective process involved a collaborative, systematic and thoughtful planning and discussion process that involved the SNU School of Education Faculty, the Educator Preparation Council (governance committee), the Educator Preparation P-12 Advisory Committee, and various

other stakeholders, community members and campus representatives. National, state and institutional standards were discussed and reviewed, soliciting input from the P-12 community (current educators and administrators) regarding what knowledge, skills and dispositions embedded in these standards were critical for future effective educators. General discussions and meetings of these groups led to a formal proposal, with the finalized structure approved by the Educator Preparation Council and presented to the administration of Southern Nazarene University in Fall 2015. This visual representation of the SNU Educator Preparation Program is designed to assist educator candidates to understand and articulate personal application of their preparation process, while also remaining representative of the complexity of national and state standards, and of the overall educator preparation process, all with the goal of developing effective educators that will impact P-12 student learning in their individual classrooms.

The Southern Nazarene University Educator Preparation Program Conceptual Framework is illustrated as a vintage “schoolhouse,” visually representing the heritage of the SNU School of Education in their history of continuously preparing quality, effectively equipped, and professional educators. Surrounding the Conceptual Framework is the visual of an “ivy ring,” representing the history of Southern Nazarene University itself and referencing and reflecting the school seal of the institution. The “schoolhouse” building visual further represents each educator candidate and what elements go into “constructing and building” an individual that will ultimately become an effective educator that positively impacts P-12 student learning. Flanking the entire conceptual framework is the focus diversity and on technology. Every aspect of the Educator Preparation Program, including coursework, field/clinical experiences and theoretical/practical applications, contains significant diversity and technology components that interact and impact the development of the effective educator. By equipping the educator candidate with an ongoing awareness of diversity issues and the knowledge of effective technology assisted instruction, candidates are prepared to utilize these aspects in preparing for quality, effective, optimum and impactful P-12 student learning experiences.

The four steps on the bottom of the conceptual framework represent the foundational nature of the institution. Each step represents a cornerstone to the educator candidate while at the same time integrating certain commonalities that permeate the entire process. Pictured on top of the foundational steps are the “pillars” that represent each of the 10 InTASC Standards. Each pillar represents a specific standard and is critical to the development of the effective P-12 educator. However, it should be understood that all components overlap and integrate with one another. Capping the InTASC (pillars) Standards is the SNU Educator Preparation Program motto, Committed to the belief that ALL students can learn. At the apex of the SNU Educator Preparation Conceptual Framework is the ultimate goal for the program; that every Educator Preparation Program Completer (graduate) will emerge as a well-rounded, effective and professional educator with the ability to positively impact P-12 student learning.

Foundational Steps

- I. The mission of **Southern Nazarene University** is “*To make Christlike disciples through higher education in Christ-Centered Community.*” This process begins even before an educator candidate’s first semester; every freshman and transfer student must attend New Student Institute (NSI) one week before classes officially start. Incorporated into NSI are seminars on campus life, study skills, career goals and a service project. As an educator candidate continues

their experiences at Southern Nazarene University, they will grow in the university mission through various chapel services, individual and small group Bible studies, prayer groups, and through continued participation and ministry in various missions and service organizations. It is within this context that Southern Nazarene University endeavors to live up to its motto: *Character|Culture|Christ*. Educator candidates in the Educator Preparation Program at Southern Nazarene University develop characteristics of effective, professional educators through experiencing this campus culture and applying it to current society and culture, all within the context of growing in Christlikeness and extending grace to P-12 student learners/caregivers and those within the candidate's professional learning communities and relationships.

- II. The **General Education** step provides a broad academic foundation for each educator candidate. Three overall goals guide the general education component of SNU. The first involves social/effective goals. "Students are challenged to develop a thirst for knowledge resulting in a self-sustained, lifelong commitment to the adventure of learning and a love for truth that includes open-mindedness, objectivity, courage, and persistence." The second involves cognitive/professional goals. "Students are expected to acquire a reasonable understanding of the literary, philosophical, aesthetic, scientific and religious aspects of culture that structure thoughtful inquiry into the human condition." Finally, the third goal involves spiritual/personal goals. "Students are helped to understand that the living out of this commitment requires adherence to high moral standards held with integrity, yet without being dogmatic or coercive. Students are challenged not only to become equipped for leadership in the Church and society, but also to commit to serving others through the Church." The General Education step communicates the emphasis on equipping educator candidates with the general *Knowledge, Skills and Dispositions* to positively impact P-12 student learning by providing them a well-rounded, global, and liberal arts approach to study, professional preparation and academic life.
- III. The **Specialization** step provides students with the specific content knowledge necessary to be effective educators in their chosen field of study. Every individual educator preparation program leading to certification offered by SNU meets the standards of their learned society, InTASC standards, and/or the professional standards articulated by the Oklahoma State Department of Education. Educator candidates are assigned a university advisor from the educator preparation who will monitor and guide them through their individual certification program in educator preparation. The Specialization step also includes the emphasis on equipping educator candidates with specific *Knowledge, Skills and Dispositions* in individual content areas. By focusing on specific content/subject areas, educator candidates are prepared to positively impact P-12 student learning in their individual specialty area.

IV. The **Professional Education** step provides educator candidates with the pedagogy that will enable them to combine content with the *Knowledge, Skills and Dispositions* to positively impact P-12 student learning by creating positive learning environments. The components that guide and direct the professional education “step” toward the goal of preparing effective educators to positively impact P-12 student learning are found in the following goals for each educator candidate:

- To promote positive interpersonal relationships that builds the teaching/learning process.
- To promote understanding of basic social, legal and economic foundations of education.
- To become acquainted with mental, emotional, physical and psychological issues and aspects that affect learning.
- To assist in forming a base for understanding the nature of equal educational opportunity.
- To promote awareness and understanding of the diverse nature of learners including how multicultural and inclusion dimensions of education impact the demands for teachers and the implications for society.
- To assist in the development of positive self-concepts among learners.
- To promote mastery of learning processes.
- To understand differences in learning styles and utilize instructional approaches to accommodate individual learner differences.
- To develop basic skills in diagnosing learners’ (including learners with exceptionalities) needs and making decisions relative to meeting these needs with appropriate information, methods, and instructional technology.
- To develop knowledge, understanding, and appreciation of diversity within the cultural, social, and scientific achievement of individuals in the global environment.
- To promote an understanding of the function and application of technology for the classroom.
- To develop a positive disposition of life and of education within a framework of Christian principles.
- To encourage development of an attitude toward ongoing learning that will lead to continued professional growth.

Pillars

Following the Steps of the SNU Conceptual Framework are the 10 pillars, based on the InTASC Model Core Teaching Standards. Each individual pillar represents one of the 10 InTASC Standards. It is the goal of the SNU Educator Preparation program that each educator candidate will develop as effective P-12 educators in each of the four theme areas of the InTASC Standards; *The Learner and Learning*, *Content Knowledge*, *Instructional Practice*, and *Professional Responsibility*.

The Learner and Learning

Pillar #1: *Learner Development* (InTASC Standard #1)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Pillar #2: *Learning Differences* (InTASC Standard #2)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Pillar #3: *Learning Environments* (InTASC Standard #3)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge Theme:

Pillar #4: *Content Knowledge* (InTASC Standard #4)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Pillar #5: *Application of Content* (InTASC Standard #5)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice:

Pillar #6: *Assessment* (InTASC Standard #6)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Pillar #7: Planning for Instruction (InTASC Standard #7)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Pillar #8: Instructional Strategies (InTASC Standard #8)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Pillar #9: Professional Learning and Ethical Practice (InTASC Standard #9)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Pillar #10: Leadership and Collaboration (InTASC Standard #10)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Motto

Capping the 10 Pillars (InTASC Standards) of the SNU Educator Preparation Program Conceptual Framework is the SNU Educator Preparation Program Motto: *Commitment to the belief that ALL students can learn*. The SNU Educator Preparation Program is determined and dedicated to preparing educators in P-12 settings that can impact quality and effective P-12 student learning through this commitment. By following the 10 InTASC Standards, and assuring that this commitment is instilled and maintained in each of the standards by each educator candidate, the SNU Educator Preparation Program continues to promote the concept that quality and effective student learning occurs with ALL P-12 learners in the classroom.

Diversity and Technology

Encompassing the entire SNU Educator Preparation Conceptual Framework are the critical themes of Diversity and Technology. SNU Educator Preparation Program Candidates understand that these two important overarching themes are interwoven and essential within each component of the Conceptual Framework and at each level of the SNU Educator Preparation Program.

Southern Nazarene University's School of Education is committed to preparing effective educators to meet learners' educational needs in all areas of diversity. Throughout coursework, field experiences and clinical practice in the SNU Educator Preparation Program, educator candidates are exposed to different ethnicities, cultures, socio-economic classes, religious and social preferences, language differences and urban/suburban/rural school settings. Embedded throughout the program, educator candidates are familiarized with issues regarding fairness in educational settings by meeting the needs of ALL students in a caring, non-discriminatory, and equitable manner. Through these experiences, educator candidates learn effective practices as they reflect and adjust teaching strategies for diverse

learners. As society becomes more diverse, educator candidates in the SNU Educator Preparation Program are equipped to meet the educational challenges and needs in facilitating effective student learning in diverse educational settings and environments. Educator candidates are prepared throughout the program to be effective in planning for and adapting instruction to meet the needs of diverse learners in their classrooms, thereby positively impacting P-12 student learning for ALL learners in their classrooms and thus perpetuating the Educator Preparation Program motto; “Commitment to the belief that ALL students can learn.”

The emphasis on technology throughout the program reflects the commitment of the SNU Educator Preparation Program toward training educators to effectively utilize technology and technology-assisted instruction in their future classrooms. Effective technology-assisted instruction is not only addressed in a separate required course (Educational Technology) for every educator candidate, but is integrated throughout all professional and specialization courses. Educator candidates are trained to use a variety of software programs along with periphery hardware. Educator candidates also design their own personal web page and educational web page. All educator candidates are also expected to create instructional units that incorporate technology into the classroom curriculum. All faculty in the SNU School of Education Educator Preparation Program are expected to “model” effective uses of technology in their particular courses and as support for monitoring advisees. All coursework in the Educator Preparation Program contain an expectation for educator candidates to demonstrate technology knowledge and skills. Classroom presentations and supporting technology are embedded in each course throughout the program. Considerable resources and efforts have been utilized to provide up-to-date, state-of-the-art technology in all classrooms where educator candidates are prepared. Technology is also a critical component of assuring that field and clinical experiences of educator candidates are monitored, evaluated and analyzed. At every foundational step, and in each of the InTASC Standards (the pillars), specific aspects are monitored to assure that all educator candidates are prepared to utilize technology to effectively and positively impact P-12 student learning.

The Apex – “*Impacting P-12 Student Learning*”

The ultimate goal (the Apex) for every educator candidate that completes the Educator Preparation Program at Southern Nazarene University is for individuals to emerge as quality, effective educators and to continue to pursue excellence and professionalism as they seek to positively and effectively impact P-12 student learning. All aspects and components of the Educator Preparation Program are designed so that a program completer will experience this ultimate goal as they enter into their future classrooms and interact with their future students.

The Cognitive Viewpoint

The conceptual framework is process oriented with an eclectic approach to theory. Certain courses rely heavily on developmental theory, while others build on behavioral foundations. However, for the greatest part of teaching, modeling, and developing of learning theory and practice, professional educational view from which to build the disciplines and practices of education that we feel are most effective. Jerome Bruner, David Ausubel, and Jean Piaget have contributed to the cognitive learning theory from which our model has been drawn.

The cognitive viewpoint of learning embraces a process of learning that includes the individual learner in conjunction with the need for a facilitator/teacher to provide an environment in which increased

learning can take place. Jerome Bruner states that learning is the active state of acquiring knowledge by selecting, retaining, and transforming information. He further states that the essence of teaching is to provide opportunity for learners to grasp the structure of any given subject. He believes that individuals must relate that structure to their own perceptual understanding and then apply that understanding to things outside of themselves. Thus, learning is a process, not a product. Bruner's theory of learning includes a four-step process that must occur in order for learning to take place. Motivation, structure, sequence, and reinforcement are the keys to increased knowledge. Motivation for learning may be intrinsic or extrinsic. Structure and sequence are necessary for building on prior knowledge. Reinforcement may also be intrinsic or extrinsic, but internalized learning that lasts for a lifetime is generally motivated by intrinsic desires.

David Ausubel supports cognitive theory with his approach to learning. His research supports the notion that learning can be structured with the use of advanced organizers that allows for building on prior knowledge and moving the learner toward set outcomes. Expository teaching becomes a part of this process in order to provide the structure necessary for classroom lecture, discussion, and group instruction. Guided thinking processes provide the learners with the required definitions, principles, and rules. In this way, learners arrive at set expectations as designed by the instructor.

Cognitive theory validates the use of simulations, hands-on practicum experiences, cooperative learning, peer teaching, and group discussion. Developmental aspects, such as problem solving, autonomy and active learning are a part of the entire professional education curriculum. Thus, students are taught to manage classrooms and behavior within unique situations. Consequently, behavioral theories and strategies are provided within the learning experiences.

Our model of the professional decision maker employs cognitive notions that encourage students to discover and develop those styles and methods that work for them on an individual basis and in different situations. Recent research from Goodlad, Brophy and Good all support the use of these methods for effective teaching. The eclectic viewpoint as presented here allows students to develop as effective decision makers. The core bibliography, reviewed by the Educator Preparation Curriculum Committee, serves as the foundation of the total program.

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Pre-Professional Education

This phase of teacher education refers to the early preparation of the student before he/she is admitted to teacher education. A student will typically complete ED 2111 Introduction to Education (with 12 clock hours of observations in accredited schools), a prerequisite to ED 2162 Foundations of Education. It is also recommended that a student take ED 2173, Psychology Across the Lifespan. The pre-professional phase includes a minimum of twenty-four hours. It is in the course, ED 2162 Foundations of Education that a student submits an application for admission and completes all requirements for admission to the teacher education program. Courses in General Education and in the Specialization area may be taken during this phase. (Teacher candidates should consult with their academic advisor as policy regarding courses in the major vary from area to area.)

Early Field Experiences

Sixty (60) clock hours of observations/field experiences are required of all teacher candidates as part of Professional Education (prior to the Professional semester). The early field experiences are completed with two 12-hour assignments: one in ED 2111 Introduction to Education (1A) and one in ED 2162 Foundations of Education (1B). The additional hours are scheduled in methods courses and other Specialization coursework. Log sheets are required to be submitted as documentation and candidates will articulate their experiences on the 1A and 1B Observation/Reflection Forms. The cooperating teacher also completes an evaluation form on each teacher candidate.

NOTE: At least one of the candidate early field experiences (ED 2111 OR ED 2162) MUST be completed in a diverse setting.

Professionalism, Ethics and Legal Aspects of the Teaching Profession

The SNU Educator Preparation Program places great emphasis and importance on the development and preparation of educators regarding professional, ethical and legal aspects of the teaching profession. In every Professional Education course in the SNU Educator Preparation Program, and particularly early introductory coursework prior to a candidate's admission to the program, professionalism, ethics and legal aspects of each of the 9 individual program/certification areas are emphasized. Additionally, in Student Teaching Seminars I and II, guest speakers present workshops and seminars prior to each of the candidate's student teaching/clinical practice experiences.

Educator Preparation Program Admission - Retention - Graduation - Certification

Admission Requirements

In order for a teacher candidate to be fully admitted to the SNU Educator Preparation Program, the following requirements must be met:

- Full admission to Southern Nazarene University
 - Submission of High School Transcript to Office of Educator Preparation (Documentation for Foreign Language Proficiency Requirement)
 - Completion of ED 2111 – Introduction to Education/Teaching Lab, including 12 clock hours* of observation and all evaluation forms
 - Successful completion of a minimum of (24) twenty-four credit hours of all college coursework
 - Enrollment in ED 2162 – Foundations of Education, including 12 clock hours* of observation and all evaluation forms
 - *A total of 24 clock hours of observation from ED 2111 and ED 2162
 - **Minimum cumulative GPA of 3.0**
***NOTE:** NO candidate will be admitted with less than a 2.5 GPA. Candidates with GPA of 2.5-2.99 at the time of application for admission **MUST** submit documentation of **ONE** of the following:
 1. Pass the OGET (Oklahoma General Education Test) (OGET information may be found at www.ceoe.nesinc.com);
 2. ACT must have a composite score of 22* (WITH writing section included), *Official ACT report/documentation required
 3. SAT Score of 1120* including all the following scores on essay section:
 - Five (5) on Reading
 - Four (4) on Analysis
 - Five (5) on Writing
- *Official SAT report/documentation required.
- A grade of "C" or better in a basic Speech Communication course
 - Submission of SNU Educator Preparation Program Admissions Essay (during ED 2162)
 - Successful interview with the SNU Educator Preparation Admissions Committee (Interviews conducted during Spring and Fall semesters)
 - Completion of English Comp I with a passing grade
 - Completion of English Comp II with a passing grade
 - Completion of a college level Math Course with a passing grade

- Demonstration of a positive interest in teaching by prior experiences and activities, in interview setting as noted on the *Educator Preparation Admission Interview Guide*, candidate field experience evaluation forms, *Evaluation by Cooperating Teacher of Field Observations* -1A and 1B, and the SNU Educator Preparation *Teacher Candidate Self-Evaluation of Teaching Dispositions*

NO CANDIDATE WILL BE PERMITTED TO TAKE ED 4273 (Professional Decision Making) OR BE ADMITTED TO THE PROFESSIONAL SEMESTER (STUDENT TEACHING) UNTIL **FULL** ADMISSION TO SNU EDUCATOR PREPARATION PROGRAM.

Once **ALL** of the above requirements have been met, candidates will receive confirmation of admission from the Office of Educator Preparation.

Retention

After admission to the SNU Educator Preparation Program, Teacher Candidate must MAINTAIN minimum 2.5 GPA to remain in good standing. Any candidate who drops below 2.5 minimum will be placed in PROBATIONARY status and will not be allowed to continue in program until GPA meets 2.5 minimum.

Guidelines for Degrees and/or Certification

1. All students entering SNU as education majors will be subject to degree and certification requirements as outlined by the Oklahoma Office of Educational Quality and Accountability and the Oklahoma State Regents. This includes: The 4 x 12 requirements for Early Childhood and Elementary Education majors and foreign language proficiency requirements for all education majors.
2. Education majors and degrees are offered in the following programs:
 - a. Early Childhood Education (P-3)
 - b. Elementary Education (1-8)
 - c. Mathematics Education (6-12)
 - d. Music Education (Instrumental and Vocal) (P-12)
 - e. Physical Education/Health/Safety (P-12)
 - f. Science Education (Biology or Chemistry) (6-12)
 - g. Social Studies Education (6-12)

For specific degree requirements for all education majors, please see the SNU Educator Preparation Program webpages: www.snu.edu/school-of-education

3. Growth Portfolios are required of all candidates.
4. Students not admitted to the Educator Preparation Program may not take any 4000-level professional coursework in education. However, there will be an exception for transfer students. These exceptions will be addressed on a case-by-case situation and must be approved by the Educator Preparation faculty.
5. All education majors must meet [foreign language proficiency requirements](#) before applying for teacher certification.

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[EPP Policy for Counseling EC and Elementary Student Out of Program](#)

[EPP Policy for Counseling Music Ed, Physical Ed, and Secondary Student Out of Program](#)

[Foreign Language Proficiency Requirements](#)

[Student Teaching Handbook](#)

[Growth Portfolio Handbook](#)

Minimum Criteria for Effective Teaching Performance

Practice

A. Teacher Management Indicators

1. Preparation - The teacher plans for delivery of the lesson relative to short-term and long-term objectives
2. Routine - The teacher uses minimum class time for non-instructional routines thus maximizing time on task
3. Discipline - The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior)
4. Learning Environment - The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning

B. Teacher Instructional Indicators

1. Establishes Objectives - The teacher communicates the instructional objectives to students
2. Stresses Sequence - The teacher shows how the present topic is related to those topics that have been taught or that will be taught
3. Relates Objectives - The teacher relates subject topics to existing student experiences
4. Involves All Learners - The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students
5. Explains Content - The teacher teaches the objectives through a variety of methods
6. Explains Directions - The teacher gives directions that are clearly stated and related to the learning objectives
7. Models - The teacher demonstrates the desired skills and disposition
8. Monitors - The teacher checks to determine if students are progressing toward stated objectives
9. Adjusts Based on Monitoring - The teacher changes instruction based on the results of monitoring
10. Guides Practice - The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher
11. Provides for Independent Practice - The teacher requires students to practice newly learned skills without the direct supervision of the teacher
12. Establishes Closure - The teacher summarizes and fits into context what has been taught

Products

A. Teacher Product Indicators

1. Lesson Plans - The teacher writes daily lesson plans designed to achieve the identified objectives
2. Student Files - The teacher maintains a written record of student progress
3. Grading Patterns - The teacher utilizes grading patterns that are fairly administered and based on identified criteria

B. Student Achievement Indicators

1. Students demonstrate mastery of the stated objectives through projects, daily assignments, and performance and test scores

Teacher Placement Files

Southern Nazarene University School of Education maintains Teacher Placement files to assist teachers in obtaining teaching positions. Every teacher candidate completing teacher education registers during Seminar in Student Teaching. A complete file is prepared for each registrant, and is available immediately upon written request when a position is sought. The teacher candidate decides where these files may be either “confidential” or “non-confidential.”

The Teacher Education Office not only maintains a file of vacancies that exist and recommends candidates if they wish to apply, but will also provide a place and schedule for interviews with employers who come to the campus seeking teachers. The final evaluation forms completed by cooperating teachers and university supervisors become a part of this permanent file. For more details contact the Office of Teacher Education (405) 717-6267 or see the SNU website:

www.snu.edu/school-of-education

Licensure/Certification

Teacher Certification Testing

All certification areas offered by Southern Nazarene University require successful completion of all state teacher certification tests before licensure. This testing requirement applies to all students completing certificate requirements. Current teachers seeking certification in another field must also take the appropriate tests. For specific subject area tests, the student must have completed specific coursework within their major. There is no restriction on the number of times a test may be taken. SNU recommends serious preparation before taking the tests and remediation if a test is to be retaken. For more information, contact the Office of Educational Quality and Accountability at www.ok.gov/oeqa/

COMPETENCY-BASED ASSESSMENT is a multifaceted system based upon what the teacher candidate should know and be able to do. The assessment system consists of four components: (1) the Oklahoma General Education Test (OGET); (2) the Oklahoma Subject Area Tests (OSAT); (3) the Oklahoma Professional Teaching Examination (OPTE) (*see note below); and (4) the institutional portfolio assessment process.

The OGET is based upon Oklahoma general education competencies. These competencies originated from Oklahoma State Statute; and the Office of Educational Quality and Accountability (formerly Oklahoma Commission for Teacher Preparation) Report.

The OSAT is based upon the State Department of Education full, subject area competencies and the CAEP curriculum folio guidelines. SDE rules state, “the teacher candidate for licensure and certification shall demonstrate in-depth knowledge of subject matter as reflected in the standards of the learned societies recognized by the Council for the Accreditation of Educator Preparation (CAEP). In program areas in which CAEP has not recognized a learned society, the standards of a learned society appropriate to the subject area shall be used.”

The OPTE is based upon the SDE General Competencies for Licensure and Certification. This examination is developed for two levels: P-8 or 6-12. Physical Education and Music Education certification areas may take either the P-8 or the 6-12 OPTE. *

SPECIAL NOTE: Effective August 31, 2021, the OPTE will NO LONGER be an option for certification. Praxis Performance Assessment for Teachers (PPAT) will replace the OPTE as the third teacher licensure assessment. Details and information about the PPAT will be presented during the teacher candidate's program in professional education coursework.

The portfolio assessment process is determined and implemented by the institution. The OEQA rules outline the components that must be included in the portfolio assessment process. Registration information for all teacher certification examinations is available online at www.ceoe.nesinc.com. Additionally, study guides for OGET, OSAT and OPTE are available on this website.

Special certification testing preparation sessions are offered by the Educator Preparation Program one time during each semester. Registration is required, however, there is NO charge to the candidate for participating.

NOTE: By action of the Educator Preparation Council, ALL candidates are now required to participate in at least one testing preparation session before completing their program. Documentation of attendance is filed in the Office of Educator Preparation.

Certificates/Licenses and Degrees

If you are pursuing a degree in Education, your eventual certification in Oklahoma is not automatic. In addition to successful completion of the state teacher certification tests, you must apply for a license on with the Oklahoma State Department of Education. In the case of degree seeking students, the program of studies for the degree is usually (but not necessarily) identical to the suggested certification program of studies mentioned above.

Institutional Recommendation

Teacher candidates should take only those courses approved by Southern Nazarene University, the recommending institution for your license/certificate. You should not take coursework without the approval of your advisor. At SNU, the policy is that coursework required for the certificate being sought should be taken at SNU unless this is deemed an unreasonable requirement in individual instances (such as summer sessions at home). Any exceptions to this policy must have the approval of your advisor. Transfer students will be an exception to this policy.

No professional education courses may be taken at two-year colleges in Oklahoma or at any college without an approved accredited teacher education program.

Initial Licensure and Renewal

The State of Oklahoma will not notify you that you are eligible for a license/certificate or that the one you currently hold is expiring. Responsibility for acquiring your initial license and its renewal remains completely in your hands. You must make formal online application to the State Department of Education for each renewal. The form must be approved by the Director of Educator Preparation. You should make every effort to understand clearly the renewal requirements for the license/certificate you

are seeking so that you will be prepared at the time of its expiration. The Office of Educator Preparation can clarify the initial application process as well as renewal requirements for you.

Important Steps in Licensure/Certification

- A. Finish all requirements for the certificate including degree certification testing and foreign language proficiency requirements.
- B. Complete fingerprint cards at the Oklahoma State Department of Education.
- C. Complete form/online application with the Oklahoma State Department of Education.
- D. Request that official transcripts be sent to the Office of Educator Preparation. (Transcript must show degree date and all college work)
- E. The SNU Office of Education Preparation will verify program completion.
- F. The Oklahoma State Department of Education issues license.

NOTE: Specific questions regarding other Licensure/Certification issues should be directed to the State Department of Education by calling (405) 521-3337 or the SDE website: sde.ok.gov/sde/teacher-certification.

Alternative Certification Advisement Plan

Individuals desiring to pursue teacher certification through the Oklahoma State Department of Education Alternative Placement Program should contact the Oklahoma State Department at (405) 521-3337 to begin the process. Once an application has been made, individuals will be notified regarding acceptance and additional requirements. Information is also available on the Oklahoma State Department of Education website: ok.gov/sde/fags/oklahoma-alternative-placement-program

The Director of Educator Preparation is available to meet with individuals seeking Alternative Certification and after a review of transcripts, consultation with the individual, consultation with the Oklahoma State Department of Education, and consultation with departmental faculty in the School of Education, will make recommendations of Professional Education coursework available from Southern Nazarene University. The Director of Educator Preparation will coordinate enrollment and oversee progress, and will serve as advisor of the Alternative Certification candidate during the time candidate is enrolled in Professional Education coursework at Southern Nazarene University.

Data files for individuals enrolled in SNU coursework (undergraduate and graduate) who are participating in the Alternative Certification Program are maintained in the SNU Office of Educator Preparation. Letters of recommendation for those seeking Alternative Certification are also on file in the SNU Office of Educator Preparation.

Committee Descriptions and Functions

Educator Preparation Council

The Educator Preparation Council serves as the governance unit for the teacher education program at Southern Nazarene University. All policy, program and assessment decisions affecting the Southern Nazarene University Educator Preparation Program are made by this organization. Membership includes Educator Preparation Department faculty (School of Education), Educator Preparation Program specific faculty (P-12 Program Areas), SNU Administration, and P-12 community/stakeholder

representatives (teachers and administrators). The Educator Preparation Council meets twice during both fall and spring semesters.

Educator Preparation P-12 Advisory Group

The Educator Preparation P-12 Advisory Group is an accountability, advisory and assessment focused group of individuals representing P-12 community members/stakeholders. This committee regularly evaluates program effectiveness, reviews data and assessment practices and policies, and makes recommendations for program improvement to the Educator Preparation Council. The Educator Preparation Council will make all final decisions regarding recommendations from the P-12 Advisory Group. All correspondence and communication with the P-12 Advisory Group is delivered through electronic formats.

Educator Preparation Bias Review Committee

The Educator Preparation Bias Review Committee is responsible for regularly reviewing all School of Education documents, forms, data collection methods, policies and publications for accuracy, bias and fairness. This committee is comprised of individual faculty and staff representatives from outside the SNU School of Education, and also includes local community and P-12 stakeholder representation. School of Education information for review will be sent to individual bias review committee members at least once per academic year for individual review. The Bias Review Committee will then make recommendations to the Educator Preparation Council for consideration. The Educator Preparation Council (the School of Education governance committee) will make final decisions regarding recommendations of the Bias Review Committee. Beginning in 2017, all correspondence and communication with the Bias Review Committee is delivered through electronic formats.

Educator Preparation Teacher Candidate Advisory Committee

The Teacher Candidate Advisory Committee consists of students (teacher candidates) representing every P-12 area of emphasis/major in the SNU teacher education program, both graduate and undergraduate. Through their representatives on this committee, all teacher candidates in the SNU Educator Preparation Program have the opportunity to formally express concerns, feedback, and/or suggestions regarding the programs and policies of the Educator Preparation Program at Southern Nazarene University. Any program and/or policy recommendations by the Teacher Candidate Advisory Committee will be submitted to the Educator Preparation Council for consideration and/or any final decisions (see *Submission of Teacher Candidate Concerns*). The Teacher Candidate Advisory Committee meets twice during the academic year (or as needed when concerns/feedback/suggestions are submitted).

Educator Preparation Program Admissions Committee

The Southern Nazarene University Educator Preparation Program Admissions Committee is a group comprised of teacher education faculty, general education faculty, program specific faculty and P-12 community/stakeholders representation. This committee is responsible for conducting Educator Preparation Program admissions interviews in the fall and spring semesters of each academic year, and as needed for individuals repeating interviews.

Based on established criteria and requirements for admission to the SNU Educator Preparation Program, the committee will make recommendations to the Director of Educator Preparation and the

Educator Preparation Council for admission of teacher candidates to the program. Committee members conduct interviews of candidates based on the following areas based on specific InTASC Standards, as well as the SNU Teacher Candidate Characteristics of Effective Teaching. The committee also follows the established requirements (coursework, GPA, OGET, etc.) for recommending admission of teacher candidates to the program. Interviews are conducted using the SNU Educator Preparation Program Interview Rubric and are scored using *UNACCEPTABLE*, *ACCEPTABLE*, and *TARGET* indicators for each of the areas of evaluation.

Educator Preparation Program Curriculum Committee

The Educator Preparation Program Curriculum Committee at Southern Nazarene University is responsible for oversight of the SNU Reading Resource Center, the professional education collection at the Learning Resources Center, and for reviewing professional education syllabi and coursework reference material. It is also responsible for monitoring and updating bibliography and resources for the Conceptual Framework for SNU Educator Preparation. The committee also provides direction and oversight for the Teacher Candidate Resource Center located in the School of Education. Membership on the Educator Preparation Program Curriculum Committee includes SNU professional education faculty, SNU Library Staff Member, a member of the P-12 community/stakeholders, student assistant in the SNU Reading Resource Center who is a teacher candidate (admitted to SNU Educator Preparation Program). The Curriculum Committee meets twice during the academic year.

Educator Preparation Program Diversity Committee

The Educator Preparation Program Diversity Committee at Southern Nazarene University consists of SNU campus community members, the professional community (stakeholders), the P-12 community and representatives of both current teacher candidates and graduates of the SNU Educator Preparation Program. The Diversity Committee also participates in panel discussions in the Diversity Seminar (ED 4710) for student teachers and assists in providing information and participating in discussions and special presentations within individual courses in the Educator Preparation Program. The Diversity Committee is also a valuable resource for providing information regarding educational multiculturalism diversity issues and aspects to the Educator Preparation Program. Any program recommendations emanating from the Diversity Committee and/or individual members will be submitted to individual EPP faculty and to the Educator Preparation Council for consideration. The Diversity Committee meets twice during the academic year during Student Teaching Seminar I.

Educator Preparation Program Assessment Committee

The Educator Preparation Assessment Committee is responsible for reviewing current Educator Preparation Program data, assessments, rubrics and assessment policies, and will regularly review all program assessments for validity and reliability. This committee meets twice during the academic year during the fall and spring semesters. The Assessment Committee consists of Educator Preparation Faculty, Educator Preparation Assessment/Data Coordinator, SNU Mathematics Faculty, SNU Statistics Faculty, additional SNU Faculty Members, members of the P-12 Community, and a teacher candidate in the Educator Preparation Program. Based on the aforementioned reviews, the committee will make recommendations for program adjustments, changes, and data-driven decisions to the Educator Preparation Council. Council will make final decisions re: adoption and/or implementation of any recommendation by the Assessment Committee.

Educator Preparation Program Technology Committee

The Educator Preparation Technology Committee is responsible for oversight of all educational and instructional functions, program, equipment, software and curriculum related to instructional and educational technology in the Educator Preparation Program. Committee will be responsible for recommending updates and upgrades to program technology to the Educator Preparation Council. The Educator Preparation Council will review all equipment upgrade recommendations by the Technology Committee and as funds are available, will approve technological improvements. The Technology Committee will also make recommendations for curriculum changes and will review all technology aspects embedded in all coursework in the Educator Preparation Program. Curricular recommendations from the Technology Committee will also be presented to the Educator Preparation Council for consideration. Members of the Technology Committee consist of Educator Preparation Faculty Member/Coordinator of Educational and Instructional Technology, an additional Educator Preparation Faculty Member, a representative from SNU Institutional Technology staff, a Computer Science/Network Engineering Faculty Member, a P-12 Technology/STEM Instructor, and a teacher candidate in the Educator Preparation Program. The Technology Committee meets twice during the academic year.

Submission of Teacher Candidate Concerns

SUBMISSION OF TEACHER CANDIDATE CONCERNS GUIDELINES Southern Nazarene University School of Education Educator Preparation Program

Southern Nazarene University School of Education Policies and Procedures for Submitting Teacher Candidate Concerns

The following policies/procedures have been developed by the SNU School of Education Educator Preparation Council to provide a vehicle for teacher candidates to express concerns involving the SNU School of Education. These policies are in place so that concerns may be addressed in a professional and timely manner. Concerns are categorized into two specific areas:

- I. If a teacher candidate has a concern, complaint or an issue regarding a particular instructor, staff member or professor within the School of Education, the teacher candidate is encouraged to first personally approach the individual instructor, staff member or professor involved and request a time to discuss his/her particular concern. It is hoped that the issue/concern can be professionally and thoughtfully resolved at this level between the teacher candidate and the instructor, staff member or professor. If the issue/concern is not able to resolved to the satisfaction of the teacher candidate, then a formal, written concern should be submitted to the Chair of the School of Education. The Chair will consider the written concern in a timely manner and will respond to the teacher candidate with a written response. Final decisions regarding concerns/issues raised involving faculty and staff will rest with the Chair of the SNU School of Education, and/or the VP of Undergraduate Studies, and/or the University Provost.
- II. If a teacher candidate has a concern, complaint or an issue regarding programs, policies and/or procedures within the SNU School of Education, he/she should submit his/her concern on the School of Education Program and Policy Concern Submission Form.

This form may be obtained from any member of the Teacher Candidate Advisory Committee or the SNU Educator Preparation Office (Herrick 222). Once this form has been completed, it should be submitted to the Teacher Candidate Advisory Committee member who represents the teacher candidate's major. The Teacher Candidate Advisory Committee member will present this concern at the next regularly scheduled Teacher Candidate Advisory Committee meeting. Recommendations resulting from committee review of this concern will be submitted to the Educator Preparation Council for review and/or appropriate action. The Educator Preparation Council will inform the teacher candidate of any subsequent decisions and/or action involving this issue.

**SCHOOL OF EDUCATION
SOUTHERN NAZARENE UNIVERSITY
Teacher Candidate Advisory Committee**

Program/Policy Complaint, Concern and/or Suggestion Submission Form

Teacher Candidate Name _____

Submitted to (Name of committee member): _____

Date submitted: _____

In the space provided below, briefly state (in detail) your complaint, concern and/or suggestion:

This form should be submitted to the representative for your particular major/area of emphasis. This issue will be discussed at the next regularly scheduled meeting of the Teacher Candidate Advisory Committee for appropriate action.

NOTE: In the event this particular issue needs immediate attention, your representative will relay the information to the Director of Educator Preparation for prompt consideration.

Signature of Teacher Candidate _____

Please see reverse for committee action.

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SUMMARY OF TEACHER CANDIDATE ADVISORY COMMITTEE ACTION

Date Discussed _____

Summary of Action Taken:

Teacher Candidate Advisory Committee Signatures: _____

SNU Campus Map

