COLLEGE OF EDUCATION

TEACHER EDUCATION PROGRAM HANDBOOK

2019-2020

ORU
TEACHER EDUCATION PROGRAM HANDBOOK

2019-2020

Dr. Kim E. Boyd, Dean
Dr. Chancey Bosch, Chair of Undergraduate Education
Dr. Patrick Otto, Chair of Graduate Education
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TEACHER EDUCATION PROGRAM HANDBOOK

Philosophy of the College of Education

The philosophy of the College of Education is to provide a sound academic program built on a Christian foundation and integrated with biblical principles to equip educators inculcated with a Christian worldview in spirit, mind, and body for assignments in public and private elementary, secondary and postsecondary schools, as well as home school and mission settings. The College of Education believes that the finest educators are called to the profession, and those chosen are endowed with special gifts, including the gift of teaching.

Mission Statement

The mission of the College of Education is to prepare professional Christian educators to go into every person’s world to provide the opportunity for individuals who hold Christian principles to participate in advanced study in initial and advanced preparation for professional public and private responsibilities in the field of education throughout the world.

Introduction

To the Teacher Candidate

This handbook is your guide to the Professional Education Program (PEP) at ORU. The information contained in the handbook is meant to supplement the general catalog of ORU. Since this handbook is continually updated, it is to be considered the most accurate and current statement of requirements, policies, and procedures. Please refer to it for all questions relating to your progress through the PEP. This handbook provides information on the programs leading to a teaching certification in the state of Oklahoma. Certification requirements are not necessarily the same as degree requirements. Refer to current degree plans and the general ORU catalog for information on specific degree requirements.

To the College of Education Faculty

This handbook reflects the policy of the College of Education concerning the Professional Education Program (PEP) and should be used for student advisement. Every effort has been made to create a document that is in consonance with the philosophy of ORU and the College of Education, while adhering to all requirements of the state of Oklahoma. Please be certain you are using the most current edition of the handbook and that you note any amendments that may have been issued between revisions.
The College of Education at Oral Roberts University

Oral Roberts University is made up of the Colleges of Arts and Cultural Studies, Sciences and Engineering, Business, Education, Nursing, and Theology. Each college within the university has a certain degree of autonomy in policies and procedures. Therefore, to facilitate its unique purpose, the College of Education may at times have policies in addition to those of the university as a whole.

An Overview of the Professional Education Program

Purpose

Education is the shaping of the whole person. At the center of the ORU education program is the premise that true wisdom and knowledge come from God. Specifically, the Bible is God’s inspired Word and is the standard of reference. The College of Education prepares administrators and teachers for public, private, Christian, and home school setting.

The College of Education acknowledges the unique opportunities and responsibilities of the Christian educator to affect the lives of individual students, families, and communities. The College of Education emphasizes thorough preparation in the subject-matter field. Preparation in the subject matter taught should be accompanied by mastery of pedagogy. The competent educator has a breadth of general education and a depth of specialized preparation.

College of Education Standards (1-10 Align with InTASC Standards)

The first ten COE standards represents the 10 national INTASC standards which have also been adopted by Oklahoma as the state standards.

1. The teacher candidate understands how learners learn 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.

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

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

4. The teacher candidate 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.
5. The teacher candidate 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.

6. The teacher candidate 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.

7. The teacher candidate 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.

8. The teacher candidate 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.

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

10. The teacher candidate 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.

11. The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview. (ORU Specific Standard)

12. The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects. (ORU Specific Standard)

13. The candidate demonstrates an understanding of the legal aspects of education. (ORU Specific Standard)

14. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide. (ORU Specific Standard)

College of Education Policies and Procedures

1. Tardies—
   a. If the student comes into the class after the scheduled time, the student is considered tardy.
   b. It is the student’s responsibility to inform the professor that he or she was tardy immediately following that class.
   c. Failure to do so may result in an absence for that class and will not be adjusted thereafter.
   d. Three tardies equal one absence.
   e. It is the student’s responsibility to get the information presented in class from a
classmate.

2. Late Work—
   a. The student is responsible for obtaining class assignments and material covered during an absence.
   b. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence.
   c. Ten percent (10%) of the final assignment grade will be deducted for every day (the day ends at 11:59pm CST) with the exception of ORU holidays on the academic calendar.
   d. Students who have excused absences (administrative excuse, medical report, doctor note, or verification of the death of a family member) are responsible for meeting with the professor, immediately upon return, to mutually agree on a due date for the missing assignment(s).
   e. If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance, the following policy will apply:

<table>
<thead>
<tr>
<th>Number of days the class meets per week</th>
<th>Number of absences not resulting in a penalty</th>
<th>5% final grade reduction will be applied beginning with absence number</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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Five percent (5%) of the final grade will be deducted for each additional day the student incurs an absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
   a. Inform the professor before the event.
   b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone.
   c. Make-up work will not be permitted if the student voluntarily committed to a presentation on the date of an administratively excused absence.
   d. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his or her absence, when possible, or on the first day he or she returns to class.
5. Leaving Early—
   a. Students are not permitted to leave class prior to the dismissal by the professor.
   b. If a student has to leave class early on occasion, it is his or her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor.
   c. Weekly or monthly meetings are not considered an approved reason for leaving class early.
   d. If the student leaves a class 15 minutes or less before the end of class it may be considered a tardy and the tardy policy will apply.
   e. If the student leaves a class more than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.

6. Incompletes—
   a. As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family.
   b. Students must petition for an incomplete using the ORU online form.
   c. Documentation for the reason the student is requesting an incomplete is required.
   d. Very few incompletes will be granted.

7. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct American Psychological Association (APA) documentation procedures.
   a. Failure to do this produces a plagiarized paper, which will result in an “F” for the paper.
   b. Cheating in any form, including plagiarism, is a serious offense and will not be tolerated.
   c. Consequences include a zero on the assignment and may include an F for the course, academic probation, suspension, or expulsion from the program.
   d. Plagiarism is defined in each course syllabus.

Advisement Program

After declaring a major in education, the candidate is assigned an individual advisor in the College of Education. Secondary and P-12 majors are assigned to an advisor in the College of Education, as well as an advisor within the appropriate subject area.

Transfer candidates will meet with the Chair of the Undergraduate Department in the College of Education for one semester and then will be assigned to a faculty member.

Graduate teacher candidates seeking licensure/certification will be assigned an advisor in the College of Education.
Areas of Certification

The College of Education administers programs that have been accredited by the Oklahoma State Department of Education and Office of Educational Quality and Accountability in the following 12 areas leading to the appropriate licensure:

The following areas of certification are offered at the undergraduate level:

Elementary Education Major—B.S. (1-8)
With choice of concentration in one of the following:
- English as a Second Language
- Early Childhood Education
- Special Education
- Language Immersion (Spanish, French, or Chinese)

Special Education Major—B.S. (PK-12)
With choice of concentration in one of the following:
- Elementary Education
- Early Childhood Education
- English Language Learner

Early Childhood Education—B.S. (PK-3)
With choice of concentration in one of the following:
- Special Education
- English as a Second Language
- Elementary Education

Faculty Advisors
- Undergraduate Chair/Transfer Eval.
  - Dr. Chancey Bosch, GC 5A10, 918-495-7085
- Elementary/Early Childhood
  - Dr. Charlene Martin, GC 5A20, 918-495-6128
- Special Education
  - Dr. Evie Lindberg, GC 5A18, 918-495-7048
- English Language Learners-ELL
  - Dr. Marcia Livingston, GC5A16, 918-495-6192
- English Language Teaching in the Global Classroom
  - Dr. Marcia Livingston, GC5A16, 918-495-6192
- Early Childhood/Elementary
  - Dr. Amanda Wilson, GC 5A22, 918-495-7688
- Secondary/K-12
  - Dr. Chancey Bosch, GC 5A10, 918-495-7085
- Dir. of Technology & Ed Tech Lab
  - Gerald Landers, GC5E02, 918-495-7001
The following areas of certification are offered at the undergraduate level, Secondary and K-12:

**Art Education — BFA (K-12)**
- With elementary and secondary school teaching licensure (offered through the cooperation of the Communication, Arts, and Media Department):
  - Mandel Chenoweth, GC 2B13, 918-495-6374

**English Education Major — B.A. (Secondary)**
- With secondary school teaching licensure (offered through the cooperation of the English and Modern Languages Department):
  - Laura Krohn, GC 5B09, 918-495-6762

**Health and Exercise Science with PE Teacher Certification — B.S. (K-12)**
- With elementary and secondary school teaching licensure (offered through the cooperation of the Health, Physical Education, and Recreation Department):
  - Nancy Mankin, AC 188, 918-495-7261

**Mathematics Education Major — B.S. (Secondary)**
- With secondary school teaching licensure (offered through the cooperation of the Computer Science and Mathematics Department):
  - Leighanne Locke, GC 1E17, 918-495-6697

**Modern Foreign Language Education Major — B.A. (K-12) (French or Spanish)**
- With elementary and secondary school teaching licensure (offered through the cooperation of the English and Modern Language Department):
  - Lynda Manghum, GC 5B08, 918-495-6771

**Music Education Major — B.M.E. (K-12) (Vocal and/or Instrumental)**
- With elementary and secondary school teaching licensure (offered through the cooperation of the Music Department):
  - Dr. Scott Quant, Timko-Barton, TB46, 918-495-7504

**Science Education Major — B.S. (Secondary) (Biology, Chemistry, Physics)**
- With secondary school teaching licensure (offered through the cooperation of the Biology, Chemistry, Physics, and Physical Science Departments):
  - Dr. Catherine Klehm, GC 3A15, 918-495-6919

**History with Teacher Certification — B.A. (Secondary)**
- With secondary school teaching licensure (offered through the cooperation of the History, Government, and Humanities Department):
  - Dr. Chancey Bosch, GC 5A09, 495-7085
Theatre: Teacher Certification Track—BFA (Secondary) (Speech, Drama, Debate)

- With secondary school teaching licensure (offered through the cooperation of the Communication, Arts, and Media Department):
  - Denise Miller, GC 2B19, 918-495-6869

Background Check Requirement (see also page 39)

- Every teacher candidate must complete the initial background check in order to participate in practicum assignments on a P-12 campus.

- The background check is initiated in the Pre-clinical Experience course (PED 125) and if not completed, candidates will not be allowed to do clinical experiences on P-12 school sites.

Responding to Report of Crime

- If a candidate has a felony, he/she is directed to the Oklahoma Department of Education to talk to the Director of Certification. In order to continue in the field placement, the candidate must submit to the College of Education office a letter (on State Department letterhead) stating that with the current charge the candidate will be able to receive teaching certification.

- If the candidate does not submit a letter from the State Department, the candidate will not be placed in a clinical experience, and he/she is informed to drop the class and to choose a different career path.

Admission to the Professional Education Program (PEP)

Introduction

Every candidate who wishes to major in education or obtain a teaching certificate must follow the Program outline measured through three benchmarks. The list below shows not only the benchmarks, but also the requirements.
# PEP ADMISSION

**PROFESSIONAL EDUCATION PROGRAM REQUIREMENTS**

**CANDIDATE CHECKLIST**

**INITIAL QUALITY ASSURANCE SYSTEM**

**BENCHMARK: PRE - ADMISSION**

<table>
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<th>Check When Done</th>
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<td>PED 125</td>
<td>Dr. Wilson</td>
<td>ORU TASK 1: Contextual Factors*</td>
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<td>Dr. Wilson</td>
<td>Disposition 1: Self Evaluation</td>
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<td>Meets Expectations</td>
<td>Emerging</td>
<td>Does not meet expectations</td>
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<tr>
<td>PED 100</td>
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<tr>
<td>PED 100 Only One of the Following:</td>
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<td>280-300</td>
<td>260-279</td>
<td>240-259</td>
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<td>PED 100 Only One of the Following:</td>
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<td>PED 100 Only One of the Following:</td>
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<tr>
<td>PED 100 Advisor</td>
<td>Oral Communication</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<td>Foundations &amp; Methods of Ed.</td>
<td>A</td>
<td>B</td>
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<td>PED 100 Advisor</td>
<td>Pre-Clinical Exp.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>Below C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PED 100 Advisor</td>
<td>Language Proficiency</td>
<td>Met</td>
<td>N/A</td>
<td>N/A</td>
<td>Not Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PED 100 Advisor</td>
<td>ORU G.P.A.</td>
<td>3.5-4.0</td>
<td>3.0-3.49</td>
<td>2.5-2.99</td>
<td>0-2.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Education Program (PEP) Interview Results**

- Dr. Bosch: The candidate demonstrates a strong commitment to education and children and understands the call and role of a Christian educator. Additionally, the candidate demonstrates strong writing & speaking skills.
- The candidate demonstrates a commitment to education and children. However, the candidate does not understand the call and role of a Christian educator. The candidate does not demonstrate strong writing & speaking skills.
## Initial Quality Assurance System
### Benchmark: Pedagogical Content Knowledge

<table>
<thead>
<tr>
<th>Check When Done</th>
<th>Collected In</th>
<th>Assessor</th>
<th>Artifact Name</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 100</td>
<td>Advisor</td>
<td>Transcript</td>
<td>Audit: Subject Area Courses &amp; GPA</td>
<td>3.5-4.0</td>
<td>3.0-3.49</td>
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<td>0-2.49</td>
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<tr>
<td>PED 305 (Secondary) or PED 382 (ELE/ECH/SPED)</td>
<td>Dr. Livingston</td>
<td>ORU Task 2: Assessment*</td>
<td>4</td>
<td>3</td>
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<tr>
<td>PED 306 (Secondary) Or PED 401 (ELE/ECH/SPED)</td>
<td>Course Professor</td>
<td>ORU Task 3: Lesson Planning*</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>PED 306 (Secondary) Or PED 401 (ELE/ECH/SPED)</td>
<td>Course Professor</td>
<td>ORU Task 4: Reflection*</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>PED 100</td>
<td>Dr. Bosch</td>
<td>Candidate’s Evidence of Professional Growth &amp; Development</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Emerging</td>
<td>Does not meet expectations</td>
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</tr>
<tr>
<td>PED 100</td>
<td>Advisor</td>
<td>Disposition 2: Advisor Evaluation</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Emerging</td>
<td>Does not meet expectations</td>
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<tr>
<td>PED 100</td>
<td>Mrs. Alvarez</td>
<td>Oklahoma Subject Area Test (OSAT)</td>
<td>280-300</td>
<td>260-279</td>
<td>240-259</td>
<td>0-239</td>
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<tr>
<td>PED 100</td>
<td>Mrs. Alvarez</td>
<td>Student Teacher Application</td>
<td>Met</td>
<td>N/A</td>
<td>N/A</td>
<td>Not Met</td>
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</tr>
</tbody>
</table>
## PEP EXIT REQUIREMENTS
### PROFESSIONAL EDUCATION PROGRAM REQUIREMENTS
### CANDIDATE CHECKLIST

### INITIAL QUALITY ASSURANCE SYSTEM
### BENCHMARK: PROGRAM EXIT REQUIREMENTS

<table>
<thead>
<tr>
<th>Check When Done</th>
<th>Collected In</th>
<th>Assessor</th>
<th>Artifact Name</th>
<th>EXEMPLARY</th>
<th>COMPETENT</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td>PED 361</td>
<td>University Supervisor</td>
<td>CPAST: 1st Observation</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Emerging (1)</td>
<td>Does not meet expectations (0)</td>
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<tr>
<td>PED 361</td>
<td>University Supervisor</td>
<td>CPAST: 2nd Observation</td>
<td>Exceeds Expectations (3)</td>
<td>Meets Expectations (2)</td>
<td>Emerging (1)</td>
<td>Does not meet expectations (0)</td>
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</tr>
<tr>
<td>PED 100</td>
<td>Advisor</td>
<td>Presentation of Action Research Project</td>
<td>3.5-4.0</td>
<td>3.0-3.49</td>
<td>2.5-2.99</td>
<td>0-2.49</td>
<td></td>
</tr>
<tr>
<td>PED 361</td>
<td>Mrs. Alvarez</td>
<td>Professional Performance Requirement</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>PED 361</td>
<td>Only One of the Following: PPAT, OPTE</td>
<td>PPAT Final Score Sheet</td>
<td>54-60</td>
<td>47-53</td>
<td>40-46</td>
<td>0-39</td>
<td></td>
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<tr>
<td>PED 361</td>
<td>Only One of the Following: PPAT, OPTE</td>
<td>Okla. Prof. Teaching Exam (OPTE)</td>
<td>280-300</td>
<td>260-279</td>
<td>240-259</td>
<td>0-239</td>
<td></td>
</tr>
</tbody>
</table>

* Adapted from Praxis Performance Assessment for Teachers (PPAT)
Transfer Candidates

See ORU Catalog for guidance: http://www.oru.edu/academics/catalog/

Admission and Retention Policies

The College of Education Admission and Retention Committee serves to ensure policies and procedures are in place in order to maintain admission and retention standards outlined in unit, state, and regional teacher certification/accreditation guidelines.

Responsibilities:

- Develop and maintain a culture of professionalism in the teacher education program.
- Set up a reporting system to monitor professional education program needs and standards.
- Monitor state reforms in policy and recommend ORU policy changes in order to conform to new guidelines.
- Oversee information dispersal of individual student-standing documentation, including the Professional Education Program list.
- Inform students of acceptance into the Professional Education Program.
- Set up and implement a retention policy.
- Set up a policy for admitting graduate students for certification.
- Address disposition and/or academic challenges of teacher candidates.

Teacher Candidate Referral from Faculty Members:

- Faculty members are encouraged to bring a teacher candidate’s name before the Undergraduate Academic Council for whom they have concerns. Concerns could include excessive absences or tardiness, plagiarism/cheating, disciplinary issues, or disposition infractions.

- Once a concern has been raised during an Undergraduate Council meeting, the faculty will decide if there is a need for the student to appear before the College of Education Admission and Retention Committee.

- If a student is to appear before the College of Education Admission and Retention Committee, documentation such as emails and memos describing the history of challenges, including a meeting with the teacher candidate and the faculty member(s) and/or the advisor, should be placed in the folder marked “STUDENT CONCERNS” on the College of Education’s shared drive. Secondary representatives should send documentation to the undergraduate chair to be placed in the shared drive.

- The College of Education Admission and Retention Committee meeting will consist of a minimum of three members including the chair and the candidate’s advisor when the teacher candidate is brought before the committee.
• All decisions must be unanimous. Decisions could include probation in which a contract will be written; expulsion from the College of Education requiring the teacher candidate to change his or her major; completion of a senior research paper instead of the student teaching internship, in which case the candidate would not be recommended for licensure; or a student referral to another office on campus, including the counseling office.

• The teacher candidate may appeal the decision of the College of Education Admission and Retention Committee to the dean within seven days of the College of Education Admission and Retention Committee’s determination. An appeal at the dean level is only considered if new information is presented or if there is evidence that a breach of procedural rules was committed. This is to be submitted in writing. No appeal will be heard if it is a re-presentation of the same information. At that point, the Dean of the College of Education will decide if the decision of the Admissions and Retention Committee stands or if the new information warrants being submitted to the Admission and Retention Committee for further review.

Teacher Candidate Academic Grievance Procedure

The following are steps a teacher candidate should take if he or she wishes to file a grievance in the College of Education:

➢ The teacher candidate must first approach the faculty member with whom he or she has a grievance. Resolution must first be attempted by the candidate at the lowest level.

➢ The teacher candidate may approach either his or her advisor if he or she feels the grievance has not been resolved. The advisor and/or the teacher candidate may approach the undergraduate chair with the candidate’s challenge or concern stated in writing. The undergraduate chair may assemble together the faculty member and the teacher candidate to attempt to resolve the grievance. The chair has 14 days to respond to the candidate.

➢ If the teacher candidate feels the issue has not been resolved at the chair’s level, he or she may appeal to the College of Education Admission and Retention Committee within seven days of the chair’s decision.

➢ The teacher candidate may appeal the decision of the College of Education Admission and Retention Committee to the dean within seven days of the College of Education Admission and Retention Committee’s determination. An appeal at the dean level is only considered if new information is presented or if there is evidence that a breach of procedural rules was committed. This is to be submitted in writing. No appeal will be heard if it is a re-presentation of the same information. At that point, the Dean of the College of Education will decide if the decision of the Admissions and Retention Committee stands or if the new information warrants being submitted to the Admission and Retention Committee for further review.
Retention in the Professional Education Program

Retention in the Professional Education Program will be in jeopardy for any of the following reasons:

➢ Any teacher candidate admitted to the program will be placed on probation at any time his or her GPA drops below 2.50 or his or her disposition becomes a challenge. If after one semester on probation his or her GPA is still below 2.50 or the issues addressed in disposition have not been satisfactorily resolved, the candidate will be dropped from the program and will no longer be eligible to enroll in education courses until his or her GPA is at least 2.50 or disposition issues have been resolved.

➢ Oral Roberts University retention policy states—No grade below “C” may apply toward the major or professional education courses. A course in which a “D” is earned may apply toward general education and general elective degree requirements, with the exception of MAT 221, 222, and foreign language (101-102) courses. (A minimum of a “C” is required in these last four courses.)

➢ Individually who have not met the PEP admission requirements by the time they have completed 75 hours toward their degree will be required to change majors and will not be permitted to enroll in courses leading to a degree in Education.

➢ Admission to the Professional Education Program does not of itself ensure the candidate of becoming a teacher. In addition to the specified number of hours with the designated GPA, candidates for teaching are viewed in light of their total educational, knowledge, skills, disposition, and professional qualifications.

➢ The following statement is on the application for certification.

_________________________________________________________.

Part IV: Felony Disclosure Statement reads as follows:

In response to legislation, Title 70 O.S., Supp. 1985, and 3-104.1, every applicant is required to answer the following questions:

1. During the preceding 10-year period, have you ever been convicted of a felony?
   Yes/___No___

2. During the preceding 10-year period, have you ever been convicted of a crime involving moral turpitude?
   Yes/___No___

If the answer to either of the preceding questions is “yes,” state on a separate sheet of paper the nature of the charge and in what court you were convicted.

All Teacher Candidates are required to submit to a background check prior to field experiences, and fingerprinting and OSBI/FBI background check before student teaching (see Appendix I).

Any person who answers “yes” to either question may not be recommended by the ORU College of Education for certification.
**Professional Education Courses**

The following professional education courses are open to teacher candidates who have not been admitted to the Professional Education Program:

- PED 203 Foundations and Methods of Education
- PED 125 Pre-Clinical Experience
- SED 353 Introduction to Special Education
- PED 222 School Health Care
- PED 305 Pedagogy I
- PED 306 Pedagogy II

Enrollment in the following professional education courses is limited to those who have been admitted to the Professional Education Program:

- PED 313 Human Growth and Development
- ESL 343 TESL Methods and Materials
- PED 361 Professional Portfolio Seminar
- PED 363 Education Technology
- PED 372 Classroom Management
- PED 382 Educational Assessment
- PED ___ Internship/Student Teaching

**Practicum Opportunities**

It is important for teacher candidates to spend time in diverse school classrooms before they reach student teaching. The practicum experience is intended to give teacher candidates opportunity to observe and, when possible, participate in school settings in order to apply concepts and strategies studied in course work. Candidates are required to seek a different school district, grade level, and socioeconomic level for each placement, if possible.

**Dress Code During Student Teaching Internships and Pre-Clinical Experiences**

It is the goal of the College of Education to maintain quality, professional dress standards. The following is the ORU College of Education dress code for all teacher candidates participating in practicums and student teaching internships:

- Candidates involved in student teacher internships and practicums should follow the business dress code.
ORU Business Casual Dress Code

**Men:**
- Shirts with collars
- Shoes and socks
- Hard-sole shoes, loafers
- Slacks (includes “Dockers” type)
- Suits, blazers, vests, or sports coats
- Sweaters or turtlenecks over collared shirts

**Women:**
- Blouses and sweaters
- Skirts and slacks
- Dresses, suits, blazers, and jackets

**HPE Dress Code Only:**
Matching warm-up outfits with appropriate tennis shoes are required.

*Jeans may be worn on “School Jean Day” ONLY!

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Business Casual DOES NOT Include:

**Men:**
- Jeans
- Sandals/tennis/athletic shoes
- T-shirts
- Shirts without collars
- Shoes without socks
- Shorts of any kind

**Men (cont.):**
- Sweats
- Hats, caps, or other headgear
- Earrings

**Women:**
- Jeans, Capri slacks
- Sandals/tennis/athletic shoes
- T-shirts
- Sheer blouses
- Shorts of any kind
- Sweats

**Women (cont.):**
- Shirts over leggings
- Hats, caps, or other headgear
- Flip-flops
List of Approximate Practicum Hours

Below are listed the required and optional practicum hours associated with education courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 314</td>
<td>Reading and Language</td>
<td>10 hours</td>
</tr>
<tr>
<td>ELE 344</td>
<td>Arts Elementary Reading</td>
<td>30 hours</td>
</tr>
<tr>
<td>ELE 403</td>
<td>Methods Literacy</td>
<td>15 hours</td>
</tr>
<tr>
<td>PED 125</td>
<td>Pre-Clinical Experience/Elementary</td>
<td>30 hours</td>
</tr>
<tr>
<td>SED 353</td>
<td>Introduction to Special Education</td>
<td>15 hours</td>
</tr>
<tr>
<td>PED 305</td>
<td>Pedagogy I/Secondary/K-12</td>
<td>20 hours</td>
</tr>
<tr>
<td>PED 306</td>
<td>Pedagogy II/Secondary/K-12</td>
<td>20 hours</td>
</tr>
<tr>
<td>ECE 250</td>
<td>Infant and Toddler Development</td>
<td>10 hours</td>
</tr>
<tr>
<td>ECE 303</td>
<td>Symbol Development and Creativity in the Young Child</td>
<td>10 hours</td>
</tr>
<tr>
<td>ECE 323</td>
<td>Cognitive Development of the Young Child</td>
<td>10 hours</td>
</tr>
<tr>
<td>ESL 343</td>
<td>TESL Methods and Materials</td>
<td>10 hours</td>
</tr>
<tr>
<td>SED 352</td>
<td>Behavior Management Strategies</td>
<td>15 hours</td>
</tr>
<tr>
<td>SED 363</td>
<td>Effective Instruction for Students with MM Disabilities</td>
<td>10 hours</td>
</tr>
<tr>
<td>SED 403</td>
<td>Methods, Strategies, and Techniques for Teaching Students with MM Disabilities</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

**Minors**

Elementary, Early Childhood, and Special Education majors are not required to declare a minor. These majors choose a second concentration area (see degree plans). However, if they desire a minor, they may pursue one with the understanding that it may result in being in school an extra semester or require taking some courses in summer school.

**ELL Minor**

The English Language Learner minor is available to any major with the approval of the student’s major advisor.
Language Proficiency

According to the Oklahoma Office of Education Quality and Accountability (OEQA) the following foreign language requirement exists for all teacher candidates:

   The unit has a policy in place that ensures that educator preparation candidates demonstrate conversational skills at a novice high level, as defined by the American Council on the Teacher of Foreign Languages (ACTFL), in a language other than English (OEQA, 2017).

The ACTFL (2012) defined “novice high” conversational level as;
- Able to manage uncomplicated tasks
- Restricted to predictable and formulatic phrases
- Topics limited to survival
- Short and incomplete sentences

Furthermore, examples of learners who meet these standards are “language learners following 2 years of high school language study” (www.actfl.org).

Oral Roberts University College of Education accepts any of the following as evidence for meeting both the ACTFL definition for “novice high” level, and the fulfillment of the OEQA Foreign Language Proficiency:
- Two years of the same foreign language in high school (C or higher)
- One three-credit hour foreign language course from an accredited higher education institution (C or higher)
- One three-credit hour foreign language course from ORU (C or higher)
- Foreign Language Placement Test results at the 101 level (Placement test moderated by ORU Department of English and Modern Languages)
- Primary language other than English, demonstrated by TOEFL requirement for ORU admission

The College of Education requires evidence of the Foreign Language Proficiency prior to admission to the PEP.

**Note: The requirement for the PEP is not the same as the ORU requirement. For the ORU graduation requirement, please see the catalog for your respective year.

College of Education Policy for Transfer of Courses for Undergraduate Degrees

- See the ORU Catalog for transfer policies http://www.oru.edu/academics/catalog/
- Once at ORU, you will need authorization from the Chair of College of Education Undergraduate Department before you attempt to take a course somewhere other than Oral Roberts University.
Admission to Student Teaching

Student teaching is the culminating experience of the Professional Education Program. Student Teaching admission requirements include:

- Status as a **senior-year** or **graduate candidate**.
- Admitted to the Professional Education Program
- Applications deadlines:
  - For Spring placement: Monday after Fall Break
  - For Fall placement: Monday after Spring Break
- Current official transcript indicating a cumulative GPA of at least 2.50 for undergraduates or 3.0 for graduate candidates
- Résumés (4)

A list of the student teacher candidates will be submitted to the College of Education for final approval.

During the internship semester, all student teachers are required to attend the Professional Education Seminar (PED 361) meetings, which are held in the evenings.

Student Teaching Away

Rationale

Occasionally residential teacher candidates are approved to complete their student teaching internship outside of the greater Tulsa metropolitan area. The Oral Roberts University College of Education is required to send a university representative to complete an on-site observation for all teacher candidates completing their student teaching internship assignments away from the Tulsa area.

Fees:

Students completing internships at a distance are required to pay a $1,300.00* course fee to cover the following financial obligations of the University Supervisor:

- Air or car travel to and from the student teaching internship location
- Hotel expenses at a medium to high quality hotel
- The $40.00 per day ORU per Diem for four days
- Local travel arrangements
- Plus any additional fees required by the school or district
Requirements:

- Application for student teaching away should be made **one year** in advance of the internship semester requested—by **September’s student teacher meeting** for the following fall or by **February’s student teacher meeting** for the following spring.
- A minimum **GPA of 3.0**
- Admittance to the Professional Education Program
- Completion of all requirements in the degree program, except for student teaching, before entering the internship
- Enroll in and pass PED 361—Professional Seminar/Portfolio the semester prior to student teaching away
- Successfully **taken and passed** all components of the Oklahoma Certification Tests (OGET and OSAT).
- Attend a special required meeting for all teacher candidates seeking to complete the student teaching internship outside of the Tulsa area.
- Advisor’s approval
- Secondary teacher candidates must have their University Supervisor’s approval, signifying their willingness to travel outside of Tulsa
- It is the teacher candidate’s responsibility to contact the desired school to obtain approval in writing from the administrator to student teach in that school along with contact information prior to applying for student teaching away.
  - The school must be state or nationally accredited by an accrediting agency recognized by the UDSE
  - Once approved, the student teaching coordinator will contact the school to complete the process
- Pay any required expenses requested by the school district prior to the first day of student teaching
- It is the teacher candidate’s responsibility to organize housing in Tulsa as well as at the student teaching location
- Enroll in Student Teaching Away (PED 450), which includes a $1,300.00* course fee to cover the university supervisor expenses.
- Limit employment outside of student teaching to a maximum of 15 hours if it is necessary to work during the internship semester
- Submit all weekly reports and all required documents promptly and electronically
- Maintain frequent contact with the assigned University Supervisor
- Return for College of Education Senior Day, Investiture ceremony, and ORU graduation in April following Student Teaching.

*Request to complete student teaching away at international sites will incur additional expenses.
Graduation Information

Each individual is responsible for meeting all the requirements of his or her program for graduation. The degree plan sheet for each content area must be followed in order for the state of Oklahoma to accept the required course work for certification (See www.degreeplansheets.oru.edu/ for additional information).

Education majors are required to attend graduation exercises. The following steps should also be completed before graduation.

Application for Graduation Form

Application for Graduation forms must be submitted in November prior to spring graduation. A candidate must submit the form on-line to the registrar’s office.

Registrar’s Office

(GC 2 ½ E) Be sure that your local, permanent, and next-of-kin addresses are accurate. Any official transcripts needed should be ordered.

Financial Aid

(GC 3 ½ W) An exit interview should be completed online (http://finaid.oru.edu) if the candidate has a Direct Loan or a Perkins loan.

Student Accounts

(GC 2 ½ W) Individuals should check their billing address in Vision. Accounts must be clear in order to receive transcripts and/or diploma.

Campus Post Office

(EMR 147) A forwarding address/change of address form should be completed in December for December graduates and April for May graduates (This is the third and final place to change address records).

Career Services

(LRC 3rd floor) Teacher candidates who have not done so should establish a permanent Placement File with Career Services or ORU Handshake system (oru.joinhandshake.com) and register as a graduating student through the university’s online placement resources in order to explore nationwide career opportunities (phone: 918-495-6912).
Cap and Gown

(LRC 3) Candidates should know what degree they are earning (such as B.S., B.A., or M.A.) to ensure the proper hood and tassel color. Regalia (cap, gown, hood, and tassel) may be purchased from the University Store.

Alumni Relations

(Armand Hammer Center, 2nd floor) Alumni meeting specific requirements may choose between two types of I.D. cards. The “local card” primarily accommodates Tulsa-area alumni and allows access to the Aerobics Center and the library. These cards carry an initial fee of $25, with an annual renewal fee of $25. Cards are available for purchase between the hours of 8 a.m. and 5 p.m., Monday through Friday, at the alumni office on the 2nd floor of the Hammer Center (918-495-6610).

Teacher Certification Information

State of Oklahoma Teacher Certification and ORU Degree Requirements

A primary goal of the Professional Education Program is to qualify candidates for teacher certification by the Oklahoma State Department of Education. The specific requirements of the Professional Education Program and the course listings given under each certification area reflect the current State and/or national standards. The candidate who has successfully completed the requirements of the degree plan and passes the state certification exams can be confident that all conditions have been met for a Standard Certificate in the state of Oklahoma.

State Certification Tests

The state of Oklahoma requires three basic areas of knowledge and performance be passed before a teacher candidate can receive a certificate.

- General Education Knowledge (1 of the following)
  - Oklahoma General Education Test (OGET) – Pass (240 or higher)
  - ACT with Writing Section – 22 or above
  - SAT- 1120 and (Reading 5, Analysis 4, Writing 5)

- Content Knowledge (Must correspond to major)
  - Oklahoma Subject Area Test (OSAT) – Pass (240 or higher)

- Pedagogical Knowledge (1 of the following)
  - Oklahoma Professional Teacher Examination (OPTE) – Pass (240 or higher)
  - Praxis Performance Assessment for Teachers (PPAT) – Pass (40 or higher)

The College of Education recommends that all candidates test and plan to apply for Oklahoma’s Standard Certificate (https://sde.ok.gov/teacher-certification-paths).
Out-of-State Certification

Individuals who plan to teach in another state are encouraged to complete all licensure requirements in Oklahoma, because most states accept Oklahoma’s certification. This could mean securing a teaching position much quicker than meeting all of that state’s requirements before receiving a certificate. Students should contact the Department of Education in the state where they plan to be employed in order to receive specific requirements. Candidates should contact the Certification Officer in the College of Education for specific questions.

Certification Examinations

The Oklahoma Commission for Teacher Preparation requires that three benchmarks be passed before a teacher can receive a certificate. Following is a description of each.

- **General Knowledge (1 of the following)**
  - The **Oklahoma General Education Test** (OGET) is designed to assess state core general education knowledge and skills, including critical thinking, computation, and communications. The test includes both selected-response questions and a writing assignment.
    - Teacher candidates are required to pass the OGET with a score of 240 or above in order to be admitted to the Professional Education Program.
  - ACT with Writing Section – Score of 22 or higher
  - SAT – Score of 1120 and a five (5) on Reading, four (4) on Analysis, and five (5) on Writing.

- **Subject Knowledge**
  - The **Oklahoma Subject Area Tests** (OSAT) are designed to assess subject matter knowledge and skills. Some tests include selected-response questions only. Other tests include both selected-response questions and one or more constructed-response assignments.
    - Teacher candidates are required to pass the OSAT in their major prior to approval to student teach.

- **Professional Performance**
  - The **Praxis Performance Assessment for Teachers** (PPAT) is designed to assess performance based measures of teachers. It is the third test required for teacher certification. This test is not a traditional standardized test. Rather it is a semester long performance evaluation that will be done during your student teaching, with a University Supervisor, but submitted to an external evaluation team (ETS).

The OGET and OSAT certification tests are administered often. The application deadlines and test dates are available online ([http://www.ceoe.nesinc.com/](http://www.ceoe.nesinc.com/)). Be aware that the deadlines are weeks in advance of the test dates. **Only two tests may be taken on each test date.**
Students are urged to carefully prepare for the tests. Study Guides should be consulted in advance of taking the tests. Study Guides are free online (www.coeo.nesinc.com). Study Guides are also available on Reserve at the ORU library. Additionally, TCLA offers test-prep study sessions.

**Graduate College of Education**

**Introduction**

The College of Education would like to encourage all candidates to continue their education after graduating. Candidates are encouraged to pursue a Master’s degree for both personal and professional growth. Please see the Graduate Teaching Handbook, or the Chair of Graduate Education, Dr. Patrick Otto (jotto@oru.edu, 918-495-7087) for more information.

**The Fast Track Program**

- A senior who needs less than a full, normal course load for graduation may be permitted to enroll concurrently in courses applicable to the graduate program on the following basis:
  - To be accepted, he or she must have completed a minimum of 90 semester hours of course work attaining a minimum 3.0 GPA.
  - After acceptance, he or she may register in a maximum of six semester hours of graduate courses in any semester or summer session.
  - An individual may transfer a maximum of 12 semester hours of graduate courses toward the Master of Arts in Education at ORU.

- Applicants must meet the conditions listed above and have the approval of the advisor, the Graduate Chair, and the Dean of the College of Education. Students admitted to the Fast Track Program are sent a letter of acceptance by the Dean of the College of Education, with copies going to the Registrar’s Office and Student Accounts.

- To be admitted as a regular graduate candidate, formal application must be made to the College of Education. The Fast Track application is to be used for the Fast Track Program only. Complete graduate application forms are available in the College of Education.

- Benefits to the Fast Track Program include the following:
  - A potential of 12 graduate hours may be earned while completing the undergraduate degree.
  - There is no extra tuition charge when taking between 12.5 and 18.5 credit hours per semester.
  - The Master of Arts in Education degree may be earned within one year after completion of the undergraduate degree.
MATC/MATA Programs

The Master of Arts in Teaching has two strands, with certification or with alternative certification. The MATC (with certification) is a 34.5 credit hour program that includes course work and student teaching necessary for state teacher certification recommendation. The MATA (with alternative certification) is a 33.5 credit hour program that includes course work to prepare a candidate to apply for alternative certification in Oklahoma.

Although the MATC/MATA programs are graduate programs, they are initial certification programs and are managed by both the College of Education’s Graduate and Undergraduate Departments. Enrollment in these programs should be done only after advisement from the Chair of the Undergraduate Department, Dr. Chance Bosch (cbosch@oru.edu, 918-495-7085). Following advisement on the programs, interested candidates should apply to the Graduate School of Education. Specific admission requirements will include the successful passing of the OGET, or state required scores on the ACT or SAT, and meeting the Foreign Language Proficiency.

Awards and Scholarships

Scholarships

Scholarships are awarded by the College of Education. Candidates may complete an application by meeting the following requirements:

- Education major
- Admission to the Professional Education Program
- Good standing with the university

The College of Education Scholarship and Award Committee determines additional criteria and makes the recommendations to the Dean of the College of Education. The scholarships include the following:

- Frank and Julie Ann Yenca Scholarship
- Mary Martha Black Scholarship
- Nina Curtis Jack Scholarship
- Ruth L. Lucardi Scholarship
- Temple Foundation Scholarships
Awards

Awards are presented in each of the early childhood, elementary, special education, secondary, and K-12 content areas. Eligibility requirements include a 3.4 GPA or above and participate in the honors defense of their senior presentation. Awards are also presented to individuals in each area for outstanding student teaching. Candidates are nominated by the cooperating teacher and the university supervisor. The College of Education Honors and Award Committee determines the final selection.

The College of Education presents the following awards and recognition to students at the time of graduation for outstanding performance:

- Outstanding Undergraduate Teacher Candidate
- Outstanding Teacher Candidates:
  - Elementary
  - Early Childhood
  - Special Education
  - English Language Learner
  - Teaching English in the Global Classroom
- Outstanding Achievement Award Masters Candidate
- Outstanding Achievement Award Doctoral Candidate

Teacher Candidate Organizations

Teacher candidates are required to choose to join one of two professional organizations: The Student Oklahoma Education Association or the Professional Oklahoma Educators. This membership provides professional growth opportunities and access to teacher support, including insurance.

Teacher candidates may also choose to participate in Teacher Candidate Leadership Association (TCLA). Information on this leadership opportunity is presented at Education Seminar (PED 100) each semester. For additional information, please contact the faculty advisor, Gerald Landers (glanders@oru.edu, 918-495-7001).

Finally, teacher candidates may qualify for membership in Kappa Delta Phi (Honors). For information, please contact the President, Dr. Amanda Wilson (awilson@oru.edu, 918-495-7688).
Opportunities for Input into the Professional Education Program

Teacher Candidates

At the end of each course, ORU candidates complete an online Student Opinion Survey, evaluating course content, assignments, and the effectiveness of the instructor. The faculty, Chair and the Dean give serious consideration to all suggestions.

In addition, candidates are asked to complete a Teacher Education Program Evaluation. This program follow-up survey is completed at the end of the student teaching semester.

Cooperating Teachers

During the internship semester, a student teacher is assigned to two specific cooperating teachers. Each teacher completes an evaluation of the student teacher. In addition, the cooperating teacher is encouraged to complete a Cooperating Teacher Response survey at the end of the semester to offer input regarding the preparation of the student teacher, the student teaching experience, and recommendations concerning the Professional Education Program.

Placement and Follow-Up After Graduation

Candidates are encouraged to contact the College of Education to confirm employment plans. Candidates still seeking employment are often requested by school districts concerning employment throughout the summer.

In order to better prepare new teachers, the College of Education is continually seeking information on the effectiveness of the Professional Education Program and the applicability of the training to the classroom environment. The College of Education encourages alumni cooperation in answering questionnaires to determine their current employment status and their perceptions of how well the Professional Education Program prepared them for their professional responsibilities. Information from these questionnaires is used in adjusting course content and the Professional Education Program as a whole.
ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION

APPENDIX I

Forms Used in the Professional Education Program
ORU COLLEGE OF EDUCATION

Policy and Placement Authorization and Release for Applicant

Background Checks are required for candidates of Bachelor of Science, Bachelor of Arts, Master of Education, and Doctor of Education degrees.

It is the purpose of Oral Roberts University to provide a safe Christian environment for all of those in attendance. Since we are educating persons who may be seeking to become certified professionals, criminal background checks became mandatory for undergraduate students effective September 1, 2001, and for all new master and doctoral candidates fall 2010.

Those candidates may well find in most states that a certificate will not be issued if there is a felony conviction on record. Learning of this bar to certification may change the course of desired study by those affected. The University does not want the students to invest time and money only to find out after completing their course that they cannot obtain a certificate.

1. Oral Roberts University will use the firm of Accufax or a similar firm to complete the background checks. The search fees (currently $25.00) are covered by the student’s course fees. (PED 125—Pre-clinical Experience)

2. The College of Education will notify Risk Management/Human Resources of all students needing the background check. The search will be initiated by Risk Management. An email with an authorized link will be sent from Accufax to the student’s ORU email address. Upon receipt of this email, the student will be responsible for submitting the required personal information on a secure site to initiate the background check. Additional charges are incurred if the student submits inaccurate information.

3. Once the report is complete, Human Resources/Risk Management will review it, and if there is no report of criminal activity, no further action will take place. If the report does show felony criminal activity, the Director of Human Resources or designee will discuss it with the Dean or appropriate department head. The Dean or department head will discuss the report with the student in confidence.

4. No copies of the Background Check will be furnished to anyone outside Risk Management or the Dean, if necessary, of the applicable department without a signed release from the student. Contact Risk Management to obtain a release form at (918) 495-7560. These reports will not be a part of the student’s record. All reports are valid four (4) years, unless otherwise notified. Students withdrawing from ORU must complete a new background check upon their return to school. All reports will be destroyed after six (6) years.

5. Keep in mind misdemeanors will not in most cases be a bar to certificate. The same thing applies to most vehicular offenses except for things like vehicular homicide or manslaughter, felony hit and run, or use of the vehicle in the commission of a felony. This background check is not used to determine eligibility for enrollment in an ORU course but rather as a precursor to advise the student concerning a given field of study that may require a clear record for certificate or employment.
6. All reports are compiled in accordance with the Fair Credit Reporting Act (FCRA-91-508). All criminal records will be based on final disposition and are public records.

7. The student can dispute inaccurate information with Accufax. If the student tells Accufax that their file contains inaccurate information, Accufax will reinvestigate the item(s) (usually within 30 days) by presenting to their information source all relevant evidence submitted unless it is frivolous. The source must review the student’s evidence and report its findings to Accufax. The source must advise national CRAs to which it has provided data of any error. Accufax will give the student a written report of the investigation and a copy of the student’s report if there is any change.

8. This Background Check is for criminal activity only. The concern is for felony conviction, guilty plea, or nolo contendere (no contest plea). Offenses such as murder, manslaughter, armed robbery shooting with intent to kill, rape, grand larceny, hit and run injury, child molestation, and other sex crimes are some of the serious crimes that could prevent any type of practicum or student placement and preclude the student’s achievement of course objectives essential to program completion or eventual licensure.

I have read and understand this policy and give authorization for Accufax or a similar firm to provide this information to Oral Roberts University. Any student not wishing to grant this authorization for Accufax has the right to do so. However, this will preclude any further practicum or internship required by a course of study at Oral Roberts University that requires this criminal Background Check.

Student’s Full Legal Name:

First ........................................ Middle ........................................ Last ........................................

Student’s Signature __________________________________________ Date ____________

Z# __________________________________________________________

Contact Phone Number ( ____________________________________________________________________________ )

ORU Email Address ONLY:

(You will receive an email from accufax-us.com shortly. The email will provide a link for you to enter your information and begin the background search.)