TEACHER EDUCATION
PROGRAM
HANDBOOK

2017-2018

Dr. Kim E. Boyd, Dean
Dr. Linda Dunham, Chair of Undergraduate Education
Dr. Patrick Otto, Chair of Graduate Education
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Philosophy of the College of Education

It is the philosophy of the College of Education 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 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 Professional Education Program. Note that this handbook provides information on the undergraduate program leading to a teaching license in the state of Oklahoma. Licensure requirements are not necessarily the same as degree requirements. Refer to current degree plans and the general ORU catalog for information on requirements for specific degrees. Students are responsible for completing all required courses listed on the degree plan for his or her degree program.

To the College of Education Faculty

This handbook reflects the policy of the College of Education concerning the Professional Education Program and should be used as the basis for advisement of students. Every effort has been made to create a document that is in consonance with the philosophy of ORU as a whole and the College of Education, in particular, 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 major 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, Theology, and the College of LifeLong Education. 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 education program at ORU is the understanding that true wisdom and knowledge come from God. The Bible is God’s inspired Word and is upheld as the standard and central point of reference. The College of Education prepares administrators and teachers for public, private, and Christian schools, as well as the home school setting.

The College of Education acknowledges the unique opportunities and responsibilities of the Christian teacher to affect the lives of individual students and to ultimately shape society as a whole. A competent teacher is an informed and cultured person who understands today’s society; is able to think critically; has a firm grasp of research techniques; and is aware of expanding knowledge in the behavioral, biological, and physical sciences. This person also has an aesthetic appreciation of the fine arts and possesses recreational skills. The College of Education emphasizes that there is no substitute for thorough preparation in the subject-matter field. Preparation in the subject matter taught should be accompanied by mastery of teaching skills. The competent teacher has a breadth of general education and a depth of specialized preparation.

College of Education Standards

1. The teacher candidate understands how learners learn and develop, recognizing that patterns of learning and development very 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—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student’s responsibility to inform the professor that he or she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student’s responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day, Good Friday, Martin Luther King Day, and the Wednesday, Thursday, and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered “received” on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). 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>
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<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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Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused 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. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
   c. 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. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of “F” for the final grade. Tardies will be handled as mentioned previously.

6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. 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. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or less before the end of class
without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. 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.

7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class or needs to have his or her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor’s desk during class.

8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his or her professional growth, any test taken late as a result of an unexcused absence will incur a $15.00 late-test fee (see the attendance policy). The student should obtain the Late Exam request form in the College of Education office. Documentation is required to waive the fee. After the professor of the course approves it, the form is taken to Student Accounts. The paid receipt is then presented to the College of Education prior to release of the make-up exam. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he or she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

9. Incompletes—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. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

10. Extra Credit—Students should not expect extra credit to help raise a grade.

11. 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. Failure to do this produces a plagiarized paper, which will result in an “F” for the paper. Cheating in any form, including plagiarism, is a serious offense and will not be tolerated. Consequences include a zero on the assignment and may include an F for the course, academic probation, suspension, or expulsion from the program. 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 K-12 majors are assigned to an Education faculty advisor, as well as an advisor within the appropriate subject area.

Transfer candidates will meet with the transfer advisor in the College of Education for one semester and then will be assigned to a faculty member. Other transfer candidates who are education majors are assigned to the faculty member within the appropriate subject area.
Graduate teacher candidates seeking licensure/certification will be assigned an advisor in their content area in addition to their graduate advisor.

The advisor will be assigned according to the schedule on page 8 of this handbook in the Elementary, Special Education, and Early Childhood majors (see page 8).

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 11 areas leading to the appropriate licensure:

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

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

- Faculty/Advisors
  • Undergraduate Chair/Transfer Evaluation Dr. Linda Dunham, GC 5A09 495-7085
  • Elementary/Early Childhood Charlene Martin, GC 5A06 495-6128
  • Special Education Evie Lindberg, GC 5A18 495-7048
  • English Language Learners-ELL Marcia Livingston, GC5A16 495-6192
  • English Lang. Teach./Global Cl. Dr. Linda Dunham, GC 5A09 495-7085
  • Elementary/Early Childhood Amanda Wilson, GC 5A14 495-7688
  • Secondary/K-12 Dr. Linda Dunham, GC 5A09 495-7085
  • Director of Educational Technology & Ed Tech Lab Gerald Landers, GC5E02 495-7001
The following areas of certification are offered at the undergraduate level, Secondary and K-12:

- **Art Education Major—B.A. (K-12)**
  With elementary and secondary school teaching licensure (offered through the cooperation of the Communication, Arts, and Media Department):
  
  - Mandel Chenoweth, GC 2B13, 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, 495-6762

- **Health and Physical Education Major—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, 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, 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):
  
  - David Farnsworth, GC 5B08, 495-6768

- **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, 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):
  
  - Catherine Klehm, GC 3A15, 495-6919

- **Social Studies Education Major—B.A. (Secondary)**
  With secondary school teaching licensure (offered through the cooperation of the History, Government, and Humanities Department):
  
  - Kristin Snodgrass, GC 5D11, 495-6066

- **Communication Arts Education Major—B.A. (Secondary) (Speech, Drama, Debate)**
  With secondary school teaching licensure (offered through the cooperation of the Communication, Arts, and Media Department):
  
  - Denise Miller, GC 2B19, 495-6869
The following programs are offered at the graduate level culminating in a Master of Arts in Education:

- **Master of Arts in Teaching (MATL)**  
  With Teaching Licensure (areas listed above)

- **Master of Arts in Teaching (MATA)**  
  With Alternative Licensure

- **Masters of Education in School Administration with Elementary/Secondary Certification (GPSA) (CSEA)**  
  - Christian School Administration (CSEA)  
  - Public School Administration (GPSA)  
  - Curriculum and Instruction (CSCD)

The following programs are offered at the graduate level culminating in a Doctor of Education in Educational Leadership:

- **Public School Administration with Superintendent Certification**

- **Public School Administration—Noncertification**  
  (individualized specialization)

- **Christian School Administration**

- **Higher Education Administration**
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 school campus.
- The background check is initiated in the Foundations of Education (PED 203) course 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 Jeff Smith, 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

Introduction

Every candidate who wishes to major in education or obtain a teaching license must be admitted to the Professional Education Program. It is a prerequisite for taking upper-level professional education courses, including student teaching. Education majors must be admitted before they have completed 75 hours toward their education degrees or during the sophomore spring semester (see VII B).

Specific Requirements for Admission to the Professional Education Program

➢ Pass the Oklahoma General Education Test (OGET).
➢ Pass the Language Proficiency requirement (pass proficiency test or pass Language 101).
➢ Complete 45 hours of college course work.
➢ Earn a GPA of 2.5 or above (3.0 for graduate students).
➢ Complete the Entry Level of the Electronic Portfolio and receive approval from content area advisor (see online ePortfolio Handbook).
➢ Pass the following courses and earn a “C” or above in each course:
  • Oral Communications (COM 101)
  • Composition II (COMP 102)
  • Foundations/Methods of Education (PED 203)
  • Field-Based Experience (PED 111/121)
Complete the application form in PED 203—Foundations of Education class. Schedule your Professional Education Program interview through your major advisor when ePortfolio Entry Level has been assessed second semester sophomore year. Your advisor will submit it to the Professional Education Program Admission and Retention Chairperson.

Meet for an interview with an admissions committee composed of a minimum of three faculty members. All committees must include at least one full-time Education faculty member. The faculty member in the certification area (excluding elementary education) must notify the Admission and Retention Chairperson of an upcoming interview. It is the chairperson’s responsibility to make sure a full-time Education faculty member attends the interview. Recommendations without reservations must be received from the committee.

Express interest in teaching as demonstrated by prior experiences and activities with children.

Demonstrate personal traits that suggest potential for working with youth, parents, and other constituencies in education.

Students must meet all of the above requirements before they are admitted to the Professional Education Program.

Transfer Candidates

Transfer students are subject to the same requirements for admission to the Professional Education Program as non-transfer students. Transcripts and course descriptions from the previous school will be used by the student’s advisor and the Dean to determine the applicability of previous course work to the ORU Professional Education Program.

A Petition to Transfer form must be completed with required signatures and course description(s) for each course to be transferred to ORU. A copy of the course description from the catalog of the previous college or university and a copy of the transcript must accompany the Petition to Transfer before submitting it for signatures.

Transfer of courses to undergraduate or graduate degree programs that prepare individuals for professional licensure may not apply to degree requirements if such transfer of courses is prohibited or restricted by state law, regulations of the Oklahoma State Regents for Higher Education, or specific requirements for professional licensure or certification.
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.)

➢ Individuals 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.

➢ Admittance 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 licensure and/or 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 licensure.
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 111/121 Field-Based Experience
SED 353 Introduction to Special Education
PED 222 School Health Care (secondary section)
PED 305 Pedagogy I (secondary and K-12 majors)
PED 306 Pedagogy II (secondary and K-12 majors)

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 (cohort class)
ESL 343 TESL Methods and Materials (cohort class)
PED 361 Professional Portfolio Seminar
PED 363 Education Technology (cohort class)
PED 372 Classroom Management (cohort class)
PED 382 Educational Assessment (cohort class)
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 encouraged to seek a different school district, grade level, and socioeconomic level for each placement, if possible.

Dress Code During Student Teaching Internships and Field-Based Practicum

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:

- The traditional ORU dress code is preferred. However, candidates involved in student teacher internships and practicums are permitted to follow the business casual dress code.
- The business dress code must be adhered to—No exceptions.
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

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

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

**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 Arts</td>
<td>10 hours</td>
</tr>
<tr>
<td>ELE 344</td>
<td>Elementary Reading Methods</td>
<td>30 hours</td>
</tr>
<tr>
<td>ELE 403</td>
<td>Literacy Assessment</td>
<td>15 hours</td>
</tr>
<tr>
<td>PED 111</td>
<td>Field-Based Experience/Elementary</td>
<td>30 hours</td>
</tr>
<tr>
<td>PED 121</td>
<td>Field-Based Experience/Secondary</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>

Other 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

The Oklahoma Regents for Higher Education now requires all candidates seeking a teaching credential in any subject area to have “listening and speaking skills at the Novice High level in a language other than English.” Teacher candidates who seek admission to the Professional Education Program at Oral Roberts University must complete language proficiency through level 102 by any of the following requirements:

- Pass the ORU Placement Test. The placement test costs $10 and can be taken by clicking on the following link: [http://webcape.byuhtrsc.org/?acct=oru](http://webcape.byuhtrsc.org/?acct=oru). (See Dr. Dunham CG5A09 or Jeannie Wing GC 5B01 for information) Currently, tests have been prepared in Spanish, French, and German (others may be available upon request). After passing this test at the 102 level, the Proficiency (PRF #001) will appear on the student’s official transcript.

- Complete ORU’s Language #102 course in any language with a grade of “C” or better. Or, Test Out of the #101 and #102 course(s) is acceptable.

- Transfer a Foreign Language course(s) to ORU, LAN 101 and 102.

- Complete Foreign Language course(s) through the Advanced Placement program.

- CLEP is acceptable for LAN 101 and/or 102.

- Pass the NOLA (Novice Oral Language Assessment) foreign language assessment process available in Spanish, French, German, and Russian. This test is not given at ORU but will be accepted if the student is transferring to the program in the College of Education. For more information, contact: NOLA Registration, OFLTA, P. O. Box 15356, Del City, OK 73155.

Procedures Toward Fulfilling the Language Requirement for the Professional Education Program

When transferring a course, if the candidate plans to apply the course toward a minor or a major, the ORU Policy for Transfer Courses is to be followed as outlined in the following section for ORU Transfer Policy.

Foreign Language courses taken at other schools can possibly be transferred as electives to only fulfill the Language requirement. When the teacher candidate is taking the course(s) to fulfill the Language requirement (Language 101 and 102) for the Professional Education Program, the ORU Transfer Policy is still required. The course will appear on the candidate’s official transcript as an elective in order to fulfill Oklahoma’s Teacher Preparation Language requirement. A copy of the ORU transcript highlighting the course(s) to fulfill proficiency will be inserted in the candidate’s portfolio. If a degree plan includes the 203 language course, a candidate may not use this option and must apply to the Modern Language Department for approval.

Candidates may also fulfill the Language requirement by taking the Placement Test administered by the Modern Foreign Language Department (MFLD). (see website address for the test above)
If the candidate has scores for the NOLA Test, which is provided by the state of Oklahoma, the scores are submitted to the Undergraduate Chair for approval before the Professional Education Program interview. The original copy of the test score is to serve as the portfolio item.

**Procedures for the Placement Testing for the Modern Foreign Language requirement**

The Placement Test(s) can be taken any time

After the candidate has completed the Placement Test on-line at [http://wevsape.byuhtrsc.org/?acct=oru](http://wevsape.byuhtrsc.org/?acct=oru), your score will be forwarded to ORU English and Modern Foreign Language Department, you will be placed in the correct language class, and the results of the test(s) are submitted to the Undergraduate Chair in the College of Education. If your score shows placement at the 203 level or above and your degree plan is a B.S. degree, you have met the requirement and do not need to enroll in a course. A proficiency note will be placed on your transcript. (See below)

The Undergraduate Chair forwards a list to the Registrar’s Office listing those who passed the test, which will also indicate the Proficiency Number according to the name of the language (PRF 001-01 French, PRF 001-02 German, etc.). The proficiency will then be posted to the candidate’s transcript.

Those who pass the Placement Test will also receive a letter from the office of the Undergraduate Chair. Candidates are to place the letter in their portfolio to indicate completion of that portion of the proficiency.

**College of Education Policy for Transfer of Courses for Undergraduate Degrees**

In order for undergraduate teacher candidates to take a course at another college or university, the following procedures are required:

- The candidate is to complete a Petition for Transfer Course(s) form requesting to take the course(s) and the reason the course is being taken at another institution. A course description from that institution of the course to be taken should be attached to the petition.

- The petition is completed and submitted by the candidate to the Chair of the College of Education. If approved, the Chair will sign. The goldenrod copy is kept for the candidate’s file.

- The candidate is responsible for submitting the petition to the Registrar’s Office.

- After the course has been completed and the grade has been posted to the official transcript of that institution, the candidate will request an official transcript be sent to the ORU Registrar’s Office to the attention of the Transfer Coordinator.

- At least 30 hours of all programs are to be completed at ORU.
Professional Portfolio

Teacher education in Oklahoma is competency-based with three integrated knowledge bases: general knowledge, subject matter knowledge, and pedagogy knowledge. The programs include extensive field experiences and the ongoing development of an electronic portfolio in which teacher candidates are asked to record, integrate, and reflect on their preservice experiences in the programs.

The ePortfolio is a set of materials that provides evidence of the individual’s growth and development toward becoming a professional educator. These collections of authentic, learner-specific documents are also acknowledgment that the development of a professional educator is an individualized process. These artifacts reflect the candidate’s progress over a period of time and provide useful information in assessing the success of the program in meeting its goals and maintaining the required competencies.

At this time, the ePortfolio process for the teacher preparation program at Oral Roberts University is divided into four levels. Entry Level must be completed before the candidate may complete the Professional Education Program Interview, which determines his or her admission to the teacher program (sophomore year). Intermediate Level is completed before making application for the Internship/Student Teaching experience (junior year). Capstone Level is completed before the exit interview after Student Teaching. The Professional Level is completed after the exit interview but before graduation. The portfolio process will continually be reviewed by the Faculty Senate; therefore, some of the levels may be revised in the future.

The ePortfolio is an assessment instrument used to determine if the candidate is meeting requirements and competencies as set by Oral Roberts University, the College of Education, and the Office of Educational Quality and Accountability. Advisors, College of Education faculty, and/or committees will be responsible for reviewing and evaluating each portfolio. The candidate may be asked to further develop his or her portfolio at any of the evaluation points before progressing through the program. Some portfolio items may be required in the syllabus of courses in the program. (See the electronic ePortfolio Handbook available in the resource section of the electronic portfolio.)

Admission to Student Teaching

Student teaching is the culminating experience of the Professional Education Program. It is during student teaching that the teacher in training puts into practice what has been learned both in the subject area and in professional education classes. A sound basis of general knowledge from general education courses and a Christian worldview are essential. Student teaching should be undertaken only upon reaching status as a senior-year or graduate candidate. The candidate must be formally admitted to the Professional Education Program before applying for student teaching (see Admission to Professional Education Program). For secondary and K-12 teacher candidates, applications for student teaching in the spring must be made by Monday after fall break or Monday after spring break for the fall, unless modified by the Student Teacher Coordinator. For elementary, early childhood, and special education majors, applications must be made by Monday after spring break for the following senior year cohort and student teaching, unless a different date is specified by the Student Teaching Coordinator.
Applications are available at the Student Teaching application meeting at the beginning of each semester and in the resource section of the ePortfolio. The completed application, a current official transcript indicating a cumulative GPA of at least 2.50 for undergraduates or 3.0 for graduate candidates, and résumés (4) are given to the individual’s advisor. A list of the student teacher candidates will be submitted to the College of Education Faculty Assembly for final approval. The Coordinator of Student Teaching will notify each candidate of his or her acceptance into the student teaching program and of the specific placements.

During the internship semester, all student teachers are required to attend the Professional Education Seminar/Portfolio meetings, which are held in the evenings. Please refer to the Student Teacher Handbook for more details on the student teaching program.

**Student Teaching Away**

**Rationale**

As part of the approved agreement with the Oklahoma Commission for Teacher Preparation, 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. Occasionally residential teacher candidates are approved to complete their student teaching internship outside of the greater Tulsa metropolitan area if they meet all of the qualifications.

**Fees:**

Students completing internships at a distance are required to take care of the following financial obligations:

- Air or car travel to and from the student teaching internship location for the university supervisor.
- Hotel expenses at a medium to high quality hotel for the university supervisor.
- The $30.00 per day ORU per Diem for four days for the university supervisor.
- 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. (See Appendix I for timeline.)
- A minimum GPA of 3.0 (A transcript should be attached.)
- Admittance to the Professional Education Program.
- Completion of all requirements in the degree program except for student teaching before entering the internship, including the Professional Seminar/Portfolio. (PED 361)
• 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) The OPTE should be taken after mid-term of Student Teaching semester.
• Attend a special required meeting for all teacher candidates seeking to complete the student teaching internship outside of the Tulsa area.
• Advisor’s approval is required signifying the candidate has the knowledge, skills, and dispositions to successfully complete a student teaching internship at a distance.
• Secondary teacher candidates must have their advisor’s approval signifying their willingness to travel to supervise the student teacher in an away school.
• 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 PED 450 – Student Teaching Away, 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 your ORU supervisor via telephone and/or email communication during the internship including notification of any needs and/or problems that arise.
• Obtain the student teacher packet, which includes all necessary documents and report forms before leaving ORU in the semester prior to Student Teaching.
• Return for College of Education Senior Day, Investiture ceremony, and ORU graduation in April following Student Teaching.
• Finish all course work prior to leaving for the student teaching internship.

*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 licensure (see Appendix).

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. (The candidate needs to indicate if transcripts should be printed after spring grades have been posted.)

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.

Perkins Loan Office

(GC 4 ½ W) This office should be notified that the candidate is leaving campus. The candidate must contact this office to receive exit interview information (phone: 495-6385).

Student Accounts

(GC 2 ½ W) Individuals should check their billing address with a teller or on 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 spring 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 Golden Hire Network system (orugoldenhire.com and register as a graduating student through the university’s online placement resources in order to explore nationwide career opportunities (phone: 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. The University Store will be open until noon on the day of commencement to sell regalia.

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 (495-6610).

Teacher Licensure/Certification Information

State of Oklahoma Teacher Licensure/Certification and ORU Degree Requirements

A primary goal of the Professional Education Program is to qualify candidates for teacher licensure/certification by the Oklahoma Commission for Teacher Preparation. The specific requirements of the Professional Education Program and the course listings given under each certification area reflect the current standards as stated in the Oklahoma Commission for Teacher Preparation Handbook. 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 License in the state of Oklahoma.

Even though a degree is a prerequisite for teacher licensing, the requirements for licensure are not necessarily the same as those for a degree from ORU. The candidate should consult the ORU general catalog and his or her academic advisor to be certain that degree requirements are being met.

State Certification Tests

The state of Oklahoma requires that three tests be passed before a teacher candidate can receive a license. Candidates must complete the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE) before applying for an initial teaching license. All three tests are required for graduation.

Those who plan to teach in a state other than Oklahoma will want to become familiar with the requirements of that state. The College of Education recommends that all candidates test and plan to apply for Oklahoma’s Standard License. This license more easily enables the teacher to obtain a Provisional License (after passing that state’s test), which allows him or her to be hired more quickly than meeting that state’s requirements. For specific questions, visit with the Certification Officer in the College of Education.
Study Guides, which include sample test questions, are available and can be ordered from the Educational Testing Service. Test dates are available in the College of Education. Order the Study Guides well in advance of taking the tests. See the Web site also for online registration and online Study Guides (www.ceoe.nesinc.com). Study Guides are also available in the ORU library at the Reserve Desk on the fourth floor LRC.

The tests are given often each year, (check the on-line website for the schedule). The deadline for applying is usually six weeks before the test; therefore, begin preparing the application weeks before the deadline in anticipation of scheduling and financial arrangements. The institutional code is #28. (See Appendix III for additional information about testing.)

Application for License/Certificate

Standard License:

After completing student teaching and passing the three tests including the OPTE, an individual is eligible to apply for the Standard License. The application for licensure is completed with the Certification Officer. The following procedures/documents are to be submitted when making application (December graduates follow this same procedure):

➢ On-Line Certification Application Directions

1. Go to http://www.sde.state.ok.us
2. Go to bottom of the page to “OnLine Teacher Certification System and Information”
3. Click on “create an account”
4. Click on “yes-I hold (or am working toward) Oklahoma teaching credential
5. Click “next”
6. Since you do not have a teacher number, use your Social Security number, plus last name and date of birth
7. Go to “My recommendations” to check that ORU has completed that part, then back
8. Click on “Apply for credentials”
9. Then verify or correct personal information
10. Click on “Apply”
11. If the message is “Pending,” there is a problem and you need to contact the State Department at 405-521-3337
12. If all is finished, it will say “I” or “Issued”
13. The Director of Teacher Certification must complete a portion of the application process

➢ The Standard Certificate is renewable every five years.
Out-of-State Certification

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

Certification Examinations

The Oklahoma Commission for Teacher Preparation requires that three tests be passed before a teacher can receive a license/certificate. Following is a description of each. (See the Web site [www.ceoe.nesinc.com] for more details.)

➢ 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. The selected-response questions are weighted 80%, and the writing assignment is weighted 20% in calculating the total test score.
  • 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.

➢ 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 take the OSAT in their major prior to approval to student teach.

➢ The Oklahoma Professional Teaching Examination (OPTE) is designed to assess professional knowledge and skills needed by entry-level Oklahoma educators. There are two OPTE tests.
  **OPTE: PK-8** should be taken by candidates seeking Early Childhood or Elementary/Middle Level certification.
  • Teacher candidates are required to take the OPTE during the Student Teaching Internship.

**OPTE: 6-12** should be taken by candidates seeking secondary certification.
  • Teacher candidates are required to take the OPTE during the Student Teaching Internship.

➢ The certification tests are administered often (check website). The application deadlines and test dates are available in the College of Education. Be aware that the deadlines are weeks in advance of the test dates. **Only two tests may be taken on each test date.**
Plan carefully in order to complete all required tests in the desired time frame.

- The OGET must be passed before the Professional Education Program interview.
- Some content areas have several subject area tests (OSAT). Only two tests can be taken on each test date.
- In order to apply for a license immediately following graduation, all test scores must be passed and submitted.
- All state examinations must be taken prior to graduation.

➢ 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.ceoe.nesinc.com). Study Guides are also available on Reserve at the ORU library.

➢ Students who plan to teach out of state or in another country will have little problem securing a license with an Oklahoma Standard License. It is best to apply for the Oklahoma Standard License and take that to one’s state’s Department of Education, but if one chooses not to obtain an Oklahoma license, it is suggested that the student contact that state’s Department of Education and ask for information about securing an initial licensure. This choice may result in extra coursework requirements prior to licensure.
Graduate College of Education

Introduction

The College of Education would like to encourage all candidates to continue their education after graduating. Teachers as educators need to be always adding to their knowledge base. There are five programs in the Master of Arts degree and the Doctoral degree has three areas of emphasis from which to choose. The following will introduce the Master of Arts programs, the entrance requirements, and the Fast Track program. Students should ask their advisor for additional information or visit the Graduate College of Education.

Programs Available in the Master of Arts Degree

The Master of Arts in Education is offered in the following areas, which require a minimum of 36 semester hours:

• Curriculum and Instruction
• Christian School Administration (PK-12)
• *Public School Administration (Principal Certification)
• Master of Arts in Teaching/Alternative Certification
• Master of Arts in Teaching with Full Licensure

*State Certification Programs

Each program is individualized and provides the flexibility needed to successfully complete graduate work. Fall/spring modulars are offered in addition to the ORU Summer Institute Program coupled with Independent Studies through correspondence and online courses.

Graduate Students whose program is Master of Arts in Teaching must do the following:

➢ Complete the requirements for admission to the Professional Education Program.
➢ Maintain a GPA of 3.0.
➢ Complete the state-approved program in each content area the individual plans to teach, including General Education, Specialization, and Professional Education.
➢ Submit OGAT and OSAT passing scores prior to admission to this program.

Programs Available in the Doctor of Education Degree

• Christian School Administration (PK-12)
• Postsecondary Administration
• Higher Education School Administration
• *Public School Administration

*State Certification Programs
Entrance Requirements and Admission Procedures

To apply for admission, students should visit with the Graduate Admissions Coordinator in the College of Education. In addition to completing the application, students should have a GPA of 3.0 (on a scale of 4.0) and complete the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE).

The Fast Track Program (Eligible seniors may take graduate courses. See Appendix I.)

➢ 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 instructor, 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.

Awards and Scholarships

Honors are presented in each of the early childhood, elementary, special education, secondary, and K-12 content areas. Candidates are eligible for honors if they have a 3.4 GPA or above and participate in the honors defense of their senior portfolio. Honors are also presented to individuals in each area for outstanding student teaching. Candidates are nominated by the cooperating teacher and the university supervisor. The Honors and Award Committee of the Education Faculty Assembly determines the final selection.
The College of Education presents the following awards and recognition to students at the time of graduation for outstanding performance:

- Most Outstanding Achievement Award Undergraduate Teacher Candidate
- Outstanding Senior Portfolio
- Overcomer Award
- Outstanding Education Candidate in Each Secondary Major Subject Area

Outstanding Achievement Award for:
- Elementary Teacher Candidate
- Early Childhood Teacher Candidate
- Special Education Teacher Candidate

- Most Outstanding Achievement Award Masters Candidate
- Most Outstanding Achievement Award Doctoral Candidate

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

- Be an education major.
- Be admitted to the Professional Education Program.
- Be in good standing with the university.

The Scholarship and Award Committee of the Education Faculty Senate 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

(See page 35 for a sample application form)

**Teacher Candidate Organizations**

Teacher candidates choose from two professional organizations: The Student Oklahoma Education Association or the Professional Oklahoma Educators. Members participate in activities throughout the year, including the investiture ceremony and the graduate student banquet. In addition, teacher candidates may qualify for membership in Kappa Delta Phi (Honors).
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. In recognition of the unique goals and objectives of education courses, the College of Education has developed its own evaluation instrument. At the conclusion of each course, candidates are encouraged to use this online questionnaire to give feedback and to make suggestions for improvements in the future. The instructors 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 two evaluations 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. Students should also consult www.oru.goldenhire.com pages when searching for employment opportunities.

Teacher candidates are encouraged to complete a professional electronic portfolio that can be shared with potential employers.

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 compiled periodically and presented to the Dean of the College of Education and to the Education Faculty Assembly and will be used in adjusting course content and the Professional Education Program as a whole.
APPENDIX I

Forms Used in the Professional Education Program
# Professional Education Program Requirement Check Sheet

<table>
<thead>
<tr>
<th>Event</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed 45 hours with a minimum GPA of 2.50</td>
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<tr>
<td>Field-Based Experience</td>
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<td></td>
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<tr>
<td>Language Proficiency (102 level)</td>
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<td></td>
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<tr>
<td>Foundations and Methods of Education</td>
<td></td>
<td></td>
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<tr>
<td>Composition 102</td>
<td></td>
<td></td>
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<tr>
<td>Oral Communication</td>
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<td></td>
</tr>
<tr>
<td>Oklahoma General Education Test (OGET)</td>
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<td></td>
</tr>
<tr>
<td>Filled out application to Professional Education Program</td>
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<td></td>
</tr>
<tr>
<td>Entry Level Portfolio Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received notification of admission</td>
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<tr>
<td>Intermediate Level Portfolio Review</td>
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<tr>
<td>Application for student teaching</td>
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<tr>
<td>Oklahoma Subject Area Test(s) (OSAT)</td>
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<td></td>
</tr>
<tr>
<td>Received Notification of Acceptance to Student Teaching</td>
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<td></td>
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<tr>
<td>Began Placement File</td>
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<td></td>
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<tr>
<td>Oklahoma Professional Teacher Examination (OPTE)</td>
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<td>/</td>
</tr>
<tr>
<td>Completed Application for Graduation Form</td>
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</tr>
<tr>
<td>Capstone Level Portfolio Review</td>
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</tr>
<tr>
<td>Professional Level Portfolio Review</td>
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<td></td>
</tr>
<tr>
<td>Completed requirements for licensure/certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed application for licensure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOLARSHIP FORM

Criteria

η You must be an Undergraduate Education Major.
η You must have a cumulative GPA of 3.0 or above (your GPA must be established at ORU).
η You must be admitted to the Professional Education Program.

Name

Campus Address

Major

Current GPA

List student organizations in which you are active.

List other community groups or organizations in which you are active.

Why do you feel you are called to teach?

What are your plans after graduation from the university?

List other scholarships you have received (please indicate the year and the amount received).
List names of two personal references (minister, faculty member, etc., with phone numbers).

1. 

2. 

Attach one recommendation LETTER from someone outside the College of Education.

I certify that the above is accurate information.

Signature ____________________________ Date __________

Application Deadline: March 1
FAST TRACK PROGRAM
ORU Adult Learning Service Center
Office of Graduate School Admissions

Z# ____________________________________________________________

Name ____________________________________________

Last    First    Middle

Address ________________________________________________

Street    City    State    Zip

Phone _________________________ Email address _________________________

Semester you will complete undergraduate degree requirements ________________

Undergraduate major/minor __________________________________________

Semester you desire to begin taking graduate courses ______________________

Graduate school in which you desire to take classes ______________________

Graduate degree program of interest ________________________________

Have you made formal application to be a graduate student at ORU? ______________

Student’s Signature ___________________________ Date ______________

For office use only:

Semester hours completed: ________________ Cumulative GPA: ________________

☐ Approved    ☐ Denied

Dean’s Signature ___________________________ Date ______________

This application is for the Fast Track program only. Formal application must be made to be admitted as a graduate student.

Complete and return this form to: Admissions Coordinator—Adult Learning Service Center
7777 South Lewis Avenue, Tulsa, OK 74171 • (918) 495-6058 • Email alscadmissions@oru.edu • Fax (918) 495-7214
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 licensed 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 license will not be issued if there is a felony conviction on record. Learning of this bar to licensure 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 license.

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 203—Foundations of Education)

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.

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.

3. 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.

4. Keep in mind misdemeanors will not in most cases be a bar to licensure. 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 licensure or employment.
5. 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.

6. 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.

7. This Background Check is for criminal activity only. The concern is for felony conviction, guilty plea, or no contest plea (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. I give Oral Roberts University authorization to use my Title IV funds to pay for expenses related to the required background checks and to charge my student account. These charges can include tuition, fees, books, room and board, chapel fines, parking permits, background check fees, parking fines, library fines, returned check charges and late fees, and other charges incurred in a prior academic year of attendance not to exceed $200.00.

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.)
Student Teaching Away

Sample Timeline
(If requesting to student teach away, attend pre-application meeting a year in advance)

I. **September 30**—Obtain approval from your advisor stating that you have the knowledge, skills, and dispositions to complete the student teaching experience in an away capacity. This indicates the following:
   - You are mature enough to meet all deadlines and complete all paperwork and make the arrangements in a timely fashion.
   - Your academic record is strong (minimum 3.0 cumulative GPA) and all course requirements will be complete prior to the student teaching away placement.
   - Your advisor is willing to travel to the away destination if necessary.

II. **October 18**—Obtain arrangements with an accredited school of your choice. Requirements include the following:
   - Approval in writing from the school administrator to student teach in that school, name of cooperating teacher, and contact information.
   - The approval letter should be addressed to the Student Teaching Committee.
   - The approval letter should be on official school stationery.
   - The approval letter should indicate whether the district requires a fee for the student teaching placement or other requirements related to the placement.
   - The approval letter should indicate willingness to contact the Oral Roberts University College of Education student teacher’s supervisor should there be concerns or problems during the internship.

III. **October 18**—Complete enrollment of student teaching and all remaining approved courses for internship semester. (PED 361, PED 450, and Cohort courses if appropriate)

Note: If full-time status is necessary for financial aid purposes, see College of Education chair to make arrangements for variable credit courses (PED 361) and add HPE.

IV. **November 30**—Take all state examinations (OGET, OSAT, OPTE) prior to leaving for the student teaching away internship.

V. **TBA**—Attend required student teaching away meeting when announced.

VI. Submit student teaching application one year in advance of the planned away internship.

VII. **Prior to leaving for your internship away, all degree coursework except student teaching away courses must be successfully completed with a verification letter from your instructors as to your final grades.**
ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION

APPENDIX II

Criteria and Competencies
UNIVERSITY

Mission Statement

Oral Roberts University was founded as a result of the evangelist Oral Roberts obeying God’s mandate to build a university on God’s authority and the Holy Spirit. God’s commission to Oral Roberts was to “Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.”

Oral Roberts University is a charismatic university founded in the fires of evangelism and upon the unchanging precepts of the Bible. The Board of Trustees and the President and Chief Executive Officer are dedicated to upholding the university’s founding purpose.

Statement of Purpose

It is the purpose of Oral Roberts University, in its commitment to the historic Christian Faith, to assist students in their quest for knowledge of their relationship to God, people, and the universe. Dedicated to the realization of truth and the achievement of one’s potential life capacity, the university seeks to graduate an integrated person—spiritually alive, intellectually alert, physically disciplined, and socially adept. To accomplish this purpose, Oral Roberts University seeks to synthesize, by means of interdisciplinary cross-pollination, the best traditions in liberal arts, professional, and graduate education with a charismatic concern to enable students to go into every person’s world with healing for the totality of human need.

COLLEGE OF EDUCATION

Philosophy Statement

It is the philosophy of the College of Education 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, 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 provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.
College of Education Portfolio Philosophy

The portfolio is a collection of artifacts that reflects the competencies required by the Oral Roberts University College of Education, the Oklahoma Commission for Teacher Preparation, and the National Council for Accreditation of Teacher Education. The College of Education believes that the benefits of the portfolio include the opportunity for candidates to demonstrate growth and development toward mastery of these competencies, and for candidates to engage in self- and peer-reflection. Additionally, the portfolio serves as the foundation of the Unit’s assessment system and is used for program improvement.
Oral Roberts University College of Education 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)
GENERAL COMPETENCIES

Approved by the Oklahoma State Board of Education

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, performance skills, and effective use of technology.

5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interactions, self-motivation, and active engagement in learning, thus providing opportunities for success.

6. The teacher develops 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. The teacher evaluates the effects of his or 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. 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.
MINIMUM CRITERIA FOR EFFECTIVE TEACHING PERFORMANCE

Practice

Teacher Management Indicators

➢ Preparation—The teacher plans for delivery of the lesson relative to short-term and long-term objectives.

➢ Routine—The teacher uses minimum class time for noninstructional routines, thus maximizing time on tasks.

➢ Discipline—The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).

➢ Learning Environment—The teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

Teacher Instructional Indicators

➢ Establishes Objectives—The teacher communicates the instructional objectives to students.

➢ Stresses Sequence—The teacher shows how the present topic is related to those topics that have been taught or that will be taught.

➢ Relates Objectives—The teacher relates subject topics to existing student experiences.

➢ Involves All Learners—The teacher uses signaled responses, questioning techniques, and/or guided practices to involve all students.

➢ Explains Content—The teacher teaches the objectives through a variety of methods.

➢ Explains Directions—The teacher gives directions that are clearly stated and related to the learning objectives.

➢ Models—The teacher demonstrates the desired skills.

➢ Monitors—The teacher checks to determine if students are progressing toward stated objectives.
➢ Adjusts Based on Monitoring—The teacher changes instruction based on the results of monitoring.

➢ Guides Practice—The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.

➢ Provides for Independent Practice—The teacher requires students to practice newly learned skills without the direct supervision of the teacher.

➢ Establishes Closure—The teacher summarizes and fits into context what has been taught.

Products

Teacher Product Indicators

➢ Lesson Plans—The teacher writes daily lesson plans designed to achieve the identified objectives.

➢ Student Files—The teacher maintains a written record of student progress.

➢ Grading Patterns—The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

Student Achievement Indicators

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

Oklahoma State Department of Education
Highly Effective Teacher Qualities for Student Teachers and Interns


- Have high expectations for all students
- Contribute to positive academic, attitudinal, and social outcomes for students
- Use diverse resources to get the job done
- Value diversity
- Collaborate with others


- Data-Driven Planning
  - The teacher’s planning process constantly anticipates student misconceptions and/or prior knowledge by employing a variety of instructional strategies and resources.

- Instructional Delivery
  - The teacher’s instructional delivery optimizes students’ opportunity to learn by engaging students in higher-order thinking skills and processes to address divergent learning needs.

- Assessment for Learning
  - The teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.

- Student Progress
  - The Teacher attains a high level of achievement with all populations of learners.

1 "Teaching is judged by successful learning"  
X Learning Environment

+ The teacher consistently uses effective management strategies so that learning time is maximized and disruptions are minimized.

X Professionalism

+ The teacher is a professional role model for others, engages in a high level of professional growth, and contributes to the development of others and the well-being of the profession.

Oral Roberts University College of Education Distinctive

- Supportive of the ORU College of Education’s vision and mission
- Positive disposition toward student learning
- Visionary
- Strong content and pedagogical knowledge
- An individual who has coaching knowledge. Mentors intentionally and enthusiastically.
- A minimum of three years of teaching and/or administrative duties
- Willing to share classroom governance
- Supportive of teacher education programs
- Demonstrate a professional attitude toward service to the profession
- Evidence or perception that they have/run a good school effective for students, effective for staff

"Teaching is judged by successful learning"
ORAL ROBERTS UNIVERSITY
COLLEGE OF EDUCATION

CONCEPTUAL MODEL

General Education
Assessment
Competencies
Professional Education
Experience
Service/Outreach
ORU Mission
Christian Worldview and Biblical Foundation

Transformed Educators

APPENDIX III

Certification Tests
# Oklahoma Commission for Teacher Preparation Certification Testing

<table>
<thead>
<tr>
<th>Grade Levels/Teaching</th>
<th>PK – 12 Pre-Kindergarten/Secondary</th>
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<td>PK – 12 Pre-Kindergarten/Secondary</td>
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<tr>
<td></td>
<td>PK – 12 Pre-Kindergarten/Secondary</td>
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<td>PK-3</td>
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<td>1-8</td>
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<td>• Science</td>
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<tr>
<td></td>
<td>• Social Studies</td>
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<td></td>
<td>• Speech/Drama/Debate</td>
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<tr>
<td></td>
<td>Art</td>
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<td></td>
<td>Health and Physical Education</td>
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<tr>
<td></td>
<td>Modern Foreign Language</td>
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<td></td>
<td>Music-Instrumental and Vocal</td>
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<td></td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td>English Language Learners</td>
</tr>
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</table>

*For information concerning certification tests, see the Web site listed below. You may register online at www.ceoe.com or look at sample questions at [www.ceoe.nesinc.com](http://www.ceoe.nesinc.com).

## Resources:

**See:** *Teacher Shortage Areas Nationwide Listing 1990-1991 through 2015-2017* (March 2017) U.S. Department of Education. ([www2.ed.gov/about/offices/list/ope/pol/tsa.pdf](http://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf)).
#### CERTIFICATE GRADE LEVELS
Approved by the Oklahoma State Board of Education pursuant to O.S. 70-6-189

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<th>1 - 8</th>
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<th>6 - 12</th>
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<td>(6 - 12)</td>
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<td>(PK-8)</td>
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<tr>
<td>Early Childhood</td>
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</table>

November 1998
REQUIREMENTS FOR PUBLIC SCHOOL CERTIFICATION
FOR THE OKLAHOMA COMMISSION
FOR TEACHER PREPARATION

Admission to the Professional Education Program

Complete an Application for the Professional Education Program

Applications are completed in the PED 203—Foundation and Methods of Education course.

Requirements include:

1. Pass the Oklahoma General Education Test (OGET).
2. Complete the Language Proficiency requirement—Pass proficiency test or pass Language 101 and earn a grade of “C” or above. At least 102 level must be completed before student teaching application for the B.S. degree and 203 or higher level for B.A. degree.
3. Complete 45 hours of college course work.
4. Earn a GPA of 2.5 or above.
5. Complete Entry Level of the ePortfolio, and review with content area advisor (send to advisor in the ePortfolio assess mode prior to review).
6. Earn a grade of “C” or above in each course:
   • Oral Communications (COM 101)
   • Composition II (COMP 102)
   • Foundations/Methods of Education (PED 203)
   • Field-Based Experience (PED 111/121)
Scholarships and Other Financial Aid for In-Service Teachers

Loan Payment
Temple Scholarship
- Available to ORU graduates in teacher education with standard certification who have not previously received this scholarship
- Must be teaching in a Title I school
- Must be in first or second year of teaching
- $5,000
- Applications are available in the College of Education Office

Loan Forgiveness
Perkins Loan borrowers
- Available to full-time teachers in a Title I school or teaching in an area of mathematics, science, foreign languages, bilingual education or any field of expertise that is designated to have a shortage of qualified teachers within the state in which the loan recipient teaches. To find these areas of certification for your state, go to http://www.ed.gov/about/offices/list/ope/pol/tsa.pdf or http://www.sde.state.XX.us/ (XX- replace these letters with the abbreviation for your state)
- A percentage of the loan is forgiven up to 100% over a period of five years for each year of teaching
- Forms are available in the ORU Student Loan Office
- For more information concerning guidelines and limitations see http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying

Loan Deferment or Forgiveness
FFEL/Stafford Loan Borrowers
- Available to teachers who are teaching in a Title I School or teaching math, science or special education
- Up to $5,000 for most teachers; $17,500 for teachers of math, science, or special education
- Forms may be obtained from your FFEL or Direct Loan Lender
- For more information concerning guidelines and limitations see http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying