ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION
2014 INSTITUTIONAL AND STATE REPORT

Prepared for the
Council for the Accreditation of Educator Preparation
and the Oklahoma Commission for Teacher Preparation

ORU

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OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

Overview and Conceptual Framework

I.1   Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious).

Oral Roberts University, a private Christian institution, is on a 263-acre campus, with 20 major buildings, in Tulsa, Oklahoma, where the population is estimated at 613,816. ORU, named for its founder Oral Roberts, was chartered on November 9, 1963. (Exhibit 1 [p. 12 & 13])

The main academic facility, the John D. Messick Learning Resources Center and Marajen Stevick Chinigo Graduate Center (LRC/GC), houses programs from six colleges: Arts & Cultural Studies, Business, Education, Nursing, Science and Engineering, and Theology & Ministry. ORU offers 65 undergraduate majors, 14 graduate programs, and two doctoral degrees: a Doctor of Ministry and a Doctor of Education in Educational Leadership to 3335 students: 2782 undergraduates and 553 graduates. (Exhibit 1 [p.13-14]; Exhibit 24 [p. 1])

ORU is charismatic, founded in the fires of evangelism and upon unchanging Biblical precepts. Its founding was the result of 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: 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.

The mission of ORU is as follows: To build Holy Spirit-empowered leaders through whole person education to impact the world with God's healing.

ORU educates the whole person: mind, body, and spirit. This approach is grounded in faith and on successful student outcomes. A recipient in 2007 by the Council for Higher Education Accreditation for the Award for Institutional Progress in Student Learning Outcomes, ORU has identified five Learning Outcomes, with 17 proficiencies to attain its vision and mission. (Exhibit 1 [p. 11-13]; Exhibit 134)

With its fourth president, ORU is expanding the concept of a Christian University. A Presidential Task Force on globalization seeks to fulfill the global mandate by expanding access to a whole person education worldwide. Students from over 115 countries matriculate through ORU, yet Dr. Wilson stated, The vision for the next era of ORU is to take the same excellent, spirit- empowered education to the doorstep of every inhabited continent. The Task Force has stated seven

initiatives. (Exhibit 135)

ORU is accredited by the Higher Learning Commission and belongs to the North Central Association of Colleges and Schools. Three colleges have specialized accreditation: the College of Theology & Ministry is accredited by the Association of Theological Schools; the College of Nursing by the Commission on Collegiate Nursing Education and the OK Board of Nursing; the College of Education by National Council for Accreditation of Teacher Education (NCATE) now the Council for the Accreditation of Education Preparation (CAEP) and Oklahoma Commission for Teacher Preparation (OCTP). Several programs within colleges are nationally accredited. For example, Music Education is accredited by the National Association of Schools of Music. (Exhibit 28, 21)

ORU's structure is a traditional design: students, faculty, department chairs, deans, a Provost, a President, the President's Council, and a Board of Trustees. Colleges in ORU have structure servicing each school's mission, purpose, goals, and objectives. (Exhibit 13)

The Board of Trustees has legal charge for ORU and ensures operation within its mission and purpose. The President's Council includes Vice Presidents and key administrators and considers matters crossing administrative lines, affecting all of ORU.

The Provost is responsible for academic programs, policies, and procedures; issues of faculty employment; research administration; and all academic program needs. The deans and main administrators report directly to the Provost and make up the Deans Council. They meet monthly on policy needs crossing areas within ORU and matters of attention beyond regular protocols.

The faculty is involved through the Faculty Senate. The Council of Department Chairs meets monthly to coordinate academic issues for undergraduate programs. (Exhibit 18)

I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators.

The College of Education (COE) Dean reports to the Provost. The Dean and Chairs make up the Leadership Team and are responsible for the COE including the Undergraduate and Graduate Departments. The Leadership Team plans undergraduate programs with the Colleges of Arts & Cultural Studies and Science & Engineering. (Exhibits 2-12)

With the dean there are 33 full and part-time faculty in the COE. The undergraduate chair and 18 faculty make up the Undergraduate Council, a n d administer 12 undergraduate programs and one concentration leading to certification for 201 teacher candidates. The graduate chair with 12 faculty make up the Graduate Council serving 109 master and 215 doctoral candidates. Advanced programs include two master degrees (M.Ed. and MAT) with four majors; one leads to initial certification (MATL), one to alternative certification (MATA), and the Curriculum and Instruction major does not lead to certification. The other major has two concentrations leading to building level certification (SADM). The doctoral degree has one major and three concentrations; two lead to district level certification. (Exhibits 14, 15, 20; Exhibit 24 [pp. 2-3])

The theme Transformed Educators inspires professionals active in Christian values, ethics, and integrity, who demonstrate the content, pedagogical, professional knowledge, skills, and dispositions to impact student learners. (Exhibit 23 [p.2])

The unit is accredited by National Council for Accreditation of Teacher Education (NCATE) and the Oklahoma Commission for Teacher Preparation (OCTP), and is recognized by the Oklahoma State Regents for Higher Education and the Oklahoma State Department of Education for teacher and administrator programs. A continuing review by OCTP and NCATE, September 2006, approved accreditation for seven years. All standards were met with 1 Area for Improvement: Standard 1 (Advanced). (Exhibit 28)

The College of Education is structured and defines its mission, purpose, goals, and objectives. The Faculty Assembly approves proposals from Undergraduate and Graduate Councils. Proposals affecting other colleges are approved by their own Faculty Assembly; proposals involving general education are approved by the Oral Roberts University Faculty Senate. (Exhibit 15; Exhibit 18 [pp. 5-6]; Exhibit 19 [p. 5])

I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals.

There are 12 initial programs and one area of concentration. Two program reports (Art and Speech/Drama/Debate) were state reviewed; 10 (Early Childhood, Elementary, English, English Language Learners, Health and Physical Education, Math, Modern Foreign Language, Science, Social Studies, and Special Education) are nationally reviewed by their Specialized Professional Association, and one (Music Education) is approved through the music department's national accrediting association, the National Association of Schools of Music, and not required to complete a report. Also, two advanced program reports (Building & District Level Administration) were nationally reviewed; eight were Recognized with Conditions (two at the state level and six at the national level), one was Recognized with Probation, and five required Further Development. Two reviewer concerns: 1) too many assessments for the standard when one or two met it; 2) assessment rubrics need standard-specific wording. Faculty resubmitted spring 2014. (Exhibit 20, 21)

Off-campus programs are not offered. The alternate route program is offered in the initial program at the graduate level for anyone with a bachelor degree in a subject area leading to certification and who meet Oklahoma Alternative Placement Program requirements. Few candidates complete the entire master program. Students complete required courses, exit the program, and are non-degree seeking. A review of the data shows since 2010 four candidates were non-degree seekers with plans to study for superintendent certification. Of the four, two have completed the plan of study. Once a candidate completes the plan they can make application for full superintendent certification. Of the two who have completed the plan, one has applied and received full certification and the other is still in process. The unit has online courses in advanced programs, and one program offers more than 50 percent of its courses online: a M.Ed. in Christian School Administration. Most courses can be taken online, or on-campus, in a four-day modular format. Candidates are free to alternate between courses in both formats, so data is disaggregated by course for comparison, not by program completers. (Exhibit 22, 111)

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions.

The conceptual framework (CF) for the College of Education is linked to Oral Roberts University's vision. The central focus of the unit design provides the structure for course content, candidate competencies, instruction, assessment, and evaluation. In alignment with ORU's vision and mission, the COE has the over-arching goal of preparing educators for service in Christian, private, public, and home school education. The unit theme, Transformed Educators; Transforming Society; The Miracle Ahead – A Transformed Generation, is to produce transformed professionals who can become leaders and demonstrate the characteristics of Christian values, ethics, and moral integrity. They also demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. (Exhibit 23)

The unit philosophy of education forms the basis for the education preparation program and is concerned with the relationship of how theory is applied and assessed in practice and how practice is evaluated to improve P-12 student results. Central to the COE program is the belief that true wisdom and knowledge is from God. The Bible is the standard and central point of reference. Thus, graduates are prepared to go into every person's world as transformed educators to transform society.

The COE offers a diverse program to equip educators in general, specialized, and professional education as displayed in the Conceptual Model. A modified Celtic cross represents the visual model and is distinguished by a circle surrounding the cross point. ORU's Christian foundation validates the use of a cross as the visual model for its CF. The model's foundation consists of ORU's Mission, a Christian Worldview and Biblical Foundation. The cross is capped with General Education, and the crossbeams represent the Subject Area and the Pedagogical preparation. The circle acts as a connection to all content by implementing educational Competencies, Experiences, Outreach, and Assessment.

The COE adopts a conservative emphasis in lifestyle and promotes an awareness and use of a variety of educational approaches that align with a Biblical worldview. The knowledge base includes interest in learning styles theory and acceptance of the concepts of multiple and emotional intelligences and brain research. Faculty incorporate current research as they prepare candidates to identify student differences and develop strategies to reach students. The knowledge base is embedded in current research: Dunn and Dunn, Gardner, Lazear, Diamond, Wolfe, Sousa, Witkin and others. Finally, the Unit incorporates Wong, Gibbs, Dobson, Canter, Kounin and Glasser to assist candidates in developing their own philosophy of classroom management and discipline.

The Unit goal in aligning its programs with state, national, and professional competencies and standards is to develop educators able to provide learning opportunities. These opportunities exist to enhance candidates' intellectual, social and personal development and to create instructional opportunities adapted for diverse learners. Therefore, the Unit has developed 18 Institutional Standards (IS) and 14 dispositions that are aligned with the Conceptual Framework. The IS are aligned with state, national, and professional organizations standards including the Interstate New Teacher Assessment and Support Consortium (InTASC) principles and Educational Leadership Constituent Council (ELCC) standards. The standards are reflected in course syllabi

and are used to develop assessment instruments which measure candidates' pedagogical and subject area knowledge and understanding. (Exhibit 16, 17, 25, 26, 27, Exhibit 74 [pp. 5-9])

Candidates demonstrate their commitment to student learning, their understanding of the roles and responsibilities of the profession, and their involvement as members of professional learning communities through submission of artifacts aligned to standards in an electronic portfolio. Additionally, the Common Core State Standards and the Teacher Leadership Effectiveness assessment instrument are incorporated throughout the programs. (Exhibit 63, 66, 136, 137)

Recognizing that our candidates are called to go into every person's world, the unit has identified specific outcomes to ensure candidates are prepared to live and work in a global marketplace. This gives candidates a multi-cultural and global perspective in their career choices. Through multi-cultural education and mission opportunities both domestic and abroad, candidates experience and learn to appreciate diverse peoples and cultures. (Exhibit 25 [IS # 5, 7, 11, 12, 13, 16, 18])

The unit's Conceptual Framework is shared with internal and external stakeholders including candidates, faculty, administrators, alumni, cooperating teachers, and P-12 administrators. The professional community evaluates the CF to determine if the unit is producing educators who make a difference by improving student learning and school climate. Collaboration with the professional community assists the unit in evaluating its framework and provides the accountability needed to improve programs and unit operations. The Conceptual Framework was recently updated to include alumni feedback, new terminology and current educational research. Modifications are approved by the COE Faculty Assembly. (Exhibit 38, 39, 40, 62)

The CF reflects the commitment to engage faculty and candidates in activities resulting in educators who use technology to support student learning. To meet the needs of an ongoing technological society, the faculty are expected to maintain a continuous knowledge base of current issues in technology development and to integrate new technologies in their instruction. The unit has also implemented the use of electronic portfolios for the candidates and faculty in partnership with an external provider, Chalk and Wire. Finally, all teacher education classrooms have Smartboards, and the latest technology to train candidates working with special needs students, and all faculty have iPads. (Exhibit 16 [PED 363, PED 305, SED 423]; Exhibit 17 [GADM 920]; Exhibit 138, 150)

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Candidate Knowledge, Skills, and Professional Dispositions
What do candidate assessment data tell the unit about candidates meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

The College of Education has 12 programs and one concentration at the initial level. Two reports (Art and Speech/Drama/Debate) were submitted for state review and 10 (Early Childhood, Elementary, English, ELL, HPE, Math, Modern Foreign Language, Science, Social Studies, and Special Education) program reports for national review to their SPA. Music Education, accredited by NASM, is not required to submit. Of the submitted, eight were Recognized with Conditions (two at the state level and six at the national level), one was Recognized with Probation, and three needed further development. Two common concerns cited by reviewers: 1) too many assessments for a standard when one or two met it; and 2) assessment rubrics needed words from evaluation criterion and performance level standards. Faculty are addressing these concerns for resubmission spring 2014. (Exhibit 20, 21)

Candidates are required to show general knowledge prior to admittance into the Professional Education Program (PED) by passing the Oklahoma General Education Test (OGET), a minimum Grade Point Average (GPA) of 2.50 on a 4.0 scale, two disposition evaluations, C or above in required courses, completion of the Entry level portfolio, and a successful interview. (Exhibit 2 [pp. 10-11]; Exhibit 80 [Entry Level])

The OGET tests basic knowledge, communication skills, liberal studies, and critical thinking in reading, math, and a written constructed response. A minimum of 240 of 300 is required. Based on the minimum score, the COE faculty, with input from secondary representatives and the professional community, has defined achievement levels on the certification exams: Scores below 240 are Unacceptable (equal to 1 on a 4 point scale); scores from 240-259 are Acceptable (2); scores from 260-279 are Competent (3); and scores from 280-300 are Exemplary (4). Aggregate scores for 96 candidates range from 2.49 (Acceptable) in writing to 3.40 (Competent) in math. (Exhibit 70)

A minimum GPA of 2.50 or higher on a 4.0 scale is required for admittance to the PED. A GPA below 2.5 is Unacceptable or equal to 1; 2.5-2.99 is Acceptable (2); 3.0-3.49 is Competent (3); and 3.5-4.0 is Exemplary (4). Aggregate scores for three years are 3.58 (12); 3.75 (12) and 3.47 (36) respectively; most GPAs are at the Competent level. (Exhibit 73)

The ePortfolio is a developmental process, with repeated activities as candidates matriculate through their programs and are expected to show steady improvement. Scores show candidates are Acceptable and Competent on most Entry Level artifacts. (Exhibit 80 [Entry Level])

Candidates also demonstrate knowledge of their subject and important principles and concepts delineated in professional, state, and institutional standards by multiple methods. Candidates take the Oklahoma Subject Area Test (OSAT), complete Part I (required for all) and Part II of the Intermediate Level program specific portfolio (See Program Reports). The primary focus of the Intermediate ePortfolio is assessment of content knowledge and its application. Scores show candidates are Acceptable and Competent on most Intermediate Level artifacts. (Exhibit 80 [Intermediate Level]; Exhibit 69)

The OSAT measures subject content knowledge and is required prior to student teaching. Data for all initial certifications are in the program reports, except for music. The unit is required to submit a Title II Report each year for all program completers. These are available for the past three years. Summary reports do not include scores for content areas with less than 10 completers; therefore, tables are adjusted for inclusion. Based on Title II Reports (2011, 2012, 2013) all programs were at or above the 80 percent pass rate. (Exhibit 69, 96, 71)

Candidates in Master of Arts in teaching with licensure program (MATL) must show content knowledge by passing the OGET, OSAT and have a minimum GPA of 3.0 or higher prior to admittance. The comprehensive exam and ePortfolio provide subject knowledge evidence. The MATL program has few completers: 2011-0; 2012-0; and 2013-1. (Exhibit 101, 102)

Program Reports, the OSAT constructed response, Teacher Work Sample (TWS) and Student Teacher Performance Evaluation all provide evidence for showing a solid understanding of pedagogical content knowledge from standards and a deep understanding for multiple explanations, instructional strategies, and clear, meaningful subject presentation.

The OSAT requires a constructed response for application of pedagogical content knowledge. Candidates respond to subject related essay questions. A review of the constructed response data shows scores above state average and are Acceptable (240-259 or 2). TWS components that measure pedagogical content knowledge include Factors 2-6. Candidate scores range between 3.37 and 4.00: Competent and Exemplary. Specific criterion on the Student Teacher Performance Evaluation measure candidate pedagogical content knowledge as well as specific SPA criterion including Lesson Plans (format, objectives, accommodations, and assessment) and Instruction (introduction, methods, presentation, media, transitions, knowledge, pacing, materials, closure, and assessment). Data show Cooperating Teachers rated candidates higher than University Supervisors in nine out of fourteen criterion. (Exhibit 82; Exhibit 84 [Factors 2-6]; Exhibit 86)

The TWS, Oklahoma Professional Teacher Exam (OPTE,) and the Student Teaching Performance Evaluation provide evidence that advanced candidates in the MATL program have a thorough understanding of pedagogical content. Data for the few MATL candidates are included in the initial candidate data. (Exhibit 84 [Factors 1-6]; Exhibit 86)

The OPTE, the TWS Factors 1 and 7, and the Capstone level of the ePortfolio provide evidence that initial candidates reflect a full understanding of standard based professional and pedagogical knowledge and skills; reflect on their practice; make needed adjustments to enhance learning; know how students learn and how to make ideas accessible; consider school, family, and community contexts in connecting concepts to students' prior experiences and can apply ideas to real-world problems.

OPTE scores range from 2.33 to 3.05; thus candidates are at the Acceptable level. Data for the TWS Factors 1 and 7 range from 3.66 to 3.77 indicating candidates are reflective educators. Candidates tend to score at the Competent level on the Capstone ePortfolio. (Exhibit 72; Exhibit 84 [Factors 1 & 7]; Exhibit 80 [Capstone Level])

The TWS and Student Teaching Performance Evaluation in instruction determine initial and MATL candidate ability to accurately assess, analyze, and monitor learning; make adjustments to instruction; and have a positive effect on all P-12 students. During program stages candidates develop the knowledge for analyzing student learning, collecting and analyzing case study data during field experiences and in other course work. The PED 382 Educational Assessment and subject specific methods courses address these proficiencies. Aggregate TWS data (2011-2013) reports are available. Disaggregated data by program are in the Program Reports. Candidates score Competent to Exemplary on the TWS. Data from the Student Teaching Performance Evaluation Instruction range from 3.00 to 4.00 showing candidates grasp how to use assessments to inform instruction and create meaningful learning experiences. (Exhibit 86; Exhibit 84 [Factors 1- 7])

Candidates in programs for other school personnel know the students, families, and communities; use current research to inform practices; and support learning through professional services.

Two advanced program reports for other school personnel (Building and District Level Administration) were submitted for national review and require further development. The concern cited by reviewers: Assessment rubrics need to include performance indicators from standards for evaluation criterion and performance. Faculty are addressing for resubmission spring 2014. (Exhibit 20)

Besides program reports, candidates in advanced programs must demonstrate competency upon admittance into graduate programs with a GPA of 3.0 or above. Those below 3.0 are admitted on probation. Six master candidates were admitted on probation in the past five years: one graduated, one is inactive and four are progressing off probation. Three doctoral candidates were admitted on probation in the past five years: one is inactive and two are in good standing. Recently, one passed comprehensive exams and is beginning the dissertation process.

Besides GPAs, advanced candidates show knowledge of their field on comprehensive exams and standard-aligned post assignments. Oklahoma residents seeking certification must take the Oklahoma administrator certification exam. The average score for comprehensive exams during 2012-2013 range from 2.5 - 3.25 on a four point scale for candidates in master programs and 2.63 - 3.88 for doctoral candidates. Of those taking the administrator exam, (12 in the last five years) 10 of 12 surpassed the state average. (Exhibit 104, 101)

Candidates grasp professional dispositions, including fairness and the belief that all students learn. They recognize when their dispositions need adjusting and are able to plan for it. Dispositions in initial programs are assessed many times in the program, internally and externally with a standard-aligned disposition rubric. Components of the Student Teaching Performance Evaluation also address candidate dispositions. Candidate dispositions tend to be at the Exemplary level. (Exhibit 74)

Advanced and other school professional candidate dispositions are evaluated three times in the program with more as needed. At Entry, the applicant reference is considered a disposition evaluation. At Intermediate, as part of the formal internship process, the candidate's site supervisor evaluates the disposition. At Capstone level, the assessment is part of the comprehensive exam application. Prior to taking the exams any disposition issues are addressed. Disposition scores range from Competent to Exemplary. (Exhibit 107)

1.2.b Continuous Improvement
Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality. Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

The ORU College of Education is committed to continuous improvement to ensure candidates are ready on day one to impact the lives of P-12 students. The following is a list of changes made since the last OCTP/NCATE site visit and a list of goals going forward. Most of the items under the accomplishments listed have been fully implemented and initial data indicate the intended goals were accomplished. Initiatives that have been implemented include the following:

• In analyzing the OGET data, it was noted that candidate sub-area scores on the constructed response were consistently lower than other sub-area scores and lower than the state average scores in some instances. The overall scores are typically at the Acceptable level(240-259) and the Competent level (260-279). The unit worked with the Teacher Candidate Leadership Association to organize study sessions prior to testing dates at which faculty offered workshops on essay writing and other test taking strategies. Candidates attend on a volunteer basis if they have not previously failed any of the certification exams. If a candidate fails an exam they are strongly encouraged to attend the next study session prior to retaking the exam. As a result, the unit has seen the average on the constructed responses exam scores increasing, for the most part, over the last several exams. (Exhibit 82)

• With the implementation of the State Common Core Standards, it was noted that candidates needed additional instruction in the area of writing. As a result the COE added a new writing course for all elementary, early childhood, and special education majors. The course is also designed to address teaching strategies aligned with Common Core Standards. The course was taught for the first time spring 2014. (Exhibit16 [PED 407])

• Faculty members who teach the Pedagogy II course for secondary and P-12 candidates redesigned the course to include a literacy component to ensure all secondary candidates are able to integrate literacy strategies within their content. The course is also designed to address teaching strategies aligned with Common Core Standards. (Exhibit 16 [PED 306])

• Secondary faculty representatives redesigned the secondary and P-12 methods courses in an effort to recruit more teacher education majors. Many of the secondary methods courses are now subdivided into three sections allowing more students to take the first component of the course earlier in the program. (Exhibit 16 [ART 106, COM 110, PED 401, HIS 477])

• Faculty aligned the Student Teaching Performance Evaluation Rubric with the Teacher Leadership Evaluation form to ensure candidates were familiar with criterion on which they

would be evaluated as classroom educators. (Exhibit 46, 49)

• The College of Education were early adopters of the new InTASC standards to ensure candidates acquired the latest expected competencies. The standards were aligned with the Unit Institutional Standards and incorporated into course syllabi. (Exhibit 26; Exhibit 16 [ELE 403, ECE 303])

• The undergraduate education department moved to an electronic version of the Student Teacher Performance Evaluation in order to utilize technology to better disaggregate the data by criterion and by program. (Exhibit 85)

• The Graduate School of Education added a new Dissertation Modular course which doctoral candidates can take at no additional cost to help facilitate the completion of the dissertation process. (Exhibit 53, 59)

• The Graduate School of Education added a new writing course and redesigned the doctoral seminar to help facilitate candidate completion rates. (Exhibit 58; Exhibit 17 [GADM 920])

Commitment to Continuous Improvement
• The Undergraduate Council is committed to move toward adopting the EdTPA as a measure of candidates' impact on P-12 student learning. The unit participated in a pilot program spring of 2012, but chose to postpone full implementation until spring 2015. Faculty members have been encouraged to apply for training to become assessors. To date 3-4 faculty members have applied. (Exhibit 140)

• The unit is looking at the redesign of the MATL and the MATA programs into fifth year programs to attract more undergraduates into education. (Exhibit 37 [p.10 – Unit Goal #5])

• While the unit has a 100 percent pass rate for program completers on the OPTE, the scores are typically at the Acceptable level (240-259). The Undergraduate Council will realign the competencies with the courses to ensure all competencies related to the OPTE are addressed.

• Based on enrollment trends, the graduate programs will enhance recruiting efforts to focus more on potential candidates living in Oklahoma. (Exhibit 108)

• Research with which the disposition was designed needs to be updated, and may result in the redesign of the unit's Disposition Rubric.

• The mathematics and science secondary representatives wrote a grant proposal to increase the number of candidates in those fields, and to increase the number of diverse candidates. While the grant was not approved the first go-round, they have been asked to resubmit the same grant proposal spring 2014. (Exhibit 141)

• To increase feedback from advanced candidates, they will begin participating in an "Exit Review Day" beginning spring 2014. Candidates will complete an oral exit interview and complete the Educational Benchmarking Inc. Survey.

1.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

The unit was cited with one Area for Improvement (AFI) at the advanced level for Standard 1 during the 2006 site visit: The unit has inadequate assessment data for some of its programs.

The unit, in its commitment to continuous improvement, dedicated ongoing efforts and resources to address the AFI. Progress toward removal of the AFI has been addressed each year in the Annual Report. The following is a summary which chronicles the progress made in addressing the AFI:

In the fall of 2006, the unit leadership completely redesigned the advanced level assessment system with the goal of collecting additional data for each of its advanced programs. The redesigned system, known as the Advance Portfolio Assessment Sheet or APAS 2007, was designed to collect data from key assessments from all core courses. The assessments were aligned with the Institutional and ELCC standards. The APAS 2007 assessment data, along with the additional data collected, provided the unit with the appropriate data necessary for the unit to aggregate and disaggregate data to assess candidate performance and inform program improvement.

By the end of the summer 2008, candidates in the Graduate Education department had uploaded 223 artifacts into the electronic portfolio to be assessed. Data were reviewed five times throughout the year by the Graduate Council. The review dates are specific to core course artifact due dates to ensure consistency with candidates uploading artifacts and faculty assessing them.

As of November 4, 2009, 341 artifacts had been collected. These artifacts reflect 38 distinctive rubric defined criterion. Many of the artifacts address multiple Educational Leadership Constituent Council standards and elements and are assessed multiple times with ELCC element specific rubrics. To date, the 341 artifacts have a yield of 599 ELCC element specific, criterion defined assessments. Each criterion assessment is based on a 1-4 point scale.

The scale is defined by an ELCC element specific rubric with the four delineation points being:
1 = Unacceptable, 2 = Acceptable, 3 = Competent, 4 = Exemplary. The lowest scoring criterion has a score of 2.0. Twenty-seven criterion assessments have a score of 4.0. The overall mean average score for the 599 criterion assessments is 3.6.

This data is reviewed five times a year (August, October, December, February and April) by the graduate department. These reviews inform the unit leadership of artifact collection progress. The data from each review is discussed to inform unit and program level changes.

As of November 29, 2010, 561 artifacts had been collected from candidates in the advanced programs. Ninety percent of the 561 submitted artifacts have been assessed by the Graduate School of Education faculty. While the Graduate Council has ongoing discussions related to the assessment system, the graduate faculty participated in the Assessment Week activities for the first time this year. They were extremely engaged in the process and discussions resulted in a

clearer understanding of expectations. The following topics were discussed:
- Reviewing core course post assignments as they relate to ELCC aligned assessments.
- A summary of the assessment review protocols and processes, past findings and recommendations. As a result of the protocol and process challenge discussion, institutional policies related to APAS 2007 ePortfolio training were amended.
- A review and discussion of the updated (November 29, 2010) assessment data.
- Beginning spring 2011, graduates candidates are required to have all artifacts uploaded into their ePortfolio and submitted to faculty to be accessed prior to receiving their final course grades.

The Graduate School of Education continues to employ a multi-layered, ongoing assessment system that is aligned with the unit institutional and ELCC standards. Primary sources of data collection include tracking and analyzing three rounds of master and doctoral level comprehensive exams annually, and use of electronic portfolios, or the Advanced Program Assessment System (APAS).

As of May 13, 2011, 605 artifacts had been collected from candidates, of which 88 percent have been assessed by the graduate faculty. The data generated from the assessments are reviewed multiple times a year, with the most recent assessment meeting being held April 19-20, 2011. Topics included:
- Reviewing core course post assignments as they relate to ELCC aligned assessments.
- Reviewing protocols and processes, past findings and recommendations.
- Revision of the unit's institutional standards based on the new InTASC standards.
- Establishing the preliminary steps for the redesign of the APAS 2011-2012, which will include fewer artifacts, alignment with the revised unit Institutional Standards and ELCC standards, and a transition year to move from APAS 2007 to APAS 2011-2012.

During the 2010-2011 school year, the unit revised its assessment system to better reflect the ELCC standards. The newly designed assessment system has been fully implemented.

In addition to data collected in the electronic portfolio, the advanced programs collect the following data: admissions, enrollment, and program completers; masters and doctoral candidate comprehensive examination data; and Oklahoma State Certification Teacher Examination pass rates. (Exhibit 29 [pp. 2- 3]; Exhibit 30 [pp. 2-3]; Exhibit 31 [pp. 2-3]; Exhibits 66, 100, 101, 103, 104, 105, 107, 108, 109, 110)

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2.1 Assessment System and Unit Evaluation
How does the unit use its assessment system to improve candidate performance, program quality and unit operations?

The unit has a well-developed assessment system which has been in place for 13 years, and is based on 18 institutional standards reflecting the unit's conceptual framework. The institutional standards are aligned with the university outcomes, the state competencies and national InTASC and ELCC standards. A matrix for the initial and advanced level has been developed to show standards alignment. All documents and evaluation instruments used at the initial and advanced levels are aligned with and assessed against the institutional standards. (Exhibit 25, 26, 27)

The assessment system, first developed in 2000, addresses the demand for performance-based assessments using the NCATE 2000 standards. The unit instituted the use of an ePortfolio system in the spring of 2003 in partnership with Chalk and Wire. This was the culmination of a two-year process of overhauling the entire assessment system. The ePortfolio was implemented as the repository for gathering data to inform candidate, program, and unit improvements. The ePortfolio allows the unit to gather multiple data, at multiple times, from multiple resources externally and internally. (Exhibit 9, 10)

The assessment system includes a comprehensive and integrated set of evaluation measures used to monitor candidate performance and manage and improve operations and programs. A number of quantitative and qualitative instruments are used at specified benchmarks to assess knowledge that candidates should possess; abilities that candidates have to apply; dispositions associated with candidates who develop successful careers; and abilities to have positive effects on student learning. In addition, data from assessments are used to evaluate the program for the purpose of implementing program improvement. Candidates are assessed at three to four benchmarks: Entry, or prior to admission; Intermediate, or prior to internships; Capstone, or during internships; and Professional, or following internships. (Exhibit 63, 66)

Candidates are required to successfully complete one benchmark prior to moving to the next level. Candidates are given a portfolio assessment sheet describing evidence they are to provide for meeting the standards. The Initial Portfolio Assessment Sheet (IPAS) and the Advanced Portfolio Assessment Sheet (APAS) include a list of artifacts to be submitted, the institutional standards with which the artifacts are aligned, and the possible levels of achievement for each artifact. Also, the ePortfolio handbooks are available online and provide detailed directions for each artifact submitted, templates or forms needed for the artifacts, and rubrics used to assess submitted artifacts. (Exhibit 63, 66)

All artifacts for the ePortfolios are assessed using rubrics. For each rubric, unit faculty, with input from secondary representatives and the professional community, have determined four levels of achievement (Unacceptable, Acceptable, Competent, & Exemplary) and have defined each of the

levels of achievement for each criterion measured on the rubric. A combination of rubrics created by professional experts in the field (i.e. the Teacher Work Sample and other rubrics that have been created by faculty with input from the professional community) are used to assess the artifacts. (Exhibit 74 [pp.5-9]; Exhibit 75 [p.4]; Exhibit 83; Exhibit 87 [pp. 2-3]; Exhibit 91)

In addition to data from ePortfolios, the unit collects data from other resources such as alumni and employee surveys, Cooperating Teacher unit evaluations, Administrator receptions, the Educational Benchmark Inc. Survey, course evaluations, comprehensive exams, admissions reports, and Title II Reports. (Exhibit 69, 88, 89, 93, 99, 101, 104, 106, 112, 113, 114, 115)

During the 2010-2011 school year, the unit revised the assessment system to align it with the updated conceptual framework, the new InTASC Standards and the ELCC standards, and to eliminate unnecessary assessments. Also, a new section (Intermediate Level – Part II) was created to better reflect program level assessments. Unit faculty worked together to revise the Teacher Work Sample (TWS) to reflect current language and research. The unit continues to work to improve its assessment system. An electronic student teaching evaluation system was recently implemented allowing the unit to aggregate and disaggregate data by criterion and program. (Exhibit 63, 66, 83)

Assessments used to determine admission, continuation in, and completion of programs are also used as predictors of candidate success. Candidates are not permitted to move to the next benchmark until they have successfully fulfilled the requirements of the previous one. If a candidate has not met the requirements, several options exist: change majors, complete the degree in the major content area, complete a research component in place of student teaching (with the understanding of non-recommendation for a teaching license), or counseled out of the program. While the unit has taken precautions to ensure the assessment system is used as a predictor for initial candidate success, there are occasions when a candidate has successfully matriculated through the entry and intermediate benchmarks but has challenges completing the capstone level. In such cases, multiple meetings and discussions occur with input from all concerned parties, resulting in a contractual agreement between the candidate and unit. The contract has specific requirements directly related to the challenges and consequences for not meeting those requirements. (Exhibit 144)

The unit ensures that assessments are fair, accurate, non-biased, and procedurally consistent. Candidates must meet the same set of criteria to show competency. All are provided with the same guidelines and resources in addition to individual advisors to ensure they understand program requirements. Candidates have access to rubrics used to assess artifacts when they are creating the artifacts. Validity and reliability of assessments are ensured through triangulation: (1) course objectives are aligned with professional, state, and institutional standards, (2) the Certification Examinations for Oklahoma Educators (CEOE), and (3) the developmental ePortfolios. The Graduate and Undergraduate Council conducts inter-rater reliability checks and participates in validity and reliability professional development activities. (Exhibit 16 [ELE 403 (p. 1); ECE 212 (p. 1); ART 106 (p. 1); Exhibit 17 [GADM 850 (p. 1); GCSE 683/684 (pp. 1-2); Exhibit 50 (pp. 1 & 4)]])

The unit maintains records of formal candidate complaints and resolutions, all recorded in the

student files. Each complaint is presented to the appropriate council for discussion and recommendations and to ensure decisions are aligned with unit and institution policies and procedures. (Records Kept in Chairs' and Deans' Office) (Exhibit 2 [p. 13]; Exhibit 4 [p. 16]; Exhibit 6 [p. 20])

The unit assessment system is used to gather data from multiple internal and external sources to make judgments about applicant qualifications, candidate proficiencies, and competence of graduates, unit operations, and program quality.

Faculty are involved in a variety of activities to ensure they assess and analyze data consistently. Faculty meet together to create rubrics for similar projects. They collaborate when assessing artifacts in the ePortfolio and analyze data together once reports are created. Data from candidate portfolios, surveys of recent graduates, employees, and stakeholders are all systematically gathered, analyzed, and utilized for making candidate, unit operations, and program decisions. An ePortfolio Timeline is available for candidates and faculty and gives the list of artifacts to be submitted; who completes the artifact; when the artifact is completed; when the artifact is to be submitted to be assessed; who assesses the artifact; and how data are used. (Exhibit 65, 67)

Multiple assessments and evaluations are also used to manage and improve the unit operations and programs. See the Unit Operation Assessments table for examples of the unit operations, components with descriptions of assessments, and evaluations used to inform improvements. (Exhibit 94)

A systematic process is in place to initiate data-driven changes for the unit. During the last week of each semester, known by faculty as Assessment Week, data are generated and reports are run as charts, tables, and graphs by the leadership team. Faculty then analyze aggregate data from each benchmark to better predict candidate success and initiate a list of possible program changes. Recommendations are presented to the Undergraduate or Graduate Council for further discussion. Recommended changes are then submitted to the unit Faculty Assembly for approval. The Data Driven Program Changes charts portray changes that have occurred to make program and unit improvements. (Exhibit 46, 47, 48, 49, 50, 117)

2.2.a Target Level
Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard. Summarize activities and their impact on candidate performance and program quality that have led to target level performance. Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

The unit, with its professional community, regularly evaluates the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit has a long history of evaluating its assessment system. The unit utilizes methodical events which representatives from the professional community attend such as: Cooperating Teacher Orientation receptions, annual Tulsa Council of Area School Administrators (TCASA) breakfast meetings, Area Christian School Administrators breakfast, ORU Homecoming conferences, and Senior Day Activities to gather feedback to evaluate its assessment system. The feedback is used in conjunction with faculty

feedback during Assessment Week which takes place every semester the week prior to finals to make changes to the assessment system. Ongoing written feedback is gathered from stakeholders each semester following internships. Additionally, the unit has used special events such as Trustees meetings, visits from the Oklahoma Secretary of Education, and the Senior Day Job Fair (now, an annual event) to gather feedback on programs and unit operations and to evaluate its assessment system. (Exhibit 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 90)

The unit assessment system is aligned with institutional standards based on the conceptual framework and aligned with state and national standards. The unit recently revised its initial assessment system, aligning it with the new InTASC standards, and the advanced assessment system, with the ELCC standards which are aligned with the Institutional Standards. (Exhibit 26, 27, 63, 66)

The unit regularly examines the validity and utility of the data from assessments and makes modifications to keep abreast of changes in assessment technology. The unit assessment committee leads the faculty in validity and reliability studies during Assessment Week. After updating the Teacher Work Sample, faculty recalibrated its assessment process. Graduate faculty evaluates data and processes following each administration of the comprehensive exams. Faculty aligned the Student Teacher Performance Evaluation Rubric with the Teacher Leadership Evaluation form to ensure candidates were familiar with evaluation criterion for their classroom experience. The unit is committed to reviewing and updating the technology supporting the assessment system. In partnership with ePortfolio, the COE moved to an electronic version of the Student Teacher Performance Evaluation in order to better disaggregate the data by criterion and by program. The College of Education has implemented electronic field experience and internship software that allows the unit to better track the demographic information for field and internship placement. During the fall 2014 semester, Graduate Council will move to an electronic version of the graduate internship evaluation rubric in order to use technology to disaggregate the data by criterion and program. (Exhibit 46, 50, 136, 139)

Decisions on candidate performance are based on multiple assessments at various points before program completion and in practice afterwards. The unit collects data on candidates at multiple points throughout the program, including after graduation. The OCTP completes annual surveys of first year teachers in addition to the surveys the unit conducts. While the unit systematically collects data from graduates, it continues to investigate strategies to increase the number of survey respondents. Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools. In comparing exit interview data from the EBI and alumni survey data, it is suggested that candidates not only rate the unit high in their perceptions that they are well-prepared for their vocations, data also indicates that once they are in teaching or administrative roles, they continue to rate the unit high on being well-prepared. Administrators who supervise teachers also rate the unit high on candidate preparation. (Exhibit 80, 93, 95, 112, 113, 114, 115)

The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It makes changes in its practices consistent with the results of these studies. The unit constantly reviews the assessments and data from assessments and makes adjustments. All candidates have access to the same information when completing assignments that are uploaded to their portfolios. Candidates receive email messages with new

ePortfolio handbooks attached whenever changes are made. In addition, the unit has a policy stating it only uses the ORU email address to ensure candidates receive communications. Candidates have access to COE technology labs, as well, where all computers have a link to ePortfolio handbooks on the desktops. The unit recently updated the TWS to reflect current language and research. A list of changes to the assessment system was generated spring 2014 as a result of feedback received from the submission of program reports to state and national SPAs. In 2011, the unit updated its entire assessment system based on studies of the TWS, new InTASC standards, and ELCC standards, to ensure that candidates are exposed to cutting edge teaching and administrative strategies. Finally, based on longitudinal data, unit operations including advisement, advanced admissions criterion, facilities, and resources for faculty professional development have all been changed or updated. (Exhibit 46, 83, 116, 117, 146, 147)

The unit assessment system provides data at each program stage and extends into the first years of completers' practice. Data collection is divided into three to four benchmarks: Entry, or prior to admission; Intermediate, or prior to internships; Capstone, or during internships; and Professional, or following internships. Faculty and staff remain connected to candidates to provide support and gather feedback after they have graduated from the program either by becoming Facebook friends, email, and/or face-to-face meetings. After the Oklahoma Residency Program (a first year teacher induction program) was discontinued, unit faculty members developed their own system to visit classrooms and observe first year teachers to provide support and feedback without remuneration. Anecdotal feedback from these activities is used to inform changes to the unit assessment system. (Exhibit 80, 100, 145)

Data are collected from external and internal sources: cooperating teachers and administrators, certification exams, university supervisors, field experience P-12 educators, cumulative GPA based on coursework completed outside of the unit, EBI results, and surveys. (Exhibit 63, 66)

Data are aggregated at the unit level and disaggregated by program. Program reports provide disaggregated data by program, with the exception of music education. Data for this program are attached. Assessments are attached to either courses or specific activities ensuring that data are collected regularly and systematically. Off-campus programs are not offered. The alternate route program is advanced for any who have a bachelor degree in a subject area leading to certification and who meet the Oklahoma Alternative Placement Program requirements. Few candidates complete the entire alternative certification program. Candidates usually enter as non-degree seeking, complete required courses, and exit the program. A review of the admissions and completion data shows that since 2010 four candidates entered the program as non-degree seekers with specific alternative certification plans to study for the superintendent certification. Of the four, two have completed the study plan. Once a candidate completes the study plan, he is qualified to make application for superintendent certification. Of the two who have completed the study plan, one has applied and has received superintendent certification; the other is still in the application process. The unit has online courses in advanced programs only, and only one program offers more than 50 percent of its courses online: the M.Ed. in Christian School Administration. While most courses can be taken online, on-campus four-day modular courses are also offered. Candidates are free to alternate between taking courses in both formats; thus, data are not disaggregated by program completers. Rather, key assessment results are disaggregated by course for comparison. (Exhibit 20, 22, 64, 68, 96, 100, 111)

Data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. Prior to faculty meetings during Assessment Week, data are run from the assessment system. Graduate faculty collects and analyzes data following each comprehensive exam. Title II data are uploaded to the website annually for public review, shared at the Cooperating Teachers receptions, and shared as part of the annual ORU Trustees Report. Oral Roberts University candidate certification pass rate data are published in the Oklahoma Commission for Teacher Preparation annual report. (Exhibit 39, 40, 44, 46, 47, 48, 49, 50, 54, Exhibit 169 [pp. 9, 12, 20])

Not only are records of complaints maintained electronically on the unit's shared drive, hard copies of candidate complaints are kept in the chairs and dean's offices, which will be available for review. Several unit operations are in place as a safety net when candidates are not progressing through the program: each are assigned an advisor who follows up when candidates do not show up for advisement sessions; Graduate Council has a process by which they evaluate the need for candidates to have extended time to complete programs when they have reached the time limit; and the undergraduate department partners with the social work department to work with candidates who are not meeting the admission and retention requirements as an alternative major. During every Undergraduate and Graduate Council meeting, student concerns are discussed. Occasionally a student contract is issued that denotes expectations and consequences. Periodically, complaints are examined to determine if patterns exist and need to be addressed. (Exhibit 2 [pp. 7-9]; Exhibit 51, 52, 55, 56, 144)

The unit continues to test different information technologies to improve its assessment system. Recent updates to the assessment system include making the student teaching instrument electronic and utilizing new software for field placements and internships. Converting the internship evaluation instrument to an electronic format is evidence of the COE commitment to continuous improvement. (Exhibit 37 [p. 10 – Unit Goal #2, Undergraduate Goal #4]; 85, 139)

The unit has fully developed evaluations and continuously searches for stronger relationships in evaluations, revising both the underlying data systems and analytic techniques as necessary. A major component of the unit's evaluation of its assessment system is the process of tying the assessment results to daily operations and looking for relationships among and between assessments. For example, in the initial program faculty analyze the results of state certification exams annually to determine if there are areas in the program that need to be strengthened. Faculty members compare the university's grade inflation rates with candidate program GPAs and certification exam results. Finally, the initial assessment system is a developmental process and similar assessments are repeated as candidates matriculate, allowing the unit to see candidate improvement over time. (Exhibit 47, 52, 81)

The unit not only makes changes based on the data, but also systematically studies the effects of changes to assure that programs are strengthened without adverse consequences. The assessment system has been in place long enough that the unit not only has made several data-driven changes, but has studied the effects of the changes made to assure strong programs. For example, the advanced program faculty analyzed the admission and completion rates of doctoral candidates and determined candidate writing skills was a barrier to many completing the process in a timely manner. As a result, a new writing course was developed, the dissertation orientation was redesigned to create a series of dissertation orientations, and a new dissertation modular course

which is free for candidates to attend was created. Candidates commented on how helpful the writing course was to them, and a follow-up survey after the dissertation modular course revealed the strategies implemented achieved the intended results. (Exhibit 17 [GADM 920]; Exhibit 53, 56, 58, 59, 148)

Candidates and faculty review performance data to develop plans for improvement. For example, the unit specifically designed its programs so candidates in initial programs complete the Teacher Work Sample during the first student teacher placement so they will have an opportunity to implement changes and strategies learned during their second student teaching internship placement. Faculty members reflect on student and peer evaluations to determine which professional activities to attend. These activities become a part of the faculty member's Professional Development Plan for the following year. In the future, prior to turning in the faculty professional notebook at the end of the year, faculty will be asked to complete the following statement: "Based on reflections of student and peer evaluations, I would like more professional development in the following areas." It is believed that this will strengthen the tie between faculty evaluations and professional development activities. (Exhibit 84, 120, 157, 159)

STANDARD 3

FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice
How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

The unit ensures initial and advanced field experiences and internships are part of candidate preparation at initial and advanced levels and consult the professional community. Those professionals (cooperating teachers, building, and district administrators) collaborate on design and assessment of field experiences and internships with written evaluations at the end of each practicum or internship, reviewing and offering feedback. Cooperating teachers give on-going feedback at the Cooperating Teacher Orientation each semester. Coordinators review and present feedback to the Undergraduate or the Graduate Council for discussion and possible recommendations and submit changes to the COE Faculty Assembly for formal approval. (Exhibit 39, 40, 88, 89, 106)

At the initial level, Field Experience and Student Teacher Coordinators work with building administrators and cooperating teachers on field placements, based on professor recommendations for the course being completed. For advanced level internships, the professor approves candidate internship assignments. (Exhibit 152, 153, Exhibit 5 [p. 8]; Exhibit 7 [p. 8])

The unit partners with area public and private P-12 schools: Tulsa Area Junior Achievement, which educates on workforce readiness, entrepreneurship and financial literacy; and the Little Light House, a school for children with physical and mental challenges. (Exhibit 149, 150, 151)

Coordinators work with partner schools, cooperating teachers, and administrators to place candidates, who are required to complete two separate placements during student teaching for diverse settings and populations. The attached Field Experience and Internship Table shows experiences and internships and describes candidate responsibility. (Exhibit 78)

The advanced program provides interns with diverse leadership experiences in education settings. Candidates complete two 120 hour internships over two 15 week semesters at different locations. With cooperating administrators, graduate faculty coordinate experiences. The intern maintains a reflective experience log. Master level internship courses are Internship Building Level in Elementary School Administration and Internship Building Level in Secondary School Administration. (Exhibit 5, 17 [GPED 783/GCSE 683; GPED 793/GCSE 684])

The Ed.D. Internship has one 150 hour Internship Course (Internship District School Administration) and five 15 hour course based field experiences. Formative and summative evaluations determine candidate pedagogical knowledge, skills, dispositions, competencies for a future profession. (Exhibit 7; Exhibit 17 [GADM 885])

Entry and exit criteria exist for internship candidates. Assessments are connected to competencies in professional and state and institutional standards. Multiple strategies are used to evaluate candidate performance and effect on student learning. Entry into the PED for initial candidates includes passing the Oklahoma General Education Test and completing the Entry level ePortfolio. Admission to student teaching requires completion of the Intermediate ePortfolio. Exit requirements are in the Capstone and Professional levels of ePortfolio. Aligned with Institutional Standards, an exit interview in the final Senior Day Activities reception and the Educational Benchmark Inc. Survey provide candidate feedback. Advanced candidates meet admission requirements prior to starting the program. Exit requirements include passing comprehensive exams and completing internships. (Exhibit 2, 4, 70, 80, 92, 93, 97, 100, 101, 104)

Candidates work with diverse students, including ethnicity, race, religion, socioeconomic status, gender, regional/geographic origin, exceptional learning needs (ELN), and English language learning (ELL). Experiences are diverse including: classroom observations, individualized tutoring, and special curricula teaching by the Junior Achievement Association. To track diversity, candidates complete Contextual Information Sheets for each placement. (Exhibit 160)

Field experiences and internships aid candidate development. Majors complete 85 hours (minimum) of pre-student teaching progressive experiences with students of all ages and abilities. Field experiences start the freshman year, culminating in one to two semesters of P-12 student teaching assignments supervised by highly effective educators (unit defined). With each practicum, candidates increase responsibility and are mentored and evaluated. (Exhibit 3 [p. 59])

Candidates learn technology with teaching and learning in the PED 363 Educational Technology, required by all elementary education (ELE), special education (SED), English language learning education (ELL) and early childhood education (ECE) candidates, or PED 305 Pedagogy I, designed for P-12 and secondary majors. Advanced candidates affirm technology skills described in the ePortfolio handbook by taking GPED 563 Educational Technology. All candidates use information technology in teaching and learning. The unit has two equipped technology labs, and a Student Support Learning Center was recently designed with Assistive Technology for candidates working with ELN students. Classrooms have Smartboards, Smart Podiums, use of a clicker system, a class set of iPads, video cameras, projectors, a red cat audio system and a host of low- tech materials for faculty and candidates. Candidates are evaluated on technology use throughout internships. (Exhibit 16 [PED 363/PED563]; Exhibit 98)

The Internship and Student Teaching Program partners with qualified schools and services. Final year P-12 and secondary candidates have two cooperating internships or student teaching experiences over 14 weeks during one semester. ELE, ECE, ELL and SED candidates have a 16-week period over two semesters. The student teaching internship field assignment, usually in two different districts and at two different grade levels, is required for all teacher candidates. University content specific experts instruct, supervise, monitor, and evaluate the interns or student teachers with assistance from the Student Teacher Coordinator. Cooperating teachers must have three years of teaching experience and meet the highly effective criteria before mentoring a candidate. Credentials are in the Student Teaching Handbook. (Exhibit 3)

Responsibilities for school-based supervisors are in the Student Teaching Handbook, the Graduate Internship Handbook, and information given to the cooperating teachers and administrators.

Cooperating teachers participate in an orientation by the COE at the beginning of each semester to develop and strengthen partnerships, share the conceptual framework, discuss program concerns, analyze previous data, and to help prepare them as mentors. Cooperating teachers and school administrators are asked to offer feedback for program improvement. (Exhibit 3, 5, 7, 39, 40, 155)

Candidates have opportunities to apply content, professional and pedagogical knowledge, skills, and dispositions in many settings. They complete journals and/or papers reflecting on applied practices. Rubrics guide candidates in developing reflection skills and help faculty assess assignments with specific feedback. Candidates complete self-evaluations on their ability to apply knowledge and skills in classrooms and to self-evaluate dispositions with the Disposition Evaluation rubric. (Exhibit 74, 79, 157, 158)

During the teaching internship, candidates take Professional Education Seminar. Each month, candidates discuss experiences with ORU faculty, peers, and community professional educators serving as guest speakers. University supervisors meet with candidates to reflect on classroom challenges and successes. (Exhibit16 [PED 361])

A Transition Guideline allows the cooperating teacher to model expectations while the intern observes and eventually moves to the cooperating teacher observing the candidate. (Exhibit 155 [p. 7])

Candidates are vital to the instructional internship team. They collaborate with the cooperating teachers, make decisions, attend professional meetings and extracurricular activities, participate in parent conferences and field trips, and serve other teacher duties. (Exhibit 3, 155)

During internships, candidates, university supervisors, and cooperating teachers use standard-aligned assessments to show improvement areas to maximize learning for all students. Assessments include: field experience self-evaluations, teacher evaluations, student teacher performance rubrics from the university supervisor and the cooperating teacher, and the student teacher self-evaluation. A minimum of seven disposition evaluations are completed during the program; two self-evaluations and the others are completed by cooperating teachers, field experience teachers, and ORU faculty. Data are collected and analyzed to inform decisions for candidate, program, and unit improvements. (Exhibit 74, 79, 85, 86)

In the first student teaching placement, candidates complete a TWS, requiring them to collect data on student learning, analyze it, reflect on the work, and develop strategies to improve learning. Candidates gain insight about their ability to positively affect student learning by this process. Candidates gain more faculty feedback when the TWS is assessed. They have opportunity to apply information in the second student teaching placement. (Exhibit 83, 84, 159)

In advanced programs, the cooperating administrator is responsible for providing a range of administrative activities reflecting various job challenges. The intern is required to participate in six specified activities representing leadership responsibilities addressed by the six ELCC Standards and sub-standards. The Internship Program Performance Assessment is a scoring guide that assesses the specified activity areas; see the Program Reports. (Exhibit 100)

Candidates have experiences with students from ethnic, racial, gender, and socioeconomic groups.

All initial candidates take the SED 353 Introduction to Special Education course with a 15 hour practicum with exceptional students. In addition, all initial candidates take the ELL Methods & Materials course with a five hour practicum or PED 305 Pedagogy I with a 20 hour practicum with foreign students. Candidates complete a Contextual Information Sheet for each practicum and teaching placement. Information includes student demographic profile in the practicum and internship classroom. Based on this information, virtually every classroom where candidates complete practicums and internships is diverse. (Exhibit 16 [SED 353, ELL343, PED305]; Exhibit 75, 76, 160)

3.2.b Continuous Improvement
Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality. Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

The ORU College of Education is committed to continuous improvement to ensure the unit and its school partners design, implement, and evaluate field experiences and internships at both the initial and advanced levels so that candidates demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. The following is a list of changes made since the last OCTP/NCATE site visit and a list of goals going forward.

Initiatives that have been implemented include the following:
• The unit has chosen to utilize methodical events, in which representatives from the professional community are in attendance, such as Cooperating Teacher Orientation receptions, annual Tulsa Council of Area School Administrators (TCASA) breakfast meetings, Area Christian School Administrators' breakfast, ORU Homecoming conferences, and Senior Day Activities to gather feedback regarding programs and unit operations. Ongoing written feedback is also gathered from stakeholders each semester following the completion of internships. Additionally, the unit has utilized special events such as Trustees meetings, visits from the Oklahoma Secretary of Education, and the Senior Day Job Fair (an annual event) to gather feedback on programs and unit operations. (Exhibit 38, 39, 40, 41, 42, 43, 44, 45, 90)

• The unit faculty members are committed to providing professional development activities for its local school partners and through the relationship with Oral Roberts University Educational Fellowship. ORUEF is a professional service organization that provides networking opportunities and support services, including conferences to member Christian preschools, elementary, and secondary schools. In addition to the secondary representatives' activities, 15 full-time COE faculty members completed over 64 activities for P-12 schools during the 2012- 2013 school year alone. (Exhibit 11, 35, 36, 37 [p. 7], 119)

• While the unit has a history of tracking field experiences and internship placements of our candidates to ensure candidates have diverse experiences, implementing the use of new technology software will simplify the tracking process. In partnership with the ePortfolio provider, the COE has implemented the field experience and internship software. The program allows the unit to better track the demographic information of field and internship placements. (Exhibit 139)

• Candidates in the ELL program provide one-on-one and small group tutoring during Saturday ELL classes for non-English speakers. While the hours count toward the completion of a

practicum, it provides a service for the wider ORU outreach community. The professor of record also attends the Saturday classes to provide onsite supervision and instruction for candidates. (Exhibit 162)

Commitment to Continuous Improvement
• ELE, ECE, ELL, and SED candidates complete 16 weeks of student teaching, and secondary and P-12 candidates complete 14 weeks in two different placements. While we have found that we already implement several components of the Co-Teaching Model, based on feedback from candidates and cooperating teachers, in addition to current research regarding the Co-Teaching Model, the unit will create a planning committee to include classroom teachers, administrators, and faculty to redesign the student teaching internship. (Exhibit 140; Exhibit 37 [p.10 – Unit Goal #2])

• The Graduate Council will move to an electronic version of the graduate internship evaluation rubric in order to utilize technology to better disaggregate the data by criterion and by program. (Exhibit 37 [p.10 – Unit Goal #3])

• The unit plans to establish a formal partnership with Rosa Parks Elementary School within the Union Public School District with the faculty and candidates in the ELE 344 Elementary Reading Methods course to impact students' reading ability. The goal is for the faculty member to teach the reading course on location and engage candidates with elementary students and teachers to provide one-on-one and small group instruction in collaboration with the classroom teacher.

• The unit plans to establish a formal partnership with McClure Elementary School within the Tulsa Public School District with the faculty and candidates in the ECE program to impact early childhood student learning. The goal is for the faculty member to teach ECE courses on location and engage candidates with preschool students and teachers to provide one-on-one and small group instruction in collaboration with the classroom teacher.

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4.1 Diversity
How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

Oral Roberts University and the unit are committed to an atmosphere embracing students from all of the earth to add to educational experiences to prepare them for life service. ORU is committed to creating a culture affirming students of any ethnicity, language, religion, socioeconomic status, gender, regional or geographic origin, and those with exceptional learning needs to prepare them to fulfill the ORU mission. God's commission to Oral Roberts was: 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. As a result, ORU has drawn students from all 50 states and over 130 countries to its Tulsa, Oklahoma campus. (Exhibit 24)

The unit accepts the responsibility and is committed to preparing candidates with knowledge, skills, and dispositions to help all students learn, from all populations as defined by the National Council of Accreditation for Teacher Education's (NCATE) definition of diverse populations, in initial and advanced programs. The proficiencies all candidates develop during their professional programs are clearly articulated as they relate to meeting the needs of diverse learners. Proficiencies are part of the institutional standards. (Exhibit 25 [IS 5, 7, 11, 12, 13, 16, 18])

Initial level programs ensure the curriculum helps candidates demonstrate diversity-related knowledge, skills, and dispositions. All courses address some aspect of methods and/or strategies for the needs of diverse students. These courses address the specifics of working with diverse learners and families:
- SOC 323 Child & Family in the Social Context
- PED 203 Foundation & Methods of Education
- PED 111/121 Field-Based Experience (Elementary/Secondary)
- PED 313 Human Growth & Development
- SED 353 Exceptional Individuals
- PED 372 Classroom Management/Education Law
- PED 382 Educational Assessment
- ESL 343 ELL Methods & Materials
- PED 305 Pedagogy I
- PED 306 Pedagogy II
(Exhibit 16 [See above Syllabi Course Descriptions – p.1])

The Graduate School of Education faculty and administration are committed to graduating candidates dedicated to working with P-12 students inclusive of all populations at the advanced level. In addition to many elective courses, graduate candidates discuss issues pertinent to P-12 students of diverse ethnicity, race, language, religion, socioeconomic status, gender, regional or geographic origin, and those with exceptional learning needs in the following courses:

- GPED 503 History & Philosophy of Education
- GPED 783 Internship/Practicum in Elementary School Administration
- GPED 793 Internship/Practicum in Secondary School Administration
- GPED 713 Educational Leadership, Supervision, & Evaluation
- GPED 763 Human Resources in Education
- GADM 700 Leadership Studies
- GADM 810 Strategies for Educational Change
- GADM 701 Contemporary Curriculum Issues
- GADM 850 Legal, Political, & Ethical Issues in Ed. Administration
- GPED 823 Group Relations/Multicultural Issues
- GPED 835 Advanced Learning Theories & Brain Research

(Exhibit 17 [See above Syllabi Course Descriptions – p. 1])

Candidates participate in field experiences, student teaching internships, or graduate internships that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups. Initial candidates complete a Contextual Information Sheet for each practicum and student teaching placement, which includes the student demographic profile in the practicum or internship class. Based on this information, aligned with NCATE's definition of diversity, virtually every classroom where candidates complete practicums and internships have diverse learners. Another component of the intern teaching experience is the Teacher Work Sample (TWS), an in-depth analysis of the student teaching experience where candidates must substantiate the ability to deliver a meaningful instructional unit and analyze and reflect on the effectiveness of the instruction. Specific criterion on the TWS provides evidence that candidates can identify, plan, assess, and reflect on their impact on diverse learners. The Student Teacher Performance Evaluation also assesses candidate ability to work with P-12 diverse students: respects and enjoys students; creates a mutual respect between self and students; lesson plan accommodations: plans for student diversity, abilities and styles; allows for and encourages student interaction and questions; and actively engages all learners. During advanced level internships candidates are exposed to and engage in diverse activities where they develop strategies for working with diverse populations. (Exhibit 160, 84, 86, 100, 105)

A private Christian liberal arts institution, ORU is unique in that 24% of its student body represents an ethnic minority group. The institution is committed to hiring qualified faculty members mirroring the student body; therefore, a plan is in place that the unit and other departments follow when hiring faculty. (Exhibit 163)

The unit and its leadership are committed to ensuring candidates have experiences with diverse faculty. Unit administrators have a goal to locate, interview, and possibly hire from diverse populations for new faculty. Recruiting efforts have resulted in a recent hire of a female minority as an adjunct faculty member, bringing the total minority faculty currently in the unit to seven of 33. See the 2013-2014 Faculty Qualifications Table for the most current list of unit faculty. Besides a commitment to hire diverse faculty, members have diverse cultural experiences they bring to the

classroom: research and workshops locally and in Afghanistan, Taiwan, South America, Africa, Europe, China, and India. Faculty also have experience working with P-12 students with learning challenges and from various cultures. (Exhibit 119, 24, 121)

Candidates have opportunities to interact and work with peers from diverse ethnic, racial, and language groups within the university and the unit. The unit's initial program, according to the 2011-2012 PEDS (Professional Education Data System) Report, has a 23% ethnically diverse population, and the advanced programs have 41%. In addition to working with candidates that are diverse in race and gender, candidates in advanced programs have a unique opportunity to work with a large group of international candidates who are their peers. The unit has a graduate population from at least 18 nations. Candidates come from Nigeria, Ghana, Sweden, England, Mexico, Israel, and other nations for the advanced programs. This makes for rich discussions, group projects and presentations. The attached tables show the ethnic diversity within the initial and advanced programs. The initial program has a 21% male population, and the advanced programs have a little more than 42% male population. The attached tables show male and female gender ratio within initial and advanced programs. (Exhibit 24)

Candidates engage in discussions, group projects and presentations with members of different ethnic and gender groups. Initial candidates participating in the senior cohort dialogue with advanced candidates who are taking modular courses offered concurrently with the cohort. Many of the candidates in the advanced programs serve as mentors and supervisors to candidates in the initial programs who are completing field experiences and student teaching internships in the schools where graduate candidates are classroom teachers and/or administrators. (Exhibit 164, 165)

Candidates who understand the full range of student development, including those with exceptionalities, ELL students, and differing family, cultural, and community characteristics and values are more likely to meet the learning and developmental needs of all students. Thus, field experiences and internships provide candidates with observations, teaching opportunities, and administrative responsibilities in P-12 classrooms and schools that are diverse in race, ethnicity, language, religion, socioeconomic status, gender, and regional or geographic origin, including those with exceptional learning needs. Candidates complete field experiences in a number of Tulsa county public districts and private schools, all serving diverse populations. For example, Tulsa Public Schools (TPS) is one of the largest state districts and known for a diverse population: 16% is a part of the Special Education Program; 12% is a part of the Gifted/Talented program; 79% is eligible for the Free/Reduced Lunch. The attached table shows the demographic information for public school districts where candidates complete placements. (Exhibit 77)

To ensure advanced program candidates experience working with diverse P-12 student populations, advanced candidates complete a minimum of two internships. While one may be completed at a school of employment, the second must be at a school with demographics different from the first. (Exhibit 5 [p. 3, 7, 8, 9, 10, 11]; Exhibit 7 [p. 3, 7, 8, 9, 10, 11])

During Senior Day Activities, candidates complete the Educational Benchmark Inc. Survey, indicating which level they feel most proficient in working with diverse P-12 student learners. Data from the reports are analyzed for program improvement. (Exhibit 93 [Factor 11])

4.2.b Continuous Improvement
Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality. Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

The ORU College of Education is committed to continuous improvement to ensure candidates acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn by ensuring they can demonstrate and apply proficiencies related to diversity, and they have experiences that include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

The following is a list of changes made since the last OCTP/NCATE site visit, and a list of goals going forward. Most of the items under the accomplishments list have been fully implemented, unless otherwise indicated. The unit is in the process of collecting follow-up data to ensure changes have been effective.

Initiatives that have been implemented include the following:
• All candidates were previously required to take ELL 303 TESL Principles, however it was determined that information taught in ELL 343 Methods and Materials was more appropriate and would better prepare candidates to work with English Language Learners, therefore the course requirement was changed. (Exhibit 16 [ELL 303, ELL 343])

• During Senior Day Activities candidates review aggregate data by criterion for the Teacher Work Sample which requires candidates to collect and analyze data on their impact on student learning. Candidates provide valuable feedback as they review data and share insights on what sub-groups they struggled with most in working with diverse P-12 students as they analyze the data from their perspective. Changing the first field based experience course to incorporate strategies for using educational technology to help meet the needs of struggling P-12 learners is an example of program improvement resulting from candidate analysis of the TWS. (Exhibit 91)

• All undergraduate ORU students are required to take a minimum of 65 credit hours of general education courses which cross four out of six of the colleges. As a result, candidates have the opportunity to interact with professional education faculty and faculty from other units from a broad range of diverse groups, of which many also have a broad range of national and international experiences. The ORU Faculty Profile page includes faculty information highlighting their experiences. (Exhibit 119, 121)

• Candidates in the ELL program provide one-on-one and small group tutoring during Saturday ELL classes for non-English speakers. While the hours count toward the completion of a practicum, it provides a service for the wider ORU outreach community. The professor of record also attends the Saturday classes to provide onsite supervision and instruction for candidates. (Exhibit 162)

Commitment to Continuous Improvement
• While the unit tracks candidate placements to ensure candidates have experience working with diverse P-12 students, the current system is antiquated and relies on human input data. Because our program is relatively small, the system has worked efficiently; however, the unit is moving to an electronic tracking system that is provided by the electronic assessment system provider, Chalk and

Wire, to more automate the system. Candidates and faculty will be able to request placements within the system. The system will create a database for each candidate including the school demographics for all field experiences and internships.

- The mathematics and science secondary representatives wrote a grant proposal to increase the number of candidates in those fields, and to increase the number of diverse candidates. While the grant was not approved the first go-round, they have been asked to resubmit the same grant proposal spring 2014. (Exhibit 141)

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Faculty Qualifications, Performance, and Development
How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?

Professional education faculty in the College of Education have earned doctorates or exceptional expertise qualifying them for their assignments. They have contemporary professional experiences in school settings at the levels they supervise and are meaningfully engaged in related scholarship. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels they supervise. All but two full-time faculty members hold doctorate degrees. Most of the faculty hold current certificates in the professional area that they oversee. The attached table is a list of faculty and their qualifications. (Exhibit 118, 119)

Professional education faculty members are engaged in different types of scholarly work in their fields of specialization. In agreement with the University and the College of Education's missions, the unit uses the General Meta-professional Model as the foundation from which faculty scholarship, evaluation, and professional development is defined. Thus, the unit views writing and presenting at workshops, teaching and learning, and service to P-12, the unit, university, and community as scholarship.

Faculty members are encouraged to write articles and books, participate in research projects, write grants, participate in accreditation activities, and apply for and give presentations at state, national, and international conferences and/or conventions. According to the 2013 COE Annual Report, faculty submitted twelve articles or books for publication (eight which were published during that year); participated in three research projects; successfully wrote a grant that involved 13 grant activities; attended 14 workshops; presented at 25 higher education workshops and conferences; and participated in 26 accreditation related activities. Articles, books, outlines, handouts and presentations given by faculty members are included in their Professional Development Notebooks which will be available for review during the onsite visit. (Exhibit 35, 36; Exhibit 37 [p. 7])

Professional education faculty demonstrate scholarly work related to teaching and learning by keeping candidates engaged in the learning process. Faculty have a thorough understanding of the content they teach which reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Professors exhibit intellectual vitality and encourage candidate development of reflection, critical thinking, problem solving, and professional dispositions while helping candidates develop the national, state, and institutional proficiencies aligned with the conceptual framework. Graduate faculty also consider principles of the adult learner and the professional experiences that the candidates bring to the classroom setting. Faculty members model a variety of instructional strategies including but not limited to:

lectures, class discussions, technology integration, curriculum reviews, collaborative learning and group projects, student reflection, site-based field trips, online course instruction, flipped classrooms, and multiple forms of assessment. Faculty assessment of candidates include, but is not limited to: pre and post testing, teacher work sample methodology, class demographic analysis, development and use of rubrics, review and evaluation of statistical data, article critiques, research, projects, and data collection from field experiences. Faculty members integrate technology into each course through multiple methods. Some classes are held in the Education Technology Center which has over 24 individual computer stations and other multi- media hardware and software in which candidates and faculty are engaged in research, demonstrations, constructing media presentations, and building online courses. In addition, with a gift from a major donor all faculty and staff have iPads. A Student Support Learning Center was recently designed with the latest Assistive Technology equipment for faculty to use to teach candidates strategies for working with P-12 students with special needs. Faculty have access to and utilize Smartboards and Smart Podiums in all classrooms. The unit has its own clicker system, video cameras, projectors, and a host of low-tech materials for faculty and candidate usage, and a classroom set of iPads. (Exhibit 16 [COM 110 (p.5); ECE 323 (p.6); ELE 403; PED 305; SED 323 (pp. 6-9)]); Exhibit 17 [GADM 870 online; GADM 701; GPED 503])

Professional education faculty members demonstrate scholarly work related to service in P-12 schools, the unit, university, and the community. Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators. They conduct workshops in suburban, urban, and rural P-12 districts and many faculty have presented internationally in multiple nations and cultures. During the 2012-2013 school year, faculty conducted conferences, workshops, and served on committees in P-12 schools totaling 65 different activities. In partnership with the Oral Roberts University Educational Fellowship and the International Christian Accrediting Association (ORUEF/ICAA), unit faculty and secondary representatives have traveled extensively, both nationally and internationally to provide workshops and serve as P-12 Christian school accrediting chairs and team members. These activities are completely funded by the ORUEF or ICAA budget, and have included travel to Ghana, Nigeria, Zimbabwe, India, Sweden, Central and South America, Virginia, New Mexico, Texas, Florida, and area schools. Unit faculty are actively engaged in dialogue about the design and delivery of unit, institutional, and community instructional programs. They work with colleagues in other colleges, and provide leadership in professional associations at state, national, and international levels that align with the COE conceptual framework, the University Faculty Senate, the College of Education Faculty Assembly, community workshops, community outreach events, the Chamber of Commerce School Partnership, Junior Achievement, local churches, and more. During the 2012-2013 school year, faculty participated in 40 unit level service activities, 63 university service activities, 24 community service activities, and 25 other service activities such as sponsorships. (Exhibit 37 [p. 7]; 119, 122, 171)

The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of all professional education faculty. Evaluations of professional education faculty are used to improve teaching scholarship, and serve as benchmarks to guide and help consider faculty for promotion and tenure. Peer evaluations of faculty members are conducted on a periodic basis; this includes a classroom

observation by several peer faculty and a written evaluation of the observation, which is shared with the observed professor and then submitted as part of their professional development. Faculty peer evaluations are included in their Professional Development Notebooks which will be available for review during the onsite visit. Faculty systematically engage in self-assessment of their teaching through self-reflection reports based on Student Opinion Surveys (SOS) or End of Course Evaluation Graduate Survey. These reports are reviewed and discussed with the faculty individually with the initial or advanced level chair. This review includes a discussion of the ways that the faculty member will change and adjust instruction directly based on student opinions. Based on Student Opinion Surveys and the End of the Course Evaluation Graduate Surveys, the College of Education full-time initial faculty average SOS score is 3.52 on a four point scale and graduate faculty aggregate score is 9.34 on a 10 point scale. The department chairs compile faculty surveys at the department level for data analysis. (Exhibits 37 [p. 7]; 99)

The unit has policies and practices to encourage all professional education faculty to be continuous learners that are outlined in the College of Education Faculty Professional Development Handbook. Faculty and leadership reflect on student and peer evaluations to determine, in part, which professional activities to attend. All full-time faculty complete a Professional Development Form (PDF) annually. The PDF includes several activities divided in the categories of scholarship, teaching and learning, and service. Additionally, adjunct faculty and secondary representatives may submit proposals for funding educational professional development activities. The unit's budget has increased annually to allow faculty to attend those activities determined necessary for individual improvement. A little over $32,000 was budgeted for professional development for the 2012-2013 academic year. A $5,000 residual donation for the purpose of furthering the unit's mission is also available for professional development funding, as is funding donated to the COE's Alumni Account. When completing their annual PDF, faculty must also include a Proposal for Funding form for each event for which they are requesting funding. Once unit leadership determines if there is enough funding for proposals, the proposals go to the Professional Development Committee to determine if requests are aligned with the faculty member's goals and responsibilities. (Exhibit 12 [pp. 16-25]; 170, 119, 120, 127)

5.2.b Continuous Improvement

The ORU College of Education is committed to continuous improvement to ensure candidates acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn by ensuring that professional education faculty contribute to the preparation of effective educators through scholarship, service, teaching, collaboration, and assessment of their performance.

The following is a list of changes made since the last OCTP/NCATE site visit, and a list of goals going forward. Most of the items under the accomplishments list have been fully implemented, unless otherwise indicated. The unit is in the process of collecting follow-up data to ensure changes have been effective.

Initiatives that have been implemented include the following:
• Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools. COE faculty consistently have high scores from student surveys. They are called upon by other colleges across the university to conduct

workshops on several topics related to improving instruction. Faculty also conduct workshops in multiple P-12 schools. (Exhibit 119, 120, 122)

• The unit's budget has increased annually to allow faculty to attend those activities determined necessary for individual improvement. A little over $32,000 was budgeted for professional development for the 2012-2013 academic year. A $5,000 residual donation for the purpose of furthering the unit's mission is also available for professional development funding, as is funding donated to the COE's Alumni Account. The unit also funds adjunct professional development activities and collaborates with departments across the university to help fund secondary education-related professional development activities. (Exhibit 127,170)

• A new process has been implemented to encourage faculty to apply to participate in more professional development activities. When completing their annual PDF, faculty must also include a Proposal for Funding form for each event for which they are requesting funding. Once unit leadership determines if there is enough funding for proposals submitted, the proposals go to the Professional Development Committee to determine if requests are aligned with the faculty member's goals and responsibilities. (Exhibit 12)

• Faculty provide leadership in the professional schools and for professional associations at state, national and international levels. (Exhibit 119)

• The unit has policies and practices that encourage all professional education faculty to be continuous learners. Faculty also serve as mentors to new faculty. (Exhibit 12, 124)

Commitment to Continuous Improvement
• The Graduate School of Education will look at redesigning the MATL and the MATA programs into fifth year programs to attract more undergraduates into education. (Exhibit 37 [p. 10 – Unit Goal #5])

• The leadership will encourage and support faculty to submit more articles to juried journals for publication. (Exhibit 37 [p. 10 – Undergraduate Goal #1,2; Graduate Goal #3,4])

• Prior to turning in the faculty Professional Development Notebook at the end of the year, faculty will be asked to complete the following statement: "Based on reflections of student and peer evaluations, I would like more professional development in the following areas:".

• The unit will provide more lunch and learn activities to allow faculty to present research, articles, and conference materials to unit faculty.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources
How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

The unit, Undergraduate and Graduate, is the College of Education (COE), supervised by the Dean who helps plan and oversee the unit budget and delivery of operations of professional education programs. In addition to the Dean, the Undergraduate and Graduate Chairs make up the unit Leadership Team. The Leadership Team assigns responsibilities to different faculty to assure coordinated programs and candidates meet national, state, and institutional standards. (Exhibit 13, 14, 15, 123)

The Leadership Team, Undergraduate and Graduate Councils, and Faculty Assembly manage and coordinate programs. Faculty are involved in the design, structure, implementation, and evaluation of teacher and administrator programs by involvement in respective councils. Curriculum changes, additions, and revisions are first submitted to the appropriate council or the curriculum committee for each division. Recommendations are presented to the COE Faculty Assembly for approval or denial. (Exhibit 19)

The unit offers regular and systematic collaboration with COE faculty and other ORU faculties in preparation of candidates as noted by unit structure. The Undergraduate Council members include secondary representatives serving as advisors to P-12 and secondary education candidates. The Undergraduate Council discusses issues pertaining to teacher education and makes recommendations to the COE Faculty Assembly. Undergraduate and Graduate Chairs of the COE sit on the College of Arts & Cultural Studies and the College of Science & Engineering Chairs Council and attend the Chairs Council to inform members of COE activities and explain how activities relate to ORU and their unit. The Dean has been on the Council agenda to discuss unit related concerns and issues. (Exhibits 51-62)

The unit recruiting and admissions policies are outlined in the annually updated ORU catalog. Initial level recruitment is coordinated by the Admissions Office. However, faculty and administrators all participate in such efforts: Whole Person Interviews, College Weekends, campus visits. The Undergraduate Chair sends letters to incoming candidates, once admitted. A recruiter is hired for the Graduate School of Education and is responsible for managing all components of recruitment. (Exhibits 1 [p.16-18]; 175)

Each teacher candidate has a COE advisor. Candidates in the secondary and P-12 programs have an advisor in their field of study. This same faculty member is the secondary representative to the unit. The unit provides a faculty member in the COE as a liaison for secondary teacher candidates. (Exhibit 2 [pp. 7-9])

The COE provides hard copy and online handbooks, both undergraduate and graduate, informing

candidates of different study plans and teacher preparation benchmarks. The information apprises candidates of calendar and schedule dates and deadlines, ePortfolio requirements, practicum and student teaching info, grading and rubric policies, disposition expectations, and other unit policies and procedures. (Exhibit 2-10)

To collaborate with other ORU unit faculty members, the COE faculty regularly presents at the ORU Faculty Lunch & Learn event, Faculty In-service, new faculty orientations, and provides professional development for colleges in ORU. Unit faculty collaborate with professors across university disciplines to publish and present. (Exhibit 122)

Budget allocations are proportionate to other ORU units to prepare candidates to meet standards. The budget supports on-campus and clinical work essential for candidates. (Exhibit 126)

The unit has three cost centers and multiple restricted accounts. The basic budget for the 2013-2014 school year to support professional education programs is as follows:
a. Undergraduate Education $668,70
b. Graduate Education $642,16
c. Class Dues $29,054

Total for 2013-2014 $1,355,922 (Exhibit 29, 30, 31, 125)

The ORU Alumni Association has an Education Alumni Fund, available to the COE Dean. (Exhibit 130)

The unit has allocations for professional development and travel for undergraduate and graduate levels. Additional funds are available to faculty through the ORU Academic Enhancement Fund. The unit has policies and practices encouraging faculty to be continuous learners. Based on needs identified in part from faculty evaluations, the unit offers opportunities for faculty to develop new knowledge and skills as they relate to the conceptual framework, performance assessment, diversity, technology, and emerging practices. Over the past three years, the budget for professional development has increased. Adjunct faculty and secondary representatives may submit proposals for funding professional development. Approximately $32,000 was budgeted for professional development for the 2012-2013 academic year. A $5,000 donation for furthering the unit mission is available for professional development, as is funding donated to the COE's Alumni Account. Funding is available from the ORU Academic Professional Development Fund. (Exhibit 127, 170)

ORU provides tuition support for advanced study to faculty pursuing an advanced degree as outlined in the ORU Faculty and Administrator Handbook. Since the last visit the COE has assisted five faculty and four have completed their programs.

Workload policies and practices encourage faculty in professional activities including teaching, scholarship, assessment, advisement, work in schools, and service. Furthermore, faculty are encouraged to professionally contribute on a community, state, regional, and national basis. Faculty loads do not exceed 12 hours for undergraduate faculty and nine hours for graduate faculty. Faculty teaching beyond the base load are compensated. Online courses are part of the

regular load unless taught in the summer. Summer courses are not part of faculty load, so faculty are compensated appropriately. To ensure the quality of summer programs, policies restrict the number of courses faculty teach. (Exhibit 133)

Full-time initial faculty supervise teacher interns and secondary representatives supervise internships for candidates within their major. For full-time faculty two candidates equal one credit hour of faculty load. In conjunction with department chairs, the COE contracts with secondary representatives to serve as that subject area's education coordinator and advisor at $500 a semester and $300 plus mileage per student teacher. (Exhibit 129)

Adjunct faculty is integral to the College of Education. They are compensated by a university salary scale and participate in university and unit sponsored professional development. The COE provides funds for additional professional development off campus. They are evaluated with the same criteria as full-time faculty. Poor performance evaluations may result in contract non-renewal. (Exhibit 119)

The COE budget includes the following personnel to support candidates:
a. An average of five to seven adjuncts in undergraduate and graduate programs
b. Director of Educational Technology
c. Administrative Assistant to the Dean
d. Senior Secretary to the Graduate Chair
e. Secretary to the Undergraduate Chair
f. Ten student workers per year for undergraduate programs, Curriculum Media Center, and Education Technology Lab
g. Three to four graduate assistants per year for graduate programs

The COE has facilities to support candidate use and practice of recent instructional technology. The COE is on the 5th floor of the Graduate Center, the main academic facility. Undergraduate and graduate divisions have offices with separate administrative, reception, secretarial, and conference areas. Each full-time faculty has a fully equipped office and a computer networked and online with ORU's information systems. Adjunct faculty have private and shared office space. Plus, graduate and student workers have designated work space. The secondary representatives have offices in their departments and access to all COE work areas. The Graduate Center unit facilities also have the following: an Education Technology Center, a Conference Room, the McKissack Conference and Reading Room. The unit has a new Curriculum Materials Library, Children's Library and Classroom, Student Learning Support Center, Faculty and Candidate Workroom, and Observation Testing Room. Lastly, the COE has the 22nd floor of CityPlex towers with office and commons areas, work rooms, four adult education classrooms and a technology lab. (Exhibit 156)

Faculty and candidates access current library and curricular resources and electronic information through the ORU Learning Resource Center (LRC) which houses the Library and an electronic Research and Resource Center located on the library 4th floor. The unit has a section of Library space for the COE Children's Library and Classroom with a self-checkout machine, all supervised by the COE undergraduate chair and student workers. The Research and Resource Center subscribes to various electronic databases for faculty and candidate research. Funding is allocated to the COE for nationally recognized children's books in addition to library annual

purchases. The unit partners with a national Christian company that supplies a P-12 curriculum. (Exhibit 131,132, 168)

Faculty and candidates can access four computer labs in the Graduate Center on the 2nd floor. Candidates have online and Internet connections in dorms and campus wide wireless. Education candidates have the COE's Technology Center on the 5th floor of the Graduate Center and they are able to use the Education Technology Center on the 22nd floor of CityPlex. The Education Technology Center is equipped with over 24 individual computer stations and multi-media hardware and software for research, demonstrations, constructing media presentations, and building online courses. With a donor gift faculty and staff have iPads. A Student Support Learning Center was recently designed with the latest Assistive Technology and all COE classrooms have Smartboards and Smart Podiums. The COE has a clicker system, video cameras, projectors, and many low-tech materials for faculty and candidates, and a class set of iPads. (Exhibit 156)

The unit has fully implemented, for candidate and faculty use, Chalk and Wire to host and maintain electronic portfolios as a main component of its assessment system. Candidates have all needed resources and software to design, develop, and maintain ePortfolios. Data is readily accessed through Chalk and Wire to faculty and candidates. The system can easily aggregate and disaggregate candidate assessment data. (Exhibit 139,150)

6.2.b Continuous Improvement

The ORU College of Education is committed to continuous improvement to ensure the unit has the leadership, authority, budget, personnel, facilities, and resources for preparation of candidates to meet professional, state, and institutional standards.

The following is a list of changes made since the last OCTP/NCATE site visit, and a list of goals going forward. Most of the items under the accomplishments list have been fully implemented, unless otherwise indicated. The unit is in the process of collecting follow-up data to ensure changes have been effective.

Initiatives that have been implemented include the following:
• Over the past three years, the budget for professional development has increased annually. Adjunct faculty and secondary representatives may submit proposals for funding professional development. Approximately $32,000 was budgeted for professional development for the 2012-2013 academic year. A $5,000 donation for furthering the unit mission is available for professional development, as is funding donated to the COE's Alumni account. (Exhibit 170, 127)

• Unit faculty members are highly regarded by other colleges in the university. They are constantly sought after to provide professional development on effective teaching strategies for faculty in other units of the institution. The COE full-time faculty have been involved in 63 combined university service activities, including presentations, serving on and chairing committees, and sponsoring student organizations. (Exhibit 35, 36, 37, 119, 122)

• Unit budget allocations permit faculty to provide services that extend beyond the unit to P-

12 education through the Boot Camp program; a program that partners with area school districts to prepare employees to become special education teachers. (Exhibit 143)

• Policies and procedures have been established to include online courses offered at the advanced level as part of the graduate faculty course load. (Exhibit 111, 133)

• The unit has taken the "Grow Your Own" approach to preparing the next generation of faculty members and to increase diversity among COE faculty. We have hired two of our own graduates as full-time faculty and one as an adjunct faculty member. Additionally, the unit uses graduate assistants to strengthen its programs. All graduate assistants and the graduate recruiter are in the COE doctoral program. One graduate assistant works as an adjunct faculty member teaching ELL courses, another works in the dean's office helping with accreditation, another works as the Coordinator for Student Services with the ORU eAcademy (a 3rd through 12 grade online Christian school under the supervision of the COE), and another works as a support to the advanced programs. (Exhibit 154)

• The unit would not function at capacity without the assistance of support personnel. The support personnel significantly enhance the effectiveness of faculty in their teaching and mentoring candidates and in the overall unit operations. The Director of Technology provides ongoing support to faculty and candidates with technological challenges; makes arrangements to provide needed technology for all COE events; provides ongoing training for unit faculty on the latest soft and hardware; and provides support to the university when and where it is needed. The undergraduate secretary has an ongoing supportive relationship with candidates and alumni, and keeps up with alumni on Facebook. She also helps to coordinate all COE events including completing room, transportation and food requisitions, and organizes the educational seminars twice a year. The graduate secretary facilitates all of the advanced programs in addition to gathering all paperwork for certification candidates. The administrative assistant to the dean completes all financial requisitions and facilitates travel arrangements for all candidate and faculty professional development activities. (Exhibit 173)

• The unit has optimum facilities that support candidate use and practice of the most recent instructional technology developments. Since its last accreditation visit, all areas utilized by the COE have undergone a major remodel to update the facilities including hardware and software technology. (Exhibit 174)

Commitment to Continuous Improvement
• The unit is looking at the redesign of the MATL and the MATA programs into fifth year programs to attract more undergraduates into education. (Exhibit 37 [p. 10 – Unit Goal #5])

• The unit is looking to expand its graduate online programs in an effort to recruit more candidates into administration program at the master level. (Exhibit 37 [p. 10 – Graduate Goal #1])

OKLAHOMA STATE REPORT

1. Candidate Portfolios

The institution requires all initial and advanced certification candidates to develop a portfolio which documents a candidate's accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Commission, State Regents, State Department of Education, and institution. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, state and national standards, and outcomes determined by the Commission, Regents, SDE, and the institution.

The teacher education unit and programs:
Require the portfolio development process to begin no later than initial enrollment into the professional education course work or advanced program. The development process should include periodic checkpoints that provide feedback to the candidate.

- The unit has a well-developed ePortfolio which has been in place for 13 years. All teacher candidates are required to compile and maintain a developmental electronic portfolio referred to as an ePortfolio and to demonstrate their knowledge of inquiry, critical analysis, and synthesis of the subject matter as reflected in artifacts supporting competencies and performance skills. Candidates complete the Entry Level artifacts of the ePortfolio prior to admission into the Professional Education Program. The ePortfolio Handbook, available to candidates online, provides detailed directions, templates, and rubrics to assist candidates when they are creating and uploading artifacts into the portfolio. Assessment of artifacts uploaded into the ePortfolio is continuous throughout the entire program, and candidates must successfully complete one benchmark (Entry, Intermediate Part I & Part II, Capstone, and Professional) before starting the next to verify that competencies have been met. For every artifact entry, a rubric has been developed for use when assessing the ePortfolio. The Initial Portfolio Assessment Sheet (IPAS) provides a detailed explanation of the possible levels of achievement for each artifact. Samples of candidate ePortfolios will be available for the onsite visit. (Exhibit 9, 63)

- Applicants desiring to become candidates in advanced programs, including administration, are required to demonstrate knowledge and understanding of a requisite minimum knowledge base before being admitted to the graduate school. Applicants must submit specific documents to determine if they meet admittance qualifications. Applicants are fully admitted, admitted on probation, or not admitted. Those that are admitted on probation or fully admitted submit admission documents into their ePortfolio to be assessed. This represents the Entry Level for graduate candidates. Once artifacts at the Entry Level have been assessed, data are used as a predictor of candidate success based on their admittance status. The Advanced ePortfolio Handbook, available to candidates online, provides detailed directions, templates, and rubrics to assist candidates when they are creating and uploading artifacts into the portfolio. Assessment of artifacts uploaded into the ePortfolio is continuous throughout the entire program, and candidates must successfully complete one benchmark (Entry, Intermediate, and Capstone) before starting the next to verify that competencies have been met. For every artifact entry, a rubric has been developed for use when assessing the ePortfolio. The Advanced Portfolio Assessment Sheet (APAS) provides a detailed explanation of the possible levels of achievement for

each artifact. Samples of candidate ePortfolios will be available for the onsite visit. (Exhibit 10, 66)

Develop and maintain a portfolio handbook(s), available for review during all Board of Examiners site visits, which includes:
  ➢ *a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework(s);*
  ➢ *written policies, criteria, and institutional rubric(s) related to the assessment of the portfolio as a whole or individual artifacts contained in the portfolios for all individuals enrolled in initial and advanced certification programs.*

- The initial and advanced ePortfolio Handbook, available to candidates online, includes a written philosophy related to portfolio development and assessment which is consistent with the institution and unit mission and the conceptual framework. The handbooks explain all policies and provide detailed directions, templates, and rubrics to assist candidates when they are creating and uploading artifacts into the portfolio. (Exhibit 9 [pp.1-2]; Exhibit 10 [pp. 1-2])

Focus initial level portfolios on Interstate New Teacher Assessment and Support Consortium (InTASC) standards and the Oklahoma General Competencies for Teacher Certification and Licensure. If the organizational scheme of the portfolio reflects the unit's conceptual framework, units may wish to provide an alignment document for the framework with the InTASC / Oklahoma General Competencies.

- The initial ePortfolio is based on 18 institutional standards reflecting the unit's conceptual framework. The institutional standards are aligned with the university outcomes, the state competencies, and national InTASC standards. A matrix for the initial level has been developed to show standards alignment. All documents and evaluation instruments used at the initial level are aligned with and assessed against the institutional standards. (Exhibit 26, 9, 63)

Focus advanced level portfolios on national program standards for other school personnel.

- The advanced ePortfolio is based on 18 institutional standards reflecting the unit's conceptual framework. The institutional standards are aligned with the university outcomes, the state competencies, and ELCC standards. A matrix for the advanced level has been developed to show standards alignment. All documents and evaluation instruments used at the advanced level are aligned with and assessed against the institutional standards. (Exhibit 27, 66)

2. Foreign Language Requirement

The unit has a policy in place that ensures that teacher preparation candidates demonstrate conversational skills at a novice high level, as defined by the American Council on the Teacher of Foreign Languages, in a language other than English. Demonstration of competency must occur prior to candidate completion of the teacher preparation program.

- 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 Language Proficiency Skills Test given periodically by the Modern Foreign Language Department. Currently, tests have been prepared in Spanish, French, and German (others available upon request). After passing this test, the Proficiency (PRF #001) will appear on the student's official transcript.

  - ➢ Complete ORU's Language #102 course in any language and earn 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. (Sign Language is acceptable on Bachelor of Science degree plans only.)

  - ➢ 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, and 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 Proficiency. When the teacher candidate is taking the course(s) to fulfill the Language Proficiency 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 the Language Proficiency 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 Foreign Language Department for approval.

Candidates may also fulfill the Language Proficiency by taking the Proficiency Test administered by the Modern Foreign Language Department (MFLD) twice each semester. The test is offered once during the week of orientation and once during the group advisement period.

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 Proficiency Testing

The Proficiency Test(s) is administered two times in the fall and spring semesters—one time during orientation week and one time during the day of group advisement. The specific day, time, and room will be determined by the Modern Foreign Language Department. The Modern Foreign Language Department will notify the Undergraduate Chair in order for an announcement to be given in Professional Education Program courses, and posters will be posted in various areas of the Graduate Center building by the Modern Foreign Language Department.

After the candidate has completed the Proficiency Test in the Modern Foreign Language Department, the results of the test(s) are submitted to the Undergraduate Chair in the College of Education.

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 Proficiency 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. (Exhibit 2 [pp. 18-19])

3. Input from Stakeholders

The institution has an established process for seeking program information and input from teacher preparation faculty, faculty from arts and sciences, other programs and disciplines which are appropriate, candidates within the teacher education program, teachers, administrators, parents, guardians or custodians of students, and business and community leaders. This process may include surveys, websites, or other means of seeking input from stakeholders.

- The Leadership Team, Undergraduate and Graduate Councils, and Faculty Assembly manage and coordinate unit programs. Faculty are involved in the design, structure, implementation, and evaluation of teacher and administrator preparation programs by involvement in respective councils. Curriculum changes, additions, and revisions are first submitted to the appropriate council-- the curriculum committee for each division. Recommendations are presented to the COE Faculty Assembly for approval or denial. The unit also offers systematic collaboration with COE faculty and faculty in other ORU units in the preparation of professional educators as indicated by unit structure. Members of the Undergraduate Council include all secondary representatives serving as advisors to P-12 and secondary education candidates. The Undergraduate Council discusses any issues pertaining to teacher education and makes recommendations to the COE Faculty Assembly. Undergraduate and Graduate Chairs of the COE sit on the College of Arts and Cultural Studies and the College of Science and Engineering Chairs' Council and attend the Chairs' Council to inform members about College of Education activities and explain how activities relate to ORU and their particular unit. (Exhibit 19 [pp. 5-6]; Exhibit 167, 14)

- The unit utilizes methodical events in which representatives from the professional community are in attendance such as Cooperating Teacher Orientation receptions, Senior Day Activities, annual Tulsa Council of Area School Administrators (TCASA) breakfast meetings, Area Christian School Administrators breakfast, ORU Homecoming conferences, and Senior Day Activities to gather feedback from stakeholders. Additionally, the unit has utilized special events such as Trustees meetings, visits from the Oklahoma Secretary of Education, and the Senior Day Job Fair (which will become an annual event) to gather feedback on programs and unit operations. Information regarding the COE programs can also be found on the ORU website. The unit hosts open houses for parents during College Weekend to answer questions and gain feedback about programs. (Exhibit 38, 39, 40, 41, 42, 43, 44, 45, 90)

The institution will report annually to the Oklahoma Commission for Teacher Preparation the procedures used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received. The Institutional Plan shall be accessible to any interested party under the Oklahoma Open Records Act.

- The unit completes the Oklahoma Commission for Teacher Preparation annually. (Exhibit 32, 33, 34, 169)

4. Content and Pedagogical Preparation

Secondary and elementary/secondary teacher candidates have undergraduate majors, or their equivalents, in a subject area. Teacher candidates in early childhood, elementary, and special education have subject area concentrations that qualify them as generalists. Oklahoma State Regents for Higher Education require 12 semester hours in mathematics, science, language arts, and social studies. Candidates must document they meet subject matter competencies in mathematics, science, language arts, and social studies.

Program reviews and degree plan sheets outline required courses for candidates. All secondary and P-12 teacher candidates are required to complete a major in a specific content area. All elementary, early childhood, and special education majors take 12 credit hours each of math, science, social studies, and language arts. The Oklahoma General Education Test and the Oklahoma Subject Area Test provide evidence that candidates meet subject area competencies. (Exhibit 20, 69, 70, 71, 172)

Teacher candidates study, in existing coursework, substance abuse symptoms identification and prevention, mental illness symptoms identification and mental health issues, classroom management skills, and classroom safety and discipline techniques.

To address topics such as abuse systems identification and prevention, mental illness symptoms identification and mental health issues, all teacher candidates are required to take PED 222 School Health Care. The course description is as follows:

> ➢ A course providing the professional education major with knowledge of medical conditions, both acute and chronic, that occurs in both the primary and secondary schools. Introduces both federal and state laws pertaining to health in the school environment. Discusses various social issues that can influence a students' physical and mental well-being.

To address topics such as classroom management skills, and classroom safety and discipline techniques, all elementary, early childhood, and special education majors take PED 372 Classroom Management and Law. The course description is as follows:

> ➢ A study of the various approaches in behavior management. Emphasizes behavior modification techniques. Introduces teacher candidates to token learning principles and how they apply to behavior management in the classroom. Provides the opportunity for the study of the relationships between students, parents, teachers, schools, and federal, state, and local government with an emphasis on the legal framework with which each participant must interact. Prerequisite: Admission to the Professional Education Program.

All secondary and P-12 candidates take PED 306 Pedagogy II. The course description is as follows:

> ➢ A study of human life development from conception through adolescence with more emphasis on middle school and secondary school students. Management of classroom routines and behavior interwoven into the course with information on assessing students learning. Includes a 20 hour practicum. (Exhibit 16 [PED 222, PED 306, PED 372])

5. Advisement

Teacher candidates are provided with advisement services to assist them in taking coursework designed to maximize their opportunities for certification and employment. At the minimum teacher candidates are provided information on the latest supply and demand information concerning teacher employment, state salary structure, and teaching shortage areas.

> ➢ 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 or liaison 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 initial certification will be assigned an advisor in their content area in addition to their graduate advisor.

All faculty advisors are expected to be knowledgeable about teaching opportunities in their specific area as well as the latest supply and demand information concerning teacher employment, state salary structure, and teaching shortage areas. Additionally, all teacher candidates are enrolled in PED 100 Educational Seminar where they are given additional information about these topics. (Exhibit 2 [pp. 7-10]; Exhibit 161)

6. Field Experiences (Student teaching minimums)

A minimum of 45 hours of diverse field experiences, or its equivalent, is completed by all initial candidates prior to student teaching.

A minimum of 12 weeks of full-time student teaching, or its equivalent, is completed by all initial candidates prior to program completion.

In advanced programs, practicum and clinical experiences are in place that adequately addresses the requirements established by their respective learned societies.

➢ The following chart lists and describes all field experiences and student teaching internships completed by initial candidates. Also included is a list of experiences completed by advanced candidates.

Field Experience and Clinical Internships

Field Experiences/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
Field Experiences – All Education Majors		
PED 111 Field Based Experience/Elementary	30	An opportunity for candidates with a prospective teaching career to observe and participate in an actual elementary classroom setting for a minimum of 30 hours.
PED 121 Field Based Experience/Secondary	30	An opportunity for candidates with a prospective teaching career to observe and participate in an actual secondary classroom setting for a minimum of 30 hours.
SED353 Intro. Special Ed. – Mild/Moderate Disabilities	15	Acquaints candidates with different exceptionalities served in the schools. Focuses on assessment procedures, placement, methods, materials, and teaching strategies. Includes a 15 hour practicum.
Elementary Education Majors		
ELE 344 Elementary Reading Methods	30	A study of the major approaches to reading instruction in elementary grades 1 through 8. Presents methods and materials as a means of developing the student's awareness of the reading process. The practicum component provides an opportunity to observe 30 hours of reading and language arts instruction in an elementary classroom.
ELE 403 Literacy Assessment	15	Includes interpretation of tests and data, placement of individuals, and the diagnosis and assessment of reading disabilities. Addresses the development of case reports including recommendations and remediation, corrective and remedial instruction utilizing appropriate materials and methods for individuals having reading problems; and instruction designed to accommodate student needs through special techniques and adaptations of instructional materials. Includes a 15 hour practicum.

Field Experience/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
Early Childhood Education Majors		
ECE 250 Infant and Toddler Development	10	A study of the physical, psychosocial, and cognitive development of children from birth through age two. Emphasizes parent and caregiver practices that promote optimal development. Includes a 10 hour practicum.
ECE 303 Symbol Development and Creativity of the Young Child	10	Covers all aspects of symbol development and creativity including language, literacy, art, music, and drama. Addresses special needs of the language-different child in the development of literacy. Both the research base and practical applications are addressed. Includes a 10 hour practicum.
ECE 323 Cognitive Development of the Young Child	10	A study of the basic principles of cognitive growth and development of children from birth through age eight as well as methods for guiding cognitive development. Covers development and evaluation of curriculum, assessment principles, and specific methods and rationales for teaching math, science, and social studies. Includes a 10 hour practicum.
Teaching English Language Learners Major		
ELL 315 Descriptive Linguistics	15	A general introduction to the field of descriptive linguistics, including phonetics, morphology, and syntax, especially as they relate to the second language teacher. Includes a 15 hour practicum.
ELL 393 TESL Assessment	15	An examination of the principles of testing and evaluation as applied to the acquisition of English as a second language. Emphasizes testing skills needed by the classroom teacher. Also covers the principles, procedures, and basic terminology of educational research to aid the classroom teacher in the interpretation of research. Includes a 15 hour practicum.
Special Education Majors		
SED 352 Behavioral Management Strategies	10	Examines strategies for managing disruptive behavior in the special education and regular classroom, preschool, and home. Includes practical techniques, philosophical, legal, ethical, and pedagogical issues. Includes a 10 hour practicum.
SED 363 Effective Instruction for Students with Mild-Moderate Disabilities	10	A comprehensive overview of the most current effective teaching strategies for special education. Provides a model for application to a variety of skill and content areas. Examines advances in technology, multicultural awareness, curriculum development, and thinking skills. Incorporates concrete, meaningful teaching activities and demonstrations. Includes a 10 hour practicum.
SED 403 Methods, Strategies, and Techniques for Teaching Students with Mild-Moderate Disabilities	10	A detailed study of curriculum and methods for teaching mildly disabled children from birth through high school. Emphasizes (1) designing and implementing activities and experiences developmentally appropriate for the preschool aged child, and (2) programs, class organization, lesson planning, curricular materials, teaching strategies, and Individualized Educational Plans (IEPs) for mildly disabled children and adolescents. Includes a 10 hour practicum.

Field Experience/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
K-12 and Secondary Methods Courses		
ART 106 Elementary & Secondary Methods/Evaluation	15	A seminar class including, but not limited to, pertinent subjects, guest speakers from the education community, demonstrations, and exercises that are outside the scope of other art courses. Includes a 10-15 hour practicum.
LANG 470 Teaching Language	10	A course designed to provide foreign language majors with concepts needed for language learning and instruction. Includes the historical background of the teaching of modern language. Discusses Foreign Language in the Elementary School (FLES), immersion programs, and issues concerning high school programs. Includes a 10-15 hours of classroom observation.
COM 110 Teaching Communication Arts	10	An investigation of and practice with specific methods in teaching secondary students teaching speech, drama, debate, and related subject areas. Includes 10-20 hours of practicum.
ENG 470 Teaching English	10	A course designed to prepare English majors with ideas and practical knowledge for the secondary level (middle and senior high school levels) English classroom. Focuses on methods of teaching literature, composition, grammar, and related subjects to current American students of varied backgrounds. Includes a 10 hour practicum.
HPE 452 HPE Methods and Evaluation	10	A course designed for future physical education teachers to develop knowledge in the areas of curriculum development, methods of teaching, techniques of measurement and evaluation, and organizing instruction for the elementary and secondary physical education programs. Focuses on applying contemporary theories and practices to the context of elementary, intermediate, and secondary schools. Includes teaching processes that involve philosophy, motor learning, planning, organizing, presenting materials, evaluating, and reading current professional literature. Includes a 10 hour practicum.
MAT 428 Secondary Methods: Mathematics	15	A course designed to prepare mathematics education candidates with ideas and practical knowledge for the classroom. Focuses on materials and methods of teaching mathematics. Includes a 15 hour practicum.
BIO 429 Secondary Methods: Science	10	A course designed to prepare science education candidates with ideas and practical knowledge for the classroom. Focuses on materials and methods of teaching biology, chemistry, physics, and physical science.
MUS 426 Elementary Music Methods and Evaluation	3	A course designed to develop the candidates' skills and sequence of instruction of musical activities within the elementary classroom. Prepares teacher candidates through the exploration and application of music methods, assessment, and instructional strategies.
MUS 427 Secondary Music Methods and Evaluation	10	A course designed to introduce candidates to the management and instructional skills needed to direct a high school music program. Prepares teacher candidates to manage rehearsals and prepares them for instruction and assessment of non-performance classes, including a 10 hour practicum.
HIS 477 Secondary Methods: Social Studies	15	A course designed to prepare social studies education students with ideas and practical knowledge for the classroom. Focuses on materials and methods of teaching social studies core disciplines (history, government, geography) to middle and high school students. Includes materials and methods of teaching the related disciplines of economics, psychology, sociology, and anthropology. Includes 15 hour practicum.

Field Experience/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
PED 305 Pedagogy I	20	A study of cultural diversity combined with the knowledge of English language learners and students with disabilities. Uses the teacher candidates' knowledge of diversity and applies it through technology in the classroom to educate all learners. Includes a 20 hour practicum.
PED 306 Pedagogy II	20	A study of human life development from conception through adolescence with more emphasis on middle school secondary school students. Management of classroom routines and behavior interwoven into the course with information on assessing students learning. Includes a 20 hour practicum.
ELE/ECE/SED Student Teaching Internship		
Student Teaching Internship I (9 Weeks)	308	Nine weeks in-class observation, teacher assistance, and student teaching under professional supervision of a university supervisor and a cooperating teacher in an elementary school, culminating in two weeks of full-time teaching responsibilities. Students engage in both curricular and extracurricular programs. Theory of education evaluation and testing is included. **Note**: The fall Internship includes an extra week in August with the assigned Cooperating Teacher in order for candidates to learn 'first week of school' processes and procedures.
Student Teaching Internship II (8 Weeks)	280	Eight weeks in-class observation, teacher assistance, and student teaching under professional supervision of a university supervisor and a cooperating teacher in an elementary school, culminating in two weeks of full-time teaching responsibilities. Students engage in both curricular and extracurricular programs. Theory of education evaluation and testing is included.
K-12 and Secondary Student Teaching Internship		
Student Teaching Internship I (8 Weeks)	280	Eight weeks (full-time) in-class observation, teacher assistance, and student teaching under professional supervision of a cooperating teacher in a junior high or middle school and a university supervisor, culminating in two weeks of full-time teaching responsibilities. Students engage in both curricular and extracurricular programs.
Student Teaching Internship II (7 Weeks)	245	Seven weeks (full-time) in-class observation, teacher assistance, and student teaching under professional supervision of a cooperating teacher in a high school and a university supervisor, culminating in two weeks of full-time teaching responsibilities. Students engage in both curricular and extracurricular programs.

Advanced Programs Field Experience and Internships

Field Experience/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
M.A. Building Level Administration – Public School Track		
GPED 783 Building Level Admin. Internship	120	The intern will actively participate in a broad array of "real-world" activities which require the intern to integrate theory and practice in a field-based setting.
GPED 793 Building Level Admin. Internship	120	The intern will actively participate in a broad array of "real-world" activities which require the intern to integrate theory and practice in a field-based setting. The internship activities requirements are identical to GPED 783, but must take place in a different school setting.

Field Experience/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
M.A. Building Level Administration – Private/Christian School Track		
GCSE 683 Building Level Admin. Internship	120	The intern will actively participate in a broad array of "real-world" activities which require the intern to integrate theory and practice in a field-based setting.
GCSE 684 Building Level Admin. Internship	120	The intern will actively participate in a broad array of "real-world" activities which require the intern to integrate theory and practice in a field-based setting. The internship activities requirements are identical to GCSE 683, but must take place in a different school setting.
Ed.D. District Level Administration – Public and Private/Christian School Track		
GADM 885 District Level Admin. Internship	150	The intern will actively participate in a broad array of "real-world" activities which require the intern to integrate theory and practice in a field-based setting.
GADM 805 The Superintendency	15	In addition to GADM 885, the practicum experience is completed in five required specialty area courses. These provide the administrator candidate with 75 hours of supervised field experience in various educational settings. Administrator candidates completing the advanced program will have participated in a minimum of 225 supervised hours in the field in an array of school settings.
GADM 830 Business Management Practices in Education	15	In addition to GADM 885, the practicum experience is completed in five required specialty area courses. These provide the administrator candidate with 75 hours of supervised field experience in various educational settings. Administrator candidates completing the advanced program will have participated in a minimum of 225 supervised hours in the field in an array of school settings.
GADM 840 School Facilities Planning	15	In addition to GADM 885, the practicum experience is completed in five required specialty area courses. These provide the administrator candidate with 75 hours of supervised field experience in various educational settings. Administrator candidates completing the advanced program will have participated in a minimum of 225 supervised hours in the field in an array of school settings.
GADM 850 Legal, Political and Ethical Issues in Education Administration	15	In addition to GADM 885, the practicum experience is completed in five required specialty area courses. These provide the administrator candidate with 75 hours of supervised field experience in various educational settings. Administrator candidates completing the advanced program will have participated in a minimum of 225 supervised hours in the field in an array of school settings.
GADM 855 / GPED 855 Instructional Theory and Practice	15	In addition to GADM 885, the practicum experience is completed in five required specialty area courses. These provide the administrator candidate with 75 hours of supervised field experience in various educational settings. Administrator candidates completing the advanced program will have participated in a minimum of 225 supervised hours in the field in an array of school settings.

7. Admission Requirements

Oklahoma requirements for admission to initial teacher preparation programs include: Documentation of the candidate's experiences working with children.

Assessment of academic proficiency (e.g., general education skills proficiency tests)
Or
Successful completion of any prior college or university coursework with at least 3.0 grade point average (GPA) on a 4-point scale in the liberal arts and sciences courses (a minimum of 20 hours) as defined by State Regent's policy
Or
Achieving an acceptable score on the State Regent's approved assessment for admittance into teacher education programs.

The following is a description of the requirements for admittance into the Professional Teacher Education Program:

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.

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 102).

➢ Complete 45 hours of college coursework.

➢ 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. (Exhibit 63; Exhibit 80 [Entry Level])

➢ Pass the following courses and earn a "C" or above in each course:
  o Oral Communications (COM 101)
  o Reading and Writing in Liberal Arts (COMP 102)
  o Foundations and Methods of Education (PED 203)
  o 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. (Exhibit 2 [pp. 10-11])

8. Exit Requirements

The unit provides information on the criteria for exit adhering to all rules and regulations established by the Oklahoma State Department of Education.

- Pages 23-28 of the Teacher Education Handbook outlines the exit requirements for teacher candidates. (Exhibit 2 [pp.23-28])

Requirements for exit from administrator preparation programs include: successful completion of an administrator assessment that is aligned with state and national standards and a culminating portfolio that is aligned with state and national standards.

- Exit requirements for advanced candidates are found in the MA Handbook, specifically pages 22-25 for master candidates and the Ed.D. Introductory Handbook, specifically pages 23-25. (Exhibit 4 [pp. 22-25]; Exhibit 6 [pp. 19-20, 23-25])

9. Faculty Professional Development

Units have an active system in place documenting and reporting the annual professional development activities of all teacher education faculty members.

- The unit has policies and practices that encourage all professional education faculty to be continuous learners that are outlined in the College of Education Faculty Professional Development Handbook. Faculty and leadership reflect on student and peer evaluations to determine, in part, which professional activities to attend. All full-time faculty complete a Professional Development Form annually. The PDF includes several activities divided in the categories of scholarship, teaching and learning, and service. Additionally, adjunct faculty and secondary representatives may submit proposals for funding educational professional development activities. When completing their annual PDF, faculty must also include a Proposal for Funding form for each event for which they are requesting funding. Once unit leadership determines if there is enough funding for proposals submitted, the proposals go to the Professional Development Committee to determine if requests are aligned with the faculty member's goals and responsibilities. (Exhibit 12, 119, 120, 127, 170)

All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

- All professional education faculty members have consistently met and many far exceed the minimum ten (10) clock hour requirement involvement in P-12 schools each year. Professional education faculty members demonstrate scholarly work related to service in P-12 schools. They collaborate regularly and systematically with colleagues in P-12 settings to improve teaching, candidate learning, and the preparation of educators. They conduct workshops in suburban, urban, and rural P-12 districts and many faculty have presented internationally in multiple nations and cultures. During the 2012-2013 school year, faculty conducted conferences, workshops, and served on committees in P-12 schools totaling 65 different activities. In partnership with the Oral Roberts University Educational Fellowship and the International Christian Accrediting Association, unit faculty and secondary representatives have traveled extensively both nationally and internationally to provide workshops and serve as P-12 Christian school accrediting chairs and team members. These activities have included travel to Ghana, Nigeria, Zimbabwe, India, Sweden, Central and South America, Virginia, New Mexico, Texas, Florida, and area schools. (Exhibit 35, 36, 37 [p. 7]; Exhibit 120, 171)

10. Alternative Placement Program

*A plan for alternative placement is in place that addresses the unique needs of candidates who seek teacher certification following professional experience in other professions***.**

Individuals who are interested in the ORU Alternative Certification (MATA) Program will find the following information on the College of Education website:

Initial Teaching with Alternative Licensure (MATA)
The Masters of Arts in Teaching with Alternative Licensure is designed for college graduates interested in teaching in the public or private school setting. This degree allows graduates who completed their bachelor degree in another discipline to complete a master degree but will not receive a recommendation for state licensure from the ORU College of Education. The candidate will work with the Oklahoma Department of Education's alternative licensure program simultaneously completing our master's program.

Initial Teaching with Alternative Licensure Course Offerings (MATA)
• History and Philosophy of Education
• Pedagogy 1 and Pedagogy 2
• Instructional Methods and Strategies K-12
• Internship in K-12 or Secondary Education
• Issues in Education

A degree plan sheet is also available. (Exhibit 172 – MATA Degree Plan Sheet)

The unit maintains records on alternative placement candidates as required by law, including the submission of data on alternative placement candidates as part of the annual reports* submitted to the Oklahoma Commission for Teacher Preparation.

A review of the admissions data and completion data shows that since 2010 four candidates entered the program as non-degree seekers with specific alternative certification plans to study for the superintendent certification. Of the four, two have successfully completed their plan of study. Once a candidate completes the plan of study he/she is qualified to make application for full superintendent certification. Of the two that have completed the plan of study, one has applied and has received full superintendent certification and the other is still in the application process. (Exhibit 109)

0	**Oral Roberts University State Report**
1	Oral Roberts University Catalog
2	Unit Handbook – Initial Teacher Education Program Handbook
3	Unit Handbook – Initial Student Teaching Handbook
4	Unit Handbook – MA Handbook
5	Unit Handbook – Internship Handbook (Building-MA)
6	Unit Handbook – EdD Introductory Handbook
7	Unit Handbook – Internship Handbook (District-EdD)
8	Unit Handbook – EdD Comprehensive Exam & Dissertation Handbook
9	Unit Handbook – COE ePortfolio IPAS Handbook (Initial)
10	Unit Handbook – COE ePortfolio APAS Handbook (Advanced)
11	COE Workshop and Seminar Catalog 7th Edition
12	COE Professional Development Handbook
13	Organizational Chart – University
14	Organizational Chart – College of Education
15	Organizational Chart – COE & Secondary Education Relationship
16	Link to Undergraduate Education Syllabi
17	Link to Graduate Education Syllabi
18	University Faculty Senate Constitution & Bylaws
19	COE Faculty Assembly Constitution & Bylaws
20	Status of Program Reports Table
21	NASM Accreditation Letter & Report
22	Alternative Certification Information
23	Unit Conceptual Framework & Conceptual Model
24	Demographics - University Students, Unit Students and Faculty
25	Unit Institutional Standards
26	Initial Standards Alignment Matrix
27	Advanced Matrix (IS & ELCC Standards & Course Alignment)
28	Accreditation Letters - HLC; NCATE; OCTP (State)
29	NCATE Annual Report 2010
30	NCATE Annual Report 2011
31	NCATE Annual Report 2012
32	OCTP Annual Report 2010
33	OCTP Annual Report 2011
34	OCTP Annual Report 2012
35	COE Annual Report 2010-2011
36	COE Annual Report 2011-2012
37	COE Annual Report 2012-2013
38	Alumni Homecoming 2011
39	Cooperating Teachers Orientation 2012
40	Cooperating Teachers Orientation 2013
41	TCASA Agendas 2012-13
42	Christian School Administrators Agenda 2011
43	Christian School Administrators Agenda 2012
44	Trustees Report
45	OK Secretary of Education Visit Materials
46	Assessment Week Fall 2010
47	Assessment Week Fall 2011

48	Assessment Week Spring 2011
49	Assessment Week Spring 2012
50	Assessment Week Spring 2013
51	Undergraduate Council Minutes 2-26-2013
52	Undergraduate Council Minutes 8-28-2012
53	Graduate Council Minutes 4-20-2011
54	Graduate Council Minutes 9-20-2011
55	Graduate Council Minutes 1-31-2012
56	Graduate Council Minutes 2-28-2012
57	Graduate Council Minutes 4-10-2012
58	Graduate Council Minutes 9-25-2012
59	Graduate Council Minutes 3-26-2013
60	Faculty Assembly Minutes10-4-2011
61	Faculty Assembly Minutes 11-1-2011
62	Faculty Assembly Minutes 2-5-2013
63	Initial Portfolio Assessment Sheet (IPAS)
64	Initial Assessment Course Alignment
65	Initial Data Analysis Timeline
66	Advanced Portfolio Assessment Sheet (APAS)
67	Advanced Data Analysis Timeline
68	Advanced Assessment Course Alignment
69	Title II Reports 2009-2012
70	Oklahoma General Education Test (OGET)
71	Oklahoma Subject Area Test (OSAT)
72	Oklahoma Professional Teaching Exam (OPTE)
73	GPA Data
74	Disposition Data Report & Rubric
75	Contextual Information Directions and Rubric
76	Contextual Information Data
77	Tulsa Area Public Schools Demographic Data
78	Field Experience & Internship Chart
79	Field Experience Self-Evaluation Data
80	Aggregate Data by Performance Level and by Benchmark
81	Repeated Assessment Data (Contextual Information & Disposition Data)
82	OSAT Constructed Response Comparative Data 2011-2013
83	Teacher Work Sample Prompt & Rubrics
84	Teacher Work Sample Data Factors 1-7
85	Electronic Student Teaching Performance Evaluation Rubric
86	Student Teaching Performance Evaluation Data
87	Philosophy Rubric & Data
88	Cooperating Teacher Unit Evaluation Data 2010
89	Cooperating Teacher Unit Evaluation Data 2012
90	Defense of Learning Rubric & Administrators' Feedback
91	Senior Defense Rubric
92	Senior Day Feedback 2013
93	Educational Benchmark Data
94	Unit Operations Assessment Report
95	EBI, OCTP, & ORU Alumni Comparison Data

96	Music Education Data
97	Exit Interview & Responses 2013
98	Student Teaching Internship Technology Data
99	Course Evaluation Data Report
100	Advanced Data by ELCC Standards & Performance Level
101	Advanced Comprehensive Exam Data
102	Master of Art in Teaching with Licensure (MATL) Enrollment Data
103	Building & District OSAT Results
104	Advanced Program Admission Data
105	Advanced Data - Positive Impact on Student Learning
106	Advanced Internship Administrators' Evaluation Data
107	Advanced Disposition Data
108	Advanced Enrollment Trends by State 2010-2014
109	Advanced Enrollment Data
110	Advanced Program Completion Data
111	Advanced Face-to-Face & Online Course Data Comparison
112	Survey – OCTP First Year Teacher Data 2011
113	Survey – Alumni Data 2006 – 2013
114	Survey – OCTP Employer Data 2011
115	Survey – Graduate Education Candidate Data 2009
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124	Faculty Mentors for New ORU Faculty
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127	Professional Development Budget 2010-2013
128	Adjunct Salary Scale
129	Sample of Secondary Representative Contract
130	Education Alumni Giving
131	COE Library Expenditures
132	COE Library Resources
133	Faculty Load Reports 2010-2013
134	Whole Person Assessment Brochure
135	Globalization Case Statement
136	TLE Agenda & Power Point 2012
137	Common Core Implementation
138	Eighth Floor Advisory Booklet
139	Chalk & Wire Field Experience Directions
140	EdTPA Materials & COE Pilot Results
141	Math & Science Grant Proposal
142	IMPACTS 2014 Grant Proposal
143	Boot Camp Grant Proposal
144	Sample Teacher Candidate Contract Letter

145	Faculty Support to Alumni Teachers
146	Sample – E-mail sent to Teacher Candidates
147	Sample – eBlasts sent to Graduate Candidates
148	Dissertation Orientation Agenda & Notes
149	Tulsa Public Schools Partnership Agreement
150	Chalk & Wire Agreement
151	Junior Achievement Partnership Agreement
152	Field Experience Coordinator Job Description
153	Student Teacher Coordinator Job Description
154	Graduate Assistant Job Description
155	Cooperating Teacher Packet
156	Educational Technology Inventory
157	Sample Reflection Papers
158	Sample of Candidate Journal Entries
159	Sample of TWS Assessed
160	Sample of Completed Contextual Information Sheets
161	Professional Education Seminar Agendas 2012-2013
162	ELL Saturday Class Information
163	University Faculty Hiring Policy
164	Cohort Schedule 2013-2014
165	Modular Schedule 2014
166	Citi Plex Schedule 2013-2014
167	Sample – Completed Curriculum Approval Form
168	Bob Jones Press Curriculum Materials
169	OCTP Annual Report Booklet 2013
170	Funded Professional Development Activities 2010-2013
171	ORUEF & ICAA Schedules
172	Degree Plan Sheets
173	Staff Personnel Job Descriptions
174	CMC Renovation PowerPoint
175	Graduate Recruiter Representative Job Description

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