OFFICE OF EDUCATIONAL QUALITY AND ACCOUNTABILITY
2014 ANNUAL STATE ACCREDITATION REPORT

Oral Roberts University College of Education
7777 South Lewis Ave. - Tulsa, Oklahoma
Kim E. Boyd, Ed.D. - Dean

Reporting Year: 2013-2014

CONCEPTUAL FRAMEWORK

The Unit has completed the process of the review of its conceptual framework. It continues to be living document for the EPP. And the unit has successfully integrated the conceptual framework into all of its programs.

Foreign Language Requirement:

Teacher candidates who seek admission to the Professional Education Program (PEP) at Oral Roberts University must complete language proficiency through level 102 by one of the following requirements:

a. Pass the Language Proficiency Skills Test given periodically by the Modern Foreign Language Department. Currently, tests have been prepared in Spanish, French, and German. After passing this test, the Proficiency (PRF #001) will appear on the student's official transcript.
b. Complete ORU's Language #102 course in any language and earn a grade of "C" or better. Or, Test Out of the #101 and/or #102 course(s) is acceptable.
c. Transfer a Foreign Language course(s) to ORU, either Language 101 and/or 102.
d. Complete Foreign Language course(s) through the Advanced Placement program.
e. CLEP is acceptable for LAN 101 and/or 102.
f. 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

100 percent of the teacher candidates met the foreign language requirement prior to admission to the Professional Education Program.

Graduate Students - *include the number of graduate students admitted conditionally and their success rate.*

Admission and Retention Report
There were **37** candidates admitted to the master program (31 new and 6 re-admit), and **31** doctoral candidates admitted (18 new and 13 re-admit). For 2013-2014, of the 68 applicants none were admitted on academic probation.

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

The unit provides several scholarships, including the John and Radine Frisbie Scholarship and the Helen Tyson Ware for candidates majoring in special education, and the Temple Foundation Scholarship which is given to first and second year teachers who teach in Title 1 and urban schools. The secondary representatives for Math and Science co-wrote and re-submitted a grant application this past year to recruit math and science teachers.

Elementary, early childhood and special education teacher candidates are provided with an assigned faculty member to serve as their advisor based on the assessment system benchmarks. Secondary teacher candidates are assigned a faculty advisor based on their P-12 or secondary subject area concentration. Additionally, a full-time professional education faculty member also serves as an advisor for P-12 secondary candidates. The advisor serves to assist the candidate in taking course work designed to maximize their opportunity for certification and employment. Candidates are advised of the latest supply and demand information concerning teacher employment and state salary structure during the unit's required *Education Seminars* held twice a year.

All available teaching position notifications are posted and information can be found in the unit's main office. All undergraduate elementary, special education, early childhood and English for Second Language Learners (ESL) teacher candidates must declare two areas for certification. When candidates graduate from the ORU program they qualify for two certifications making them eligible to meet the supply and demand needs in more than one certification area and often times in the shortage areas.

Finally, teacher candidates are given information about the Teacher Shortage Employment Incentive Program (TSEIP) several times through their tenure at ORU, and given the opportunity to sign up for the program.

Elementary Education – *Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate "no activity."*

A new writing course has been designed and was added to the curriculum beginning spring 2014 to strengthen the teaching writing strategies of our candidates. This course has now been taught.

The EPP has begun discussions regarding implementing a requirement that all candidates demonstrate their language proficiency in Spanish due to the growing Hispanic P-12 student population.

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Program Changes - *list all individual certification program areas and their status. List any programs that have been added, dropped or placed on hiatus in the last year.*

No programs have been added, dropped or placed on hiatus in the last year.

PROGRAM	STATUS
Art	Active
Com Arts	Active
Early Childhood Education	Active
Elementary Education	Active
English	Active
Health & Physical Education	Active
Mathematics	Active
Modern languages	
French	Active
Spanish	Active
Music	
Instrumental	Active
Vocal	Active
Science	Active
Social Studies	Active
Special Education	Active
Administration	
Building	Active
District	Active
Teaching English as a Second Language	Active

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

See the attached documents for program changes that have occurred in the unit as a result of data analysis.

Document: Initial and Advanced level data driven changes

Candidate Portfolios - *include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate "no activity".*

The unit continues to work to improve its assessment system. The unit has fully implemented an electronic student teaching evaluation system for all teacher candidates in fall 2013. This system has allowed the EPP to aggregate and disaggregate student teaching evaluation data by criterion and by major. The EPP continues to pilot its evaluation system and will update the professional evaluations based on program review feedback and changes.

The unit continues to pilot an electronic field experience placement system to better track placements to ensure all candidates have diverse field experience placements.

Cooperative Efforts - *discuss the PK-12 cooperative efforts that have occurred in the past year.*

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/state standards. The unit has a long history of evaluating its assessment system. The unit utilized methodical events with representatives from the professional community in attendance such as Cooperating Teacher Orientation receptions, annual Tulsa Council of Area School Administrators (TCASA) breakfast meeting, Area Christian School Administrators breakfast, ORU Homecoming conference, and Senior Day Activities to gather feedback to evaluate its assessment system. The feedback was used in conjunction with faculty feedback during Assessment Week which takes place every semester in 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 had used special events such as Trustees meetings, state and national accreditation offsite and onsite visits, and the Senior Day Job Fair (an annual event) to gather feedback on programs/unit operations and to evaluate its assessment system.

The College of Education has defined services each year such as P-12 conference and workshop presentations, serving on P-12 committees, and volunteering in P-12 schools. Also under this category is unit and university level presentations, committees, community presentations, community outreach projects e.g. Outreach to Teach, and serving on community related boards and committees.
- Education faculty members conducted **64** workshops for P-12 schools or conferences, including **3** International conferences in Canada, Mexico and Russia. Two faculty also received awards from education related associations.

Faculty Professional Development - *Summarize professional development activities offered to faculty noting specifically activities focused on effective teaching styles.*

Unit Faculty
- The unit hosted two professional development days at the beginning of the Fall semester and a 2-day professional development event at the end of each semester during Assessment Week.
- All faculty members attended their SPA's national conference at least once within a 3-year cycle.
- Each year some of the unit's faculty members attend the National AACTE Annual conference and training sessions with CAEP.
- All full-time faculty members are observed by the dean, graduate chair, or undergraduate chair within a three-year rotation cycle. Additionally, faculty are required to select a peer outside of their department to observe them.

The College of Education has defined Scholarship as article and book publications, attending and presenting at local, regional, or national higher education conferences and workshops, research projects, and chairing or serving as a team member for accreditation site visits and subject area program review audits.

- The graduate faculty presented or conducted **37** workshops during the year and attended over **14** conferences or workshops. The faculty had **19** publications:

articles/books and related activities. Five graduate faculty were published or served as reviewers for a journal. Three graduate faculty members served as reviewers for journals outside the institution and three graduate faculty served as reviewers for the institution's journal. Faculty also presented at eight higher education presentations. Four graduate faculty wrote articles which were accepted for publication. Additionally, **two** faculty members are involved in **three** ongoing research projects. We are proud to announce that **one** graduate faculty member received the Oklahoma Association of School Administrators' Lifetime Achievement Award and another graduate faculty member received the OnlineSchoolsOklahoma.com, the top twenty higher education professors on Oklahoma award. One faculty member also sponsors the ORU chapter of Kappa Delta Pi (KPD) and the chapter received the program award at the 49th Biennial Convocation, for the fourth time in a row.

- Undergraduate faculty presented **27** workshops at national conferences and international conferences. One faculty received the Oklahoma Teachers of English to speakers of other languages professional (OKTESOL) of the year award and another faculty member received the Association of Teacher Education Distinguished dissertation in teacher education award.

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

The P-12 secondary representatives are faculty members whose primary duties are in their disciplines as part of the College of Arts and Cultural Studies and the College of Science and Engineering. They also work with the Undergraduate Department of Education and teacher candidates for the purpose of instruction in their content courses, candidate advisement, serving as candidate intern consultants, and are responsible for writing the program review in their content area.

The unit includes those faculty members considered as P-12 secondary professional education representatives as official members of the College of Education's Undergraduate Council. The Undergraduate Council serves to recommend, review, and ensure implementation of all policies and procedures, and curricular changes related to the undergraduate education department. The Chair of the College of Education's Undergraduate Education Department serves as the Chair of the Undergraduate Council. Council responsibilities include:

- overseeing the work of the following committees as it relates to undergraduate programs:
  - Curriculum and Academic Standards Committee
  - Admissions and Retention Committee
  - Distance and Online Learning Committee
  - Student Teaching Admissions and Placement Committee
- to review and execute the appeals and grievance policies and procedures.
- to discuss student concerns.
- make recommendations for approval to the College of Education Faculty Assembly.

Additionally, the Undergraduate and Graduate Chairs of the College of Education also sit on the College of Arts and Cultural Studies Chairs' Council and the College of Science and Engineering Chairs Council. They attend the Chairpersons Council meetings to represent the College of Education and keep the Council members informed of the College of Education's

activities and explain how these activities relate to the University and their unit in particular. The Dean also has, at times, requested to be on the Council's agenda to inform the group of the College of Education's concerns or issues related to their units.

Finally, the College of Education included funding in its budget to support professional development activities for secondary representatives.

Public School Direct Contact - *include the number of hours each faculty member spent in meaningful contact with PK-12 students.*

Unit faculty members have all documented public school contact hours in their professional development portfolios, ranging from 12 hours to over 20 hours.

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

In an effort to prepare for the upcoming NCATE site visit, the unit only spent $5,777.00 on technology; the expenses were on items such as headsets & adaptors, wireless microphone set, camcorders, cameras, software, and a 3M equipment upgrade.

Alternative Placement Program – *state the procedures in place for advising alternative placement candidates.*

The unit offers an Alternative Placement Program at the graduate level. A suggested degree plan is on file, an advisor supervises the program, and candidates are assisted with information via the OSDE's website.

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

The unit website is continuously updated to ensure all information is accurate and current. Additionally the unit utilizes methodical events in which representatives from the professional community are in attendance at events 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, state and national accreditation offsite and onsite, and the Senior Day Job Fair (an annual event) to gather feedback on programs and unit operations. Seniors also participated in a senior defense of learning with local school administrators (P-12 school representatives), faculty and teaching alumni in attendance who asked questions and provided feedback. 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.

II. OKLAHOMA STATE REQUIREMENTS

Areas for Improvement – *If you were assessed an Area for Improvement (AFI) on your last Board of Examiners visit on any of the following State Requirements; please indicate what progress has been made toward correcting the AFI.*

No Areas for Improvement (AFI) were cited for the Oklahoma State Requirements for Oral Roberts University College of Education during its last Board of Examiners visit.