ORAL ROBERTS UNIVERSITY

COLLEGE OF EDUCATION

CONCEPTUAL MODEL

ORU
COLLEGE OF EDUCATION

Transformed Educators

Faculty professional development handbook
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INTRODUCTION

It is critical for the College of Education at Oral Roberts University to ensure that future teachers and future administrators are taught by professional educators who are competent, caring, capable, knowledgeable, and fully aware of current practices, trends, and issues in education. To that end, Oral Roberts University and the College of Education have implemented a faculty professional development program. It is hoped that individual faculty professional development plans will assist all faculty members in improving personally and professionally. Our graduates, and the communities in which they live and work, will be the beneficiaries of such improvement.

The guidelines of the Oklahoma Commission for Teacher Preparation, as well as other regulating and/or accrediting agencies, stress the importance of continual faculty professional development. The College of Education supports this call for a well-trained professional faculty. This handbook has been created to assist in that effort.
Section I

College of Education

Conceptual Framework
CONCEPTUAL FRAMEWORK

TRANSFORMED EDUCATORS

ROMANS 12:2
ORAL ROBERTS UNIVERSITY COLLEGE OF EDUCATION
COMPONENTS OF CONCEPTUAL FRAMEWORK

Theme: Transformed Educators
"... be ye transformed by the renewing of your mind ..." Romans 12:2

Vision: Transforming Society
The Miracle Ahead
A Transformed Generation

"Ye have not chosen me ... I have chosen you and ordained you that you should go and bring forth fruit, and that your fruit should remain " John 15:16

Mission: Preparing Professional Christian Educators to go into Every Person's World

"To provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional, public, and private responsibilities in the field of education throughout the world. "

Philosophy: Biblical Foundation—Christian Worldview
- Nature of the Learner-Created in God's Image
- Truth and Knowledge-All Truth is God's Truth
- Values-Biblically Based

Knowledge Base:
- Linked to Institutional Standards
- Aligned with National Standards, State Competencies, and Standards of the Profession
- Evaluated and assessed in light of current research and best practices
- Built upon past achievements and universal truths
Oral Roberts University
College of Education

Introduction

The conceptual framework for the Oral Roberts University College of Education provides the structure for course content and standards, stated student competencies, instruction, assessment, and evaluation. The College of Education offers a diverse teacher preparation program designed to equip teacher candidates for initial assignments in elementary and secondary schools as well as advanced programs for school administration. The three segments-general education, specialized education, and professional education-are offered to prepare graduates for professional responsibilities in public, private, Christian, and home schools.

The philosophy of education which is embraced by the College of Education, and which forms the basis for the teacher preparation program, is one particularly concerned with the relationship between educational theory and practice-how theory is applied and assessed in practice, and how practice is evaluated to improve student performance.

Educating the Whole Person

In keeping with the University's Statement of Purpose, the College of Education is rooted in the philosophical position that education is the shaping of the whole person: spirit, mind, and body.

At the center of the education program at Oral Roberts University is the understanding that true wisdom and knowledge come from God. The Bible as God's inspired Word, is upheld as the standard and central point of reference. The College of Education prepares administrators, curriculum specialists, and teachers to go into every person's world as transformed educators to transform society.

University Vision and Purpose

The Unit's conceptual framework is linked to the University's vision statement and incorporates the purposes of the University. The University's vision and purposes are the central focus of the Unit's design and are reflected in the Unit's activities.

Oral Roberts University came into being as a result of its founder, Oral Roberts, obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to:

 Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small and My healing power is not known. To go even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.

It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to assist the student in his/her quest for knowledge of his/her relationship to God, man, and the universe. Dedicated to the realization of truth and the achievement of one's potential life capacity, the University seeks to graduate an integrated person-spiritually alive, intellectually alert, physically disciplined, and professionally competent. To accomplish this purpose, Oral Roberts University seeks to synthesize by means of interdisciplinary cross-
pollination the best traditions in liberal arts, with a charismatic concern to enable students to go into every person's world with healing for the totality of human need.

**Conceptual Framework**

A modified Celtic cross represents the visual conceptual framework for the unit. Because of the Christian foundation of Oral Roberts University, the use of a cross is appropriate as the visual model for the Conceptual Framework Model for the College of Education. The College of Education visual model is based on a strong foundation formed by the Oral Roberts University Mission and a Christian Worldview and Biblical Foundation. The cross is capped with General Education, while the crossbeam contents represent the Academic Area of Emphasis in each subject area of specialty, and the Professional Education component to represent pedagogical preparation. These four components incorporate the University's focus on Spirit, Mind and Body:

**The Spirit:** *ORU Mission-Christian Worldview and Biblical Foundation*—commitment to the Christian heritage, and "Going into every person's world."

**The Mind:** *General Education*—emphasis on the humanities and the arts and sciences.  
*Academic Area of Emphasis*—subject area specialty  
*Professional Education*—pedagogical preparation

**The Body:** Attention to health and physical fitness

The Celtic cross is distinguished by a circle surrounding the cross points that connects the components through clearly defined Competencies, Experiences, Assessments, and Outreach activities in the community and throughout the world.

**Theme**

*Transformed Educators*  
"... be ye transformed by the renewing of your mind ... " Romans 12:2

The theme for the College of Education's is "Transformed Educators." This reflects the desire is to develop and train future educators as teachers, principals, superintendents, and other professional school personnel who have been transformed by the power of Jesus Christ. The College of Education also desires to develop students who demonstrate the character and dispositions of Christian values, ethics, and moral integrity. The College of Education also desires to develop students as transformed professional educators who know and demonstrate the professional knowledge, skills, and dispositions necessary to help all students become successful, positive, productive citizens.

**Vision**

*Transforming Society, The Miracle Ahead, A Transformed Generation*

The College of Education vision is to develop professional Christian educators who will go into every person's world, into public, private, Christian, and home schools as transformed educators. As transformed educators they will make such an impact that they will be a catalyst for transforming society, which in turn will help transform the next generation.
Mission

Prepared Christian Educators to Go Into Every Person's World

The College of Education provides the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.

Philosophy

A Christian worldview and a biblical foundation serve as the philosophical basis for the theme, vision, and mission of the College of Education. The conceptual model represents a framework based on God’s truth.
Section II

College of Education

Faculty Professional Development Program
Oral Roberts University
College of Education

FACULTY PROFESSIONAL DEVELOPMENT PROGRAM
POLICY STATEMENT

3-2-1 The intent of a Faculty Professional Development Program of the College of Education is to establish procedures whereby faculty members and administrators who are associated with the teacher preparation program and/or administrator preparation program continue their education. This program ensures that future teachers and future administrators are taught by professional educators who are well versed in their areas of expertise and who are competent and are fully aware of current practices, trends and research in the profession.

3-2-2 The Faculty Professional Development Program is established in compliance with provisions of the Oklahoma Statutes and the standards and regulations for Accreditation of Educational Institutions, as defined by the Oklahoma Commission for Teacher Preparation, the Oklahoma State Board of Education, and the Oklahoma State Regents for Higher Education. Professional development activities within the College of Education shall be offered in a systematic and comprehensive program which will enhance the competence and intellectual vitality of the professional education faculty.

3-2-3 Coordination of the Faculty Professional Development Program shall be by the Dean of the College of Education, assisted by members of the Faculty Professional Development Committee of the College of Education Faculty Assembly. Membership and selection of members of the Faculty Professional Development Committee shall be determined in accordance with the committee appointment procedure of the Faculty Assembly. One public school classroom teacher shall be included as a member of the committee. The Dean of the College of Education, or his/her designee, shall serve as chair of the Faculty Professional Development Committee.

3-2-4 Each faculty member shall annually prepare a Faculty Professional Development Plan for the current academic year, developed in accordance with guidelines established by the Faculty Professional Development Committee. Individual Faculty Professional Development Plans shall be maintained in a portfolio in a manner prescribed by the Faculty Professional Development Committee. Each plan shall be reviewed and modified each academic year.

3-2-5 All full-time faculty members who are directly involved in the teacher education process, including administrators of teacher education programs, are required to serve in a state-accredited school for a minimum of ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields. Locating a place of service is the responsibility of each faculty member. The Faculty Professional Development Plan of each individual faculty member shall include a description of how the faculty member plans to meet the requirement of in-school teaching, assistance, service, and/or other work as a means of meeting the requirement. The proposed school option shall be reviewed with the Dean of the College of Education, or his/her designee, to verify that the proposed action complies with the intent of the Statue and Standards.

3-2-6 Individual Faculty Professional Development Portfolios shall be maintained in an area designated by the Dean of the College of Education. Copies shall be submitted to the Oklahoma Commission for Teacher Preparation as a normal part of the Commission's review of the Teacher Education Program.

Administrative Procedure (Policy 3-2) February, 1995 Revised:
August, 1997; February, 1999; December, 2013
Oklahoma Commission
for Teacher Preparation

PROFESSIONAL DEVELOPMENT OF FACULTY
(INITIAL & ADVANCED)

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’s 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.

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 2012-13 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.
I. PURPOSE

The Faculty Professional Development Program of the College of Education at Oral Roberts University has been established to insure the ongoing education and development of faculty involved in preparing future educators.

II. GOALS

A. To insure the continuing education and professional development of all faculty involved in the College of Education.

B. To provide a structured program which supports the implementation of the professional development plans made by College of Education faculty.

C. To provide objective evidence of individual and collective professional development progress made by College of Education faculty.

D. To encourage College of Education faculty to strive for excellence in both their professional and personal lives.

III. MEMBERSHIP AND RESPONSIBILITIES OF FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE

A. The Faculty Professional Development Committee functions as a standing committee of the College of Education Faculty Assembly.

B. The Faculty Professional Development Committee will be constituted as follows:
   1. Chair, appointed by the Dean of the College of Education.
   2. Public School Teacher, appointed by the Chair in consultation with the Dean.
   3. Three teacher educators from various certification content areas, appointed by the Chair in consultation with the Dean.

C. Each member of the Committee will serve a term of two years.

D. The primary responsibilities of the Committee include:
   1. To develop, implement, and monitor the College of Education faculty professional development program.
2. To ensure that the faculty professional development program is developed, implemented, and monitored consistent with all applicable guidelines from appropriate accreditation agencies, including the Oklahoma Commission for Teacher Preparation.

3. To review the individual professional development plans (PDPs) of all of the College of Education faculty and related faculty as appropriate.

4. To establish and disseminate guidelines stating the acceptable means by which faculty professional development requirements may be met.

5. To serve in an advisory capacity to the Dean of the College of Education as regards the Unit’s faculty professional development activities.

IV. FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

A. Faculty Professional Development Guidelines

1. The faculty professional development program will apply to:
   a. Faculty and administrators in the College of Education.
   b. Faculty outside the College of Education who teach subject matter methods courses.
   c. Faculty who supervise student teachers and/or practicum students.
   d. Faculty who teach courses in Professional Education.
   e. Faculty who serve on Residency-Year Assistance Committees.

2. Each faculty member will be responsible for developing and implementing his/her own personal professional development plan.

3. The professional development plan will be revised (goals set) annually in the fall and reviewed (progress evaluated) annually in the spring.

4. The Faculty Professional Development Annual Plan is the standard planning form used by faculty members in the College of Education to develop their respective personal professional development plans.

5. Each faculty member's Professional Development Plan will be subject to annual review by the Faculty Professional Development Committee, the faculty member’s appropriate supervisor, and/or the Dean.

6. Each faculty member will participate in a variety of professional development activities (see IV-B for examples of acceptable activities).

7. Each faculty member will spend a minimum of twenty (20) clock hours each academic year engaged in appropriate faculty professional development activities including ten (10) clock hours each academic year in direct public school service. The appropriateness of the activities will be evaluated by the Faculty Professional Development Committee, appropriate supervisor, and/or the Dean according to the following criteria:
   a. The activity has direct relevance to the faculty member's teaching assignment.
   b. The activity contributes to the professional growth of the faculty member.
   c. The activity is above and beyond what would be considered in the normal work assignment (faculty load) of the individual.
   d. Some of the activities are directly related to the preparation of public school personnel.
   e. Some of the activities involve direct contact with students.
   f. The activity is meaningful to the professional development of the faculty member.
   g. The activity can be documented.
8. Each faculty member will be required to serve in an accredited public school or accredited private school for ten (10) clock hours per academic year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields. This experience should include teaching a regularly scheduled class and/or performing a professionally appropriate role at the school site(s) which involves direct contact with students. Supervision of student teachers will not count toward this requirement. Serving as a member of a residency year committee may count toward this requirement provided that service is not part of faculty load.

B. Examples of Acceptable Professional Development Activities

1. Approved college credit (upper division or graduate hours related to area of involvement in teacher education).

2. In-service programs and workshops—may include specialists brought in from other colleges, universities, agencies, or from within the ORU faculty/staff.

3. Attendance and participation at professional meetings, seminars, conferences, conventions, etc.

4. Serving as an educational consultant.

5. Research, writing, and publishing related to the teaching field.

6. Presentation of papers or workshops at professional meetings, seminars, conferences, conventions, etc.

7. Developing curriculum/course materials.

8. Developing methods and skills in teaching.

9. Developing personal expertise in teaching field.

10. Serving as a member of an accreditation team.

11. Exchange teaching programs.

12. Cooperative research with public and/or private schools.

13. Approved travel and related activities.

14. Approved public and/or private school assignments (teaching and/or nonteaching).
   a. Public or private school service may be considered for professional development purposes if said service was not performed as part of faculty load.
   b. Public or private school service may only be used to satisfy up to one-half of the minimum twenty (20) clock hours required annually.

15. Other development activities approved by the Faculty Professional Development Committee or the Dean.

C. Faculty Professional Development Portfolios

A separate notebook (portfolio) will be maintained by each faculty member to validate his/her personal professional development plan as well as his/her participation in professional development activities pursuant to the plan. The notebook will be kept in a manner as defined by the Faculty Professional Development Committee and/or the Dean. Each faculty member is responsible for ensuring that his/her portfolio contains the appropriate forms and is kept current.

Required Portfolio Item(s):

Faculty Vita (Resume)
Faculty Professional Development Annual Plan
Faculty Professional Development Annual Summary
Supporting Documentation Relative to Verification of Attainment of Plan Goals

Supporting Documentation Relative to Verification of the Ten (10) Clock Hour Accredited School Service Requirement
PROFESSIONAL, SPIRITUAL, AND PHYSICAL DEVELOPMENT PLANNING

Christ calls each of us to strive to meet our full potential—body, mind, and spirit—in accomplishing His purpose.

The Oral Roberts University College of Education seeks to assist the faculty in areas of professional, spiritual, and physical development, in order to help each to grow personally and to also become better equipped to meet the needs of the students. In order to develop the appropriate plan of action, each faculty member should assess areas of strengths and weaknesses and then develop activities that address those needs.

- **Professional Development Activities** should be suited to the position held, related to the general purposes of the College of Education, and assist the faculty member in working more effectively within the University setting.

- **Spiritual Development Activities** should improve spiritual growth and development, both for personal edification and to better enable the faculty member to integrate Biblical principles in the classroom and minister to the spiritual needs of the students.

- **Physical Development Activities** should help the faculty member in becoming more physically fit and knowledgeable of good health practices.
Oral Roberts University  
College of Education

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FACULTY PROFESSIONAL DEVELOPMENT PLAN USES

♦ To help faculty improve professionally and personally
♦ To serve as a basis to evaluate request for Funds to Participate in Professional Meetings, Seminars, and Workshops
♦ To serve as a basis to evaluate request for Tuition Assistance
♦ To serve as a source of information as the Dean and appropriate supervisors consider contract renewal, applications for promotion, or tenure and salary considerations.

Faculty professional development plans will assist each faculty member in setting and achieving realistic goals for continued personal and professional growth. Said plans will assist the Dean of the College of Education as well as others with faculty supervision responsibilities by providing a mutually agreed upon plan for the respective faculty members’ continued improvement. Faculty professional development plans will be reviewed by the Dean of the College of Education and appropriate faculty supervisor on a regular basis as part of the overall process of faculty evaluation relative to professional growth, contract renewal, promotion, and tenure.
Section III

College of Education

Appendices
Name  

**COLLEGE OF EDUCATION**  
**PROFESSIONAL DEVELOPMENT FORM**

**NOTE:** SUMMER ACTIVITIES ARE A PART OF THE FOLLOWING FALL PROFESSIONAL DEVELOPMENT

**CRITERION 1—Resume**  
(Due at the end of the year)

**CRITERION 2—Scholarship**  
(Higher Education Activities only)

### A. Articles/Books
(Attached Document: Title of article/book; article; abstract)

<table>
<thead>
<tr>
<th>Title</th>
<th>Book/Article</th>
<th>Approximate Submission Date</th>
<th>Juried</th>
<th>Accomplished/Continuous/Terminated</th>
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### B. Conferences/Workshops
(Attached Document: Title of presentation; summary of presentation; explanation of how tied to continuing education plan, self-improvement, and unit improvement [if funding is required see Criterion 3:D])

<table>
<thead>
<tr>
<th>Name of Conference</th>
<th>Date(s)</th>
<th>Location</th>
<th>Proposal to Present/Attend</th>
<th>Juried</th>
<th>Accomplished/Terminated</th>
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### C. Research Projects
(Attached Document: Title of research; summary of research; explanation of how tied to continuing education plan, self-improvement, and unit improvement)

<table>
<thead>
<tr>
<th>Name of Research Project</th>
<th>Co-Researchers</th>
<th>Accomplished/Continuous/Terminated</th>
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### D. Accreditation Site Visits and Program Reviews
(Include only those site visits and program reviews conducted at the higher education level.)

<table>
<thead>
<tr>
<th>Name of Institution or Subject Area</th>
<th>Date(s)</th>
<th>Location</th>
<th>Chair/Team Member</th>
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### CRITERION 3—TEACHING AND LEARNING

#### A. Load—Fall
(Attached Document: Please list the dissertation committees on which you serve and asterisk those you chair.)

<table>
<thead>
<tr>
<th>Total Number of Courses</th>
<th>Delivery Format: Traditional/Cohort/Modular/Online</th>
<th>Credit Hours</th>
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| Number of Student Teacher Supervision(s) |                                                 |              |
|------------------------------------------|                                                 |              |

| Administrative Duties (chair, director, letter of agreement) |                                                 |              |
|-------------------------------------------------------------|                                                 |              |

| Number of Dissertation Committees |                                                 |              |
|-----------------------------------|                                                 |              |

| Total Load Hours |                                                 |              |
|------------------|                                                 |              |

#### B. Load—Spring

<table>
<thead>
<tr>
<th>Total Number of Courses</th>
<th>Delivery Format: Traditional/Cohort/Modular/Online</th>
<th>Credit Hours</th>
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| Number of Student Teacher Supervision(s) |                                                 |              |
|------------------------------------------|                                                 |              |

| Administrative Duties (chair, director, letter of agreement) |                                                 |              |
|-------------------------------------------------------------|                                                 |              |

| Number of Dissertation Committees |                                                 |              |
|-----------------------------------|                                                 |              |

| Total Load Hours |                                                 |              |
|------------------|                                                 |              |

#### C. Evaluations
(Attached Document: Please include copies of evaluations.)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Aggregate Scores</th>
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<tbody>
<tr>
<td>Student Evaluations</td>
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<tr>
<td>Peer Evaluation(s)</td>
<td></td>
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<tr>
<td>Self-Evaluation</td>
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</table>

#### D. Continuing Education
(Includes doctoral classes; 8th floor; list of conferences; books or articles you plan to read and should be based on evaluations, etc.)

<table>
<thead>
<tr>
<th>Goals: Area(s) You Wish to Further Develop</th>
<th>Rationale</th>
<th>Plan of Improvement</th>
<th>Anticipated Cost</th>
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### CRITERION 4—SERVICE

#### A. P-12 Service

**P-12 Conference/Workshop Presentations**

<table>
<thead>
<tr>
<th>Name of Conference</th>
<th>Date(s)</th>
<th>Location</th>
<th>Presentation Title</th>
<th>Accomplished/Terminated</th>
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**P-12 Committees** (Include P-12 school site visits.)

<table>
<thead>
<tr>
<th>Name of Committee</th>
<th>Purpose</th>
<th>Chair/Member</th>
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**P-12 Ten Clock Hours**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Location</th>
<th>Number of Hours</th>
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#### B. Unit Service

**Presentations**

<table>
<thead>
<tr>
<th>Presentation Title</th>
<th>Purpose</th>
<th>Date(s)</th>
<th>Accomplished/Terminated</th>
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**Unit Committees**

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<tr>
<th>Name of Committee</th>
<th>Purpose</th>
<th>Chair/Member</th>
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**Unit Sponsorships—Student Clubs and Organizations**

<table>
<thead>
<tr>
<th>Name of Organization</th>
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### C. University Service

**Presentations** (Brown bag luncheons, etc.)

<table>
<thead>
<tr>
<th>Presentation Title</th>
<th>Purpose</th>
<th>Date(s)</th>
<th>Accomplished/Terminated</th>
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**University Committees** (Examples include University Faculty Senate, HLC Committee, etc.)

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<tr>
<th>Name of Committee</th>
<th>Purpose</th>
<th>Chair/Member</th>
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**University Sponsorships—Student Clubs and Organizations**

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<thead>
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<th>Name of Organization</th>
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### D. Community Service

**Presentations** (Examples include Kiwanis Club, Rotary Club, etc.)

<table>
<thead>
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<th>Presentation Title</th>
<th>Purpose</th>
<th>Location</th>
<th>Date(s)</th>
<th>Accomplished/Terminated</th>
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**Community Committees and Organizational Committees**

<table>
<thead>
<tr>
<th>Name of Committee</th>
<th>Purpose</th>
<th>Chair/Member</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### E. Other Professional Service** (State, regional, and national organizations)

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Purpose</th>
<th>Chair/Member</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
CRITERION 5—SPIRITUAL DEVELOPMENT (Include a brief description for spiritual growth.)

CRITERION 6—PHYSICAL DEVELOPMENT (Include a brief description for physical fitness.)

CRITERION 7—APPLICATION FOR PROMOTION

<table>
<thead>
<tr>
<th>Rank/Tenure</th>
<th>Accomplished/Terminated</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>
A faculty member may request funding for Professional Development activities that are related to faculty specific area of expertise, including conferences, funding for research projects, courses, and materials. The faculty member requests Professional Development event/activity funding through a formal process.

Funding Priorities:
(Note: These priorities are subject to the discretion of the COE leadership and may be changed for specific circumstances as deemed appropriate.)

1. COE approved degree completion
2. Presentations given at regional or national conferences related to faculty specific area of expertise
3. Attending regional or national conferences related to faculty specific area of expertise
4. Text and other materials related to faculty specific area of expertise

*The PDP event/activity must be reflected in the faculty PDP: Section–Criterion 3:D*

Funding Process and Timeline:

- All faculty PDFs will be reviewed by the COE leadership to determine budget feasibility.

- Once reviewed, the faculty member will be given authorization to begin developing an actual Professional Development proposal to be submitted to the COE Professional Development Committee. *Proposals must be submitted a minimum of four months prior the date of the event/activity.*

- The COE Professional Development Committee will review each proposal and make recommendations to the COE leadership for final approval.

- The faculty member will be notified by the dean's office of the final decision.
COLLEGE OF EDUCATION
PROFESSIONAL DEVELOPMENT FUNDING PROPOSAL

Faculty Member Name: ____________________________________________________________

Name of the PD Event/Activity: ____________________________________________________

Date: __________________________________________________________________________

Location: _______________________________________________________________________

A brief statement describing the event/activity; i.e. if a conference, this would be a statement describing the significance of the conference. Example: “This is the annual, national conference for . . . organization.”:

________________________________________________________________________________

A brief description demonstrating that the PD event/activity does relate to faculty specific area of expertise. (Note: This also must have been reflected in the faculty PDP Criterion 3:D):

________________________________________________________________________________

A brief description of how the event/activity benefits the COE:

________________________________________________________________________________
A full description of requested expenses including (as applicable):

a. Event/activity Registration: If conference, please attach a completed copy of the registration form.
   
   Attached: Yes □

b. Primary Travel Expenses: Primary travel expenses would be for travel to and from the event/activity. Please attach a desired flight itinerary or a MapQuest with driving directions and mileage.
   
   Attached: Yes □

c. Secondary Travel Expenses: Secondary travel expenses would be for travel while the faculty member is at the event/activity. Please give specific details including estimates.*
   
   Attached: Yes □

d. Lodging Expenses: Please give specific details including estimates.*
   
   Attached: Yes □

e. Per Diem Expenses: Please list number of days and partial days out, and estimate the cost based on the current ORU rates.*
   
   Attached: Yes □

f. Materials/Other Expenses: Please give specific details including estimates.*
   
   Attached: Yes □

*You are expected to pay for these items up front and be reimbursed upon return from the event.

You will need to turn in the Employee Expense Voucher (EEV) no later than five days following your trip to receive your reimbursement.

COE Professional Development Committee Recommendation/Comments:


COE Leadership Comments:


<table>
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<tr>
<th>Total Weight</th>
<th>SCHOLARSHIP</th>
<th></th>
<th>Total Points =</th>
<th>/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Articles, Books, Research Projects, Grants</td>
<td></td>
<td>Total Points =</td>
<td>/10</td>
</tr>
<tr>
<td>In Process or submitted</td>
<td></td>
<td></td>
<td>Published or grant received</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Conference &amp; Workshops</td>
<td></td>
<td>Total Points =</td>
<td>/10</td>
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<tr>
<td>Attended</td>
<td></td>
<td></td>
<td>Presented</td>
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</tr>
<tr>
<td>10%</td>
<td>Accreditation Activities</td>
<td></td>
<td>Total Points =</td>
<td>/10</td>
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<tr>
<td>Team Member</td>
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<td>Chair and/or Training</td>
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<tr>
<td>Total Weight</td>
<td>TEACHING AND LEARNING</td>
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<td>Total Points =</td>
<td>/30</td>
</tr>
<tr>
<td>10%</td>
<td>Dissertation Completed &amp; Continuing Education</td>
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<td>Total Points =</td>
<td>/10</td>
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<tr>
<td>Took classes = 1 pt. ea.</td>
<td>Chaired a dissertation that was completed = 2 pt. ea.</td>
<td>Took classes toward a terminal degree = 2 pts. ea.</td>
<td>Completing a dissertation = 5 pts.</td>
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<tr>
<td>Satisfactory (1 Pt. for ea.)</td>
<td>Excellent (2 Pt. for ea.)</td>
<td></td>
<td></td>
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<tr>
<td>10%</td>
<td>Student Evaluations (Aggregate Score of SOS or Grad Course Evaluation)</td>
<td></td>
<td>Total Points =</td>
<td>/10</td>
</tr>
<tr>
<td>Graduate Faculty: 8.0 – 8.9</td>
<td>Undergraduate Faculty: 3.0 – 3.49</td>
<td>Graduate Faculty: 9.0 – 10.0</td>
<td>Undergraduate Faculty: 3.5 – 4.0</td>
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</tr>
<tr>
<td>5%</td>
<td>Peer Evaluations (Calculated using form A, B, or C)</td>
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<td>Total Points =</td>
<td>/5</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td></td>
<td></td>
<td>Total Points =</td>
<td>/5</td>
</tr>
<tr>
<td>18 – 26 points</td>
<td>27+ points</td>
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<tr>
<td>Total Weight</td>
<td>SERVICE</td>
<td></td>
<td>Total Points =</td>
<td>/30</td>
</tr>
<tr>
<td>10%</td>
<td>P-12 Service (Conferences, workshops, committees, Ten Clock Hours)</td>
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<tr>
<td>Ten Clock Hours</td>
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<td>Workshops (above 10 hrs.)</td>
<td>Committees (above 10 hours)</td>
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<tr>
<td>5%</td>
<td>Unit Service (Presentations, Committees, Sponsorships; Chair counts for 2 Pts.)</td>
<td></td>
<td>Total Points =</td>
<td>/5</td>
</tr>
<tr>
<td>1 to 3</td>
<td>4 or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td>University Service (Presentations, Committees, Sponsorships; Chair counts for 2 Pts.)</td>
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<td>Total Points =</td>
<td>/5</td>
</tr>
<tr>
<td>1 to 3</td>
<td>4 or more</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td>Community Service (Presentations, Committees, Sponsorships; Chair counts for 2 Pts.)</td>
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<td>Total Points =</td>
<td>/5</td>
</tr>
<tr>
<td>1 to 3</td>
<td>4 or more</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5%</td>
<td>Other Professional Service (Presentations, Committees, Sponsorships; Chair counts for 2 Pts.)</td>
<td></td>
<td>Total Points =</td>
<td>/5</td>
</tr>
<tr>
<td>1 to 3</td>
<td>4 or more</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total Weight</td>
<td>OTHER – (At the discretion of the Leadership)</td>
<td></td>
<td>Total Points =</td>
<td>/10</td>
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<tr>
<td>10%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Description**