

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, SDE, 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; Exhibit 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; Exhibit 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 has been developed to show standards alignment. All documents and evaluation instruments used at the initial level is aligned with and assessed against the institutional standards. (Exhibit 26; Exhibit 9; Exhibit 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 is aligned with and assessed against the institutional standards. (Exhibit 27; Exhibit 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, 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 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 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 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/coordinate unit programs. Faculty are involved in the design, structure, implementation, and evaluation of teacher/administrator preparation programs by involvement in respective councils. Curriculum changes/additions/revisions are first submitted to the appropriate council-- the curriculum committee for each division. Recommendations are presented to the COE Faculty Assembly for approval/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 & Cultural Studies and the College of Science & Engineering Chairs Council and attend the Chairs Council to inform members about COE activities and explain how activities relate to ORU and their particular unit. (Exhibit 19 [pp. 5-6]; Exhibit 167; Exhibit 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 OK 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; Exhibit 33; Exhibit 34; Exhibit 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; Exhibit 69; Exhibit 70; Exhibit 71; Exhibit 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 as abuse systems identification and prevention, mental illness symptoms identification and mental health issues, all teacher candidates are required to take PED222 School Health Care. The courses 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 teacher 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 [will be] 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 course work 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/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/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/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)

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 ten hours of classroom observation. (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 8 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 ten hours of classroom observation. (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)
Field Experience/Clinical Practicum/Internships Courses	Hours	Description of Candidate Responsibilities
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.)

K-12 and Secondary Methods Courses		
ART 106 Elementary and 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 12 practicum hours total)
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 15 hours of classroom observation.
Field Experience/Clinical Practicums/Internships Courses	Hours	Description of Candidate Responsibilities
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 practicum hours)
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.

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)
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)
Field Experience/Clinical Practicums/Internships Courses	Hours	Description of Candidate Responsibilities
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 Experiences/Clinical Practicums/Internships Courses	Hours	Description of Candidate Responsibilities
M.A. Building Level Admin. Public school track		
GPED 783 Building Level Admin. Internship	110	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 784 Building Level Admin. Internship	110	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.
M.A. Building Level Admin. Private/ Christian school track		
GCSE 683 Building Level Admin. Internship	110	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	110	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 Admin. Public school track 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/university course work 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 course work.¹²**
- 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:
 - Oral Communications (COM 101)
 - Reading and Writing in Liberal Arts (COMP 102)
 - Foundations/Methods of Education (PED 203)
 - Field-Based Experience (PED 111/121)
- Complete the application form in PED 203—Foundations of Education class. Schedule your Professional Education Program interview through your major advisor when ePortfolio Entry Level has been assessed second semester

sophomore year. Your advisor will submit it to the Professional Education Program Admission and Retention Chairperson.

- Meet for an interview with an admissions committee composed of a minimum of three faculty members. All committees must include at least one full-time Education faculty member. The faculty member in the certification area (excluding elementary education) must notify the Admission and Retention Chairperson of an upcoming interview. It is the chairperson's responsibility to make sure a full-time Education faculty member attends the interview. Recommendations without reservations must be received from the committee.
- Express interest in teaching as demonstrated by prior experiences and activities with children.
- Demonstrate personal traits that suggest potential for working with youth, parents, and other constituencies in education.

Students must meet all of the above requirements before they are admitted to the Professional Education Program. (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'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. (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 2012-13 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. (Exhibit 35; Exhibit 36; Exhibit 37 [p. 7]; Exhibit 120; Exhibit 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 COE 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 a graduate 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 & Philosophy of Education
- Pedagogy 1 & 2
- Instructional Methods and Strategies K-12
- Internship in K-12/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](#))