SCHOOL OF EDUCATION AND SPORT STUDIES

ACADEMIC DEAN
Dr. Dana Owens-DeLong, Interim Dean

SCHOOL DEPARTMENTS
Department of Education
Department of Sport Studies

DEPARTMENT OF EDUCATION (EDUC)

FULL-TIME FACULTY
Prof. Shelley Groves, Chair and Coordinator, Teacher Education Program

DEPARTMENTAL VISION
The vision of the SCU Teacher Education program focuses on developing effective teachers who can integrate faith and learning as they positively impact the lives of others.

DEPARTMENTAL MISSION
The mission of SCU Teacher Education program is to develop and nurture competent and caring teachers who model Christ through a life of service and leadership; demonstrate an understanding of individual differences; and dedicate their efforts to the education and welfare of all students.

DEGREE PROGRAMS
SCU offers degree programs that lead to teacher certification. Curriculum for the degree programs listed below can be found in the field-related departmental sections of this catalog.

- B.A. in English Education (Department of Language Arts)
- B.S. in History Education (Department of History)
- B. S. in Physical Education, Health and Safety (Department of Sport Studies)

TRANSITION I: ADMISSION TO TEACHER EDUCATION
The Teacher Education Unit evaluates the successful completion of admission requirements to determine that Teacher Education candidates demonstrate the academic knowledge, the dispositions, and performance skills necessary to enter Teacher Education. The Faculty Interview is used to assess candidates’ communication skills and disposition.

GRADE POINT AVERAGE (GPA):
Achieve a minimum grade point average of 2.75 in all courses completed at SCU or other colleges or universities at the time of application. However, if the overall GPA is less than 2.75, students may qualify for admission if they have met the following criteria:

- Students have taken the last 30 hours of coursework at SCU with a GPA of 3.00 or better.
- Students have completed all coursework in the major including all support courses any Professional Teacher Education courses taken with no grade below "C"
- Students have met all other requirements listed.
- Grade point must reach 2.75 to be recommended for certification. Teacher education degrees also require 2.75 for completion.

GRADE REQUIREMENTS
- All coursework taken in degree certification major or General Education courses required for majors must be completed with no grade lower than "C," or if the student is concurrently enrolled in coursework in the degree certification major or General Education courses required for majors at the time of application, the
student will be considered as "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved.

- All coursework taken in the professional teacher education sequence must be completed with no grade lower than "C," or if the student is concurrently enrolled in coursework in Professional Teacher Education at the time of application, the student will be considered as "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved.
- Demonstrate a proficiency in written and oral English as indicated by having a grade of "C" or better in six credit hours of English Composition, or if the student is concurrently enrolled in the English courses in which they have achieved a grade lower than a "C," the application will be considered "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved.

STATE TESTS
Oklahoma General Education Test (OGET)
Pass the Oklahoma General Education Test (OGET) prior to submission of application, or if the student intends to take the OGET exam during the semester of application, the application will be considered "Pending Approval" until documentation is received showing a passing score. This must be turned in to the Department of Education office prior to approval of admission. The OGET exam must be taken and passed during the semester of application.

PORTFOLIO
Establish an SCU Teacher Education Portfolio – Check Point I
- Established in the Foundations in Education course
- Required component of Application to Teacher Education
- A satisfactory score on the candidate's portfolio establishment and initial assessments

LEGAL
- Submit an approved background check for clinical practice. Background checks are valid for one year.
- Complete Felony Questionnaire & Accuracy Statement.
- Complete Teacher Education Code of Ethics

CLINICAL PRACTICE REQUIREMENTS
- Clinical Practice Requirements Agreement
- Documentation of work with children
  - Provide documentation of experiences working with children OR
  - Completion of EDUC 2113 Foundations in Education (C or higher) OR
  - Concurrent enrollment in EDUC 2113 Foundations in Education

RECOMMENDATIONS AND EVALUATIONS
- Recommendation letters from church officials and/or faculty members.
  - Recommendation letters are completed by individual church officials or
  - Faculty members to assess candidates’ spiritual, intellectual, and cognitive qualifications to enter the Teacher Education Program.
- SCU Disposition of Candidate #1 Self-Assessment is required
- SCU Disposition of Candidate Assessment #2 completed by teacher education faculty member of candidate’s choice
  - Discussed with candidate, signed, and submitted to Department of Education office
- Faculty Interview
  - Complete interview with assigned faculty member to review plans, program requirements, etc.
  - The faculty member will submit a verification of the interview to SCU Department of Education office regarding candidate admissibility and completion of all admission requirements.

REQUIREMENTS
- Plan for meeting Foreign Language Competency. While individual degree plans may include a foreign language component, successful completion of courses in a foreign language DOES NOT document proficiency in a foreign language as defined by the American Council on Teaching of Foreign Languages. As a result, the SCU Teacher Education Council has established the following ways in which a candidate may
attain documented novice-high competency:
- The candidate who wishes to be tested in a language may choose, at personal expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, **OR**
- The candidate may complete two years of high school coursework in a single foreign language with grades of "B" or better (from a State Department of Education approved high school program), **OR**
- The candidate may complete one course, five or more credit hours, in a single foreign language from an accredited college or university with a grade of "C" or better, **OR**
- The candidate may meet the requirement by transfer of documentation of meeting the foreign language competency from one of the teacher education programs in the State of Oklahoma approved by the Oklahoma State Regents for Higher Education **OR**
- Candidates whose native language is other than English may document proficiency in English as their second language with a score of 550 or more on the Test of English as a Foreign Language.

- Written interest in teaching. Provide a 500 word paper explaining interest in teaching.
- Complete the Emergency Contact Information Form.

**APPROVALS**
Receive formal approval by the SCU Teacher Education Council.
- All candidates applying for any education degrees are required to apply for admission to teacher education.

**PROCESSING STEPS**
- Turn in the application on the due date.
- All teacher education candidates with completion of all requirements for admission will be approved by a vote of the SCU Teacher Education Council. Upon this approval, a letter showing admission to teacher education will be available in the Department of Education office.
- Applications will be evaluated and assigned a status.
  - Approved – all requirements have been successfully met
  - Pending Approval – all requirements have been successfully met except for requirements pending an outcome of a currently enrolled course grade. Applications in this category must be successful completed at the end of the semester in which the application is submitted.
    - If the teacher candidate is denied admission (not meeting requirement(s) currently), a letter will be sent explaining the deficiencies that need to be met by the end of the semester.
  - Denied – one or more requirements have not been met and it is not dependent on current course enrollment.
    - A letter will be received explaining the deficiencies that need to be corrected and the need to reapply for admission to teacher education.
- Pending files will be placed in the "Pending Approval" files in the Department of Education office.
- The teacher candidate will bring the "Pending Approval" letter and an unofficial transcript to the Department of Education office at the end of the semester.
- Verification of completion of all requirements for admission will be made by the Department of Education office.
- The teacher candidate's "Pending Approval" status will be changed to "approved" for admission upon completion of all requirements and a letter of admission will be made available in the Department of Education office.

**TRANSITION II: ENROLLMENT IN PROFESSIONAL COURSEWORK AND CLINICAL PRACTICE**
Throughout the teacher preparation program, candidates are expected to successfully pass program-based assessments during courses and clinical practices. Students who are not successful on any assessment will have to first successfully complete the assessment before advancing through the program. This process is monitored through course assessments and/or transition point checks by program faculty. Each program has designated six to eight program-based assessments as part of requirements for the program review process to the Specialized Professional Associations (SPA). These key assessments include assessments of content knowledge, effective planning, impact on P-12 student learning, and additional program-based assessments.
GRADE POINT AVERAGE (GPA)
Maintain a 2.75 cumulative grade point average on all coursework, earned and verified via degree check prior to clinical internship.

GRADES
• “C” or higher in major core and professional sequence coursework
• Progression toward completion of major core/PTE sequence coursework

STATE TESTS
Oklahoma Subject Area Test (OSAT)

PORTFOLIO
A satisfactory score on Portfolio – Check Point II (Checkpoint occurs during Methods course associated with major)

SPA STANDARDS
Satisfactory completion of assessments

LEGAL
Current approved background check

CLINICAL PRACTICE
Complete Successful completions of Professional Teacher Education courses including 160 hours of clinical practice.

RECOMMENDATIONS AND EVALUATIONS
University Faculty and Clinical Faculty

REQUIREMENTS
Completion of Foreign Language Competency

APPROVALS
Receive formal approval by the SCU Teacher Education Council

TRANSITION III: ADMISSION TO CLINICAL INTERNSHIP
Approval for clinical internship provides a key assessment point for initial candidates within teacher education programs. For approval to student teach, candidates submit an application to the Teacher Education office and be approved by their department (including both education and content area departments). Each department checks to ensure students have met the necessary requirements and makes recommendations to the Teacher Education office director for placements in the clinical internship.

ADMISSION STATUS
Candidates must have received formal written approval of admission to Teacher Education and must maintain all admission requirements.

COMPLETED COURSEWORK
• ¾ of Major courses must be completed with a "C" or higher
• Methods courses must be completed with a "C" or higher
• Professional Sequence courses must be completed with a "C" or higher

GRADE POINT AVERAGE (GPA)
Maintain a 2.75 cumulative grade point average on all coursework completed and verified via degree check prior to clinical internship

GRADES
• “C” or higher in major core and professional sequence
• All incomplete grades must be cleared
• Minimum GPA of 2.75 overall GPA in all coursework completed at SCU and other universities/colleges
STATE TESTS
- Complete and Pass Oklahoma General Education Test (OGET)
- Complete and Pass Oklahoma Subject Area Test (OSAT)

PORTFOLIO
A satisfactory score on Portfolio – Check Point III. Checkpoint is a required component of Application for Clinical Internship

SPA STANDARDS
Satisfactory completion of assessments

LEGAL
Current approved background check

CLINICAL PRACTICE
Successful completions of Professional Teacher Education courses including 160 hours of clinical practice

RECOMMENDATIONS AND EVALUATIONS
- SCU Disposition of Candidate Assessment #3 completed by teacher education faculty member of candidate’s choice (different from faculty in assessment #2)
  - Discussed with candidate, signed, and submitted to Department of Education office
  - Required component of application for clinical internship
- University Faculty
- Clinical Faculty
- Supervisor Evaluation

REQUIREMENTS
Successful completion of Foreign Language Competency

APPROVALS
Receive formal approval by the SCU Teacher Education Council

PROCESSING STEPS
- Turn in the application on the due date.
- All teacher education candidates with completion of all requirements for admission to clinical internship will be approved by the SCU Teacher Education Council. Upon this approval, a letter showing admission to clinical internship will be available in the Department of Education office.
- Applications will be evaluated and assigned a status.
  - Approved – all requirements have been successfully met
  - Pending Approval – all requirements have been successfully met except for requirements pending an outcome of a currently enrolled course grade. Applications in this category must be successful completed at the end of the semester in which the application is submitted.
    - If the teacher candidate is denied admission (not meeting requirement(s) currently), a letter will be sent explaining the deficiencies that need to be met by the end of the semester.
    - Denied – one or more requirements have not been met and it is not dependent on current course enrollment.
      - A letter will be received explaining the deficiencies that need to be corrected and the need to reapply for admission to teacher education.
- Pending files will be placed in the "Pending Approval" files in the Department of Education office
- The teacher candidate will bring the "Pending Approval" letter and an unofficial transcript to the Department of Education office at the end of the semester
- Verification of completion of all requirements for admission to clinical internship will be made by the Department of Education office
- The teacher candidate’s "Pending Approval" status will be changed to "approved" for admission to clinical internship and a letter of admission will be made available in the Department of Education office
- Candidate’s assignment of clinical internship placement will not be confirmed until the application gains final approval
TRANSITION IV: RECOMMENDATION FOR CERTIFICATION

The Teacher Education office determines if teacher candidates meet the requirements for recommendation for certification. OGET, OSAT, and OPTE scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of unit plans, and clinical internship evaluations determine candidate proficiencies. Survey analysis of cooperating teachers, supervisor, and principals help determine the competence of candidates. The quality of the unit and program is determined by course evaluations and surveys completed by graduates, cooperating teachers, and principals. The Teacher Education Unit deliberates the recommendations of the university faculty and clinical faculty to determine that teacher candidates successfully complete all components of the program to earn a degree. At the final clinical internship, all student teachers complete a Student Teacher Evaluation of Education Program survey for each clinical internship experience placement. This form helps the Teacher Education office Chair, as well as the faculty, to assess the quality and appropriateness of each field experience placement. This survey also allows candidates to assess the quality of coursework, preparation, and the overall clinical internship experience.

GRADE POINT AVERAGE (GPA)

Maintain a 2.75 cumulative grade point average on all coursework earned and verified via degree check upon graduation.

GRADES

- “C” or higher in major courses and professional sequence
- Completion of all coursework

STATE TESTS

Oklahoma Professional Teaching Exam (OPTE)

PORTFOLIO

A satisfactory score on Portfolio – Check Point IV

- Assessed upon completion of clinical internship and all coursework, candidates will submit their portfolio for evaluation to Department of Education office
- Successful completion of Teacher Work Sample

SPA STANDARDS

Satisfactory completion of assessments

CLINICAL PRACTICE

Successful completion of 160 hours of Clinical Practice and 16 weeks of Clinical Internship

RECOMMENDATIONS AND EVALUATIONS

- Clinical Intern Self-Assessment
- Clinical Intern of Assessment Clinical Faculty
- Clinical Intern Assessment of University Supervisor
- Clinical Intern Assessment of Teacher Education Program
- Clinical Faculty Evaluation / Recommendation
- University Faculty Evaluation / Recommendation
- Supervisor Evaluation / Recommendation

APPROVALS

Receive formal approval by the SCU Teacher Education Council

TRANSFER CANDIDATE

A transfer student of sophomore standing or above who seeks Teacher Certification at SCU, and has not applied to a teacher education program at any other university must file an Application to the TE Program at the time he/she enters the University. The following stipulations may be applied when a candidate moves from one institution to another.
1. If the candidate has once been admitted to a teacher education program and completed all requirements for certification at the former university, it will not be necessary for that candidate to re-apply for admission.
2. If the candidate has been admitted at another institution but did not complete a program, he/she could be required to re-apply for admission and meet the admission requirements of the institution to which he/she is applying (SCU).

If the candidate has failed to maintain minimum admit standards, he/she would be required to reapply and meet all existing admit requirements. Grades earned at the previous institution(s) and accepted as transfer courses may be used for determining requisite grade point averages.

**TEACHER EDUCATION HANDBOOK**

For all other Teacher Education Requirements, students should contact the Teacher Education office for a copy of the Teacher Education Handbook.