**OKLAHOMA**

**STATE REQUIREMENTS REPORT**

**(Off-Site)**

**Institution: Southwestern Christian University**

**Date of Off-Site Visit: June 2, 2015**

# **Requirement 1: Candidate Portfolios (Initial and Advanced)**

1. **Overall Findings:** The institution requires all initial candidates to develop a portfolio aligned to the state standards. Candidates have access to a portfolio handbook which includes philosophy, policies, criteria and rubrics. The portfolio reflects the unit’s conceptual framework and required standards and documents candidates’ accomplishments, learning and strengths.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:**

n/a

1. **Evidence for the BOE Team to validate during the onsite visit:** candidate portfolios

**RESPONSE:**

**Candidate Portfolios:** Since we are in the early stages of our program development, there are no officially admitted students in our PTE program at this time. However, we anticipate having students fully admitted and portfolios available for the visit in November. All current teacher education candidates will maintain a portfolio throughout their progression through the program and will be available during the on-site visit. The Director of Teacher Education maintains a folder on each potential candidate beginning with the completion of the first course. The folder contains candidate information and artifacts for a future portfolio to be established after the student is officially admitted into the program. These files will be available during the on-site visit as well.

# **Requirement 2: Foreign Language Requirement (Initial and Advanced)**

1. **Overall Findings:** The institution has a policy in place to ensure candidates demonstrate novice-high level conversational skills in a language other than English.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:**  n/a
4. **Evidence for the BOE Team to validate during the onsite visit:**  courses that the institution regards as meeting novice-high level requirement

**RESPONSE:** SCU offers the following language course that would meet the requirement as listed in the SCU Teacher Education Handbook pg. 54-55

**SCU Foreign Language Courses:**

SPAN 1113 Spanish I

SPAN 1213 Spanish II

OR

FREN 1113 French I

FREN 1213 French II

**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.

**Requirement 3: Input from Stakeholders (Initial and Advanced)**

1. **Overall Findings:** The institution has a process in place for seeking program information and input from stakeholders, including educator preparation faculty, faculty from other programs, P-12 and the community.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:** n/a
4. **Evidence for the BOE Team to validate during the onsite visit:** Confirm stakeholder input via interviews, meeting minutes

**RESPONSE:**

**Interviews**: Teacher Education Council members, partner school principals, mentor teachers, and community stakeholders will be contacted and part of the on-site meetings.

**Meeting Minutes:** See attached Teacher Education Council meeting minutes showing members and their school affiliations and roles. Example – mentor teacher from Overholser Elementary

**INCLUDED FILES**

3d Teacher Education Council Agenda 4-23-15 w notes

3d Teacher Education Council Members

3d Teacher Education Council Minutes 5-12-14

3d Teacher Education Council Minutes 12-9-14

3d Teacher Education Council Minutes 042215

# **Requirement 4: Content Preparation (Initial)**

1. **Overall Findings:** Secondary and elementary/secondary candidates have the equivalent of a major (36 hours in major coursework per SWCU) in a subject area. It was not clear where candidates study substance abuse, mental illness, classroom safety and discipline within existing coursework.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:** Unable to determine where candidates study substance abuse, mental illness, classroom safety and discipline within existing coursework.
4. **Evidence for the BOE Team to validate during the onsite visit:** Evidence via interviews and course descriptions documenting the existing coursework that prepares candidates on substance abuse, mental illness, classroom safety and discipline.

**RESPONSE:**

The following courses are used to address the issues that have been identified. The syllabi for these courses are attached to show the correlation of these courses to address the topics.

**- Substance Abuse:** Initial Coursework – PSYC 3123 Educational Psychology; Reinforcing Coursework – PSYC 3243 Psychology of the Exceptional Child

- **Mental Illness:** PSYC 3213Child & Adolescent Psychology

**- Classroom Safety:** Methods courses for English, History and PE, Health & Safety. Because the Professional Teacher Education program is being developed as courses come through the rotation, the attached syllabi are only outlines of the courses that will be offered. The Professional Teacher Education faculty will work in collaboration with clinical faculty and the Curriculum Subcommittee of the Teacher Education Council to construct the syllabi in their final form. The Methods Courses will be developed in Spring 2016, delivered in Fall 2016, and assessed in Spring 2017.

**- Discipline:** EDUC 4812 Classroom Strategies with EDUC 4815 & EDUC 4825 Clinical Internship semester.

Because the Professional Teacher Education program is being developed as courses come through the rotation, the attached syllabi are only frames of the course that will be offered. The Professional Teacher Education faculty will work in collaboration with clinical faculty and with the Curriculum Subcommittee of the Teacher Education Council to construct the syllabi in their final form. The Classroom Strategies Course will be developed in Fall 2016, delivered in Spring 2017, and assessed in Fall 2017.

**ATTACHED FILES:**

4d Child and Adolescent Psychology Syllabus Fall 2014

4d PSYC 3123 Educational Psychology.Bowen.Syllabus.SP2015

4d Psychology of the Exceptional Child

4d Syllabus EDUC 4812 Classroom Strategies

4d Syllabus ENGL 4513 Methods English

4d Syllabus Methods of Secondary Physical Educ

4d Syllabus Methods of Teaching Elementary Physical Educ

4d Syllabus Methods of Teaching History

# **Requirement 5: Advisement (Initial)**

1. **Overall Findings:** Candidates have access to academic advising and are informed on the latest supply and demand employment information as well as salary structure in the Foundations of Education class.
2. **Feedback on correcting previous requirements previously not met:**  n/a
3. **Areas of concern related to continuing to meet the requirement:**  n/a
4. **Evidence for the BOE Team to validate during the onsite visit:** Confirm advising and candidates informed on salary/employment issues via interviews.

**RESPONSE:**

Interviews: Candidates will be available for interviews

Documents: EDUC 2301 - Introduction to Education syllabus, EDUC 2113 - Foundations in Education syllabus with supporting assignments

**ATTACHED FILES:**

5d EDUC 2113 Foundations in Education

5d EDUC 2301 Introduction to Education

5d STATE MINIMUM TEACHER SALARY SCHEDULE

5d Teacher Employment Issues Assignment – Foundations

**Requirement 6: Field Experiences (Initial and Advanced)**

1. **Overall Findings:** A system is in place to ensure candidates meet the minimum of 45 hours of diverse field experience prior to student teaching and a minimum of 12 weeks of full-time student teaching prior to program completion.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:**  n/a
4. **Evidence for the BOE Team to validate during the onsite visit:**  Confirm field experiences/student teaching requirements via interviews.

**RESPONSE:** Teacher candidates and partners will be available to confirm through interviews. Current teacher candidates have experienced Clinical Practice #1 in which the focus is working with a mentor teacher who models good teaching techniques. Clinical Practice #2 focuses on the integration of technology into the learning environment. At this point, potential teacher candidates have not participated in Clinical Practice #3 or #4, or the Clinical Internship.

**ATTACHED FILES**: none

# **Requirement 7: Admission Requirements (Initial)**

1. **Overall Findings:** The IR indicated that candidates’ experiences working with children is included on the Teacher Ed Admission Application Transition Point I requires 2.75 gpa, and successful completion of the OGET, along with documentation of experience working with children.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:** n/a
4. **Evidence for the BOE Team to validate during the onsite visit:** Confirm via interviews

**RESPONSE**: Teacher Education Applications will be available during the on-site visit including documentation of experience working with children.

Our application currently includes identifying experiences working with children; however, it has not required additional documentation. At this time, we are contacting applicants and requesting documentation of their experiences working with children as an addendum to their applications. We recognize the value of prior experience in order to ascertain their level of experience and dispositions.

**ATTACHED FILES**: none

# **Requirement 8: Exit Requirements (Initial and Advanced)**

1. **Overall Findings:** A system is in place for the unit to provide information on the criteria for exit adhering to the rules and regulations established by the OSDE. The unit determines that candidates meet the certification requirements of the state, including assessments, and grade point averages and makes recommendations for certification.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:** n/a
4. **Evidence for the BOE Team to validate during the onsite visit:** Confirm via interviews

**RESPONSE**: Appropriate stakeholders will be available for interview

**ATTACHED FILES**: none

# **Requirement 9: Faculty Professional Development (Initial and Advanced)**

1. **Overall Findings:** The unit has a system in place to document the annual professional development activities of teacher education faculty members. All teacher education faculty are required to complete a plan and submit to the chair by the end of each spring semester. It is unclear if a system is in place to document the 10 clock hours per school year in P-12 settings required of all full-time teacher education faculty.
2. **Feedback on correcting previous requirements previously not met:**  n/a
3. **Areas of concern related to continuing to meet the requirement:** It is not clear that the unit has documentation showing all full-time teacher ed faculty serve the required 10 clock hours in a P-12 setting.
4. **Evidence for the BOE Team to validate during the onsite visit:** Confirm via interviews, the system to document annual professional development. Documentation of all teacher ed faculty serving the required 10 clock hours in a P-12 setting.

**RESPONSE**:

The NCATE Modeling Best Practices Crosswalks shows how teacher education faculty are assessed on each component of NCATE’s Best Practices through the existing assessment processes facilitated at both the unit and university levels.

**ATTACHED FILES:**

9d NCATE Modeling Best Practices Crosswalk (1)

9d Faculty Annual Review APPROVED 101414

9d Faculty Credentialing Explanation Shelley Groves

9d Faculty Credentialing Form - Shelley Groves

9d Horn, Eddie Full-Time Faculty Assignment Sheet 2015-2016

9d Professional Education Faculty Qualifications and Experiences

9d Teacher Education Professional Development Plan

**Requirement 10: Alternative Placement Program (Initial and Advanced)**

1. **Overall Findings:** The institution has a plan in place to address the needs of candidates seeking alternative certification. The unit maintains records on alternative placement candidates advised.
2. **Feedback on correcting previous requirements previously not met:** n/a
3. **Areas of concern related to continuing to meet the requirement:** n/a
4. **Evidence for the BOE Team to validate during the onsite visit:** Confirm via interviews

**RESPONSE**: Appropriate stakeholders will be available for interview

SCU Teacher Education department makes a variety of efforts to communicate and support alternatively certified candidates. These efforts include announcements in chapel, Career Fair information and handouts, individual certification paths counseling, support for state tests through small group training sessions, and communication about alternative certifications options on the SCU web site.

**ATTACHED FILES**: none

**Clarification:** The initial documents listed the first course in the professional teacher education sequence as EDUC 2301 Introduction to Teaching. The university approval process of all courses involves final approval through the SCU Academic Council on which the Director of Teacher Education is a standing member. Through this process an inactive course EDUC 2301 Introduction to Education with the same student learning outcomes was identified. Therefore, the course name was changed to EDUC 2301 Introduction to Education.