Southwestern Christian University

SOUTHWESTERN CHRISTIAN
UNIVERSITY

Scholarship • Spirit • Service

EDUCATOR PREPARATION PROGRAM'S

Teacher Education Handbook

Department of Education
Teacher Education
Office: LLC 240

2024-2025

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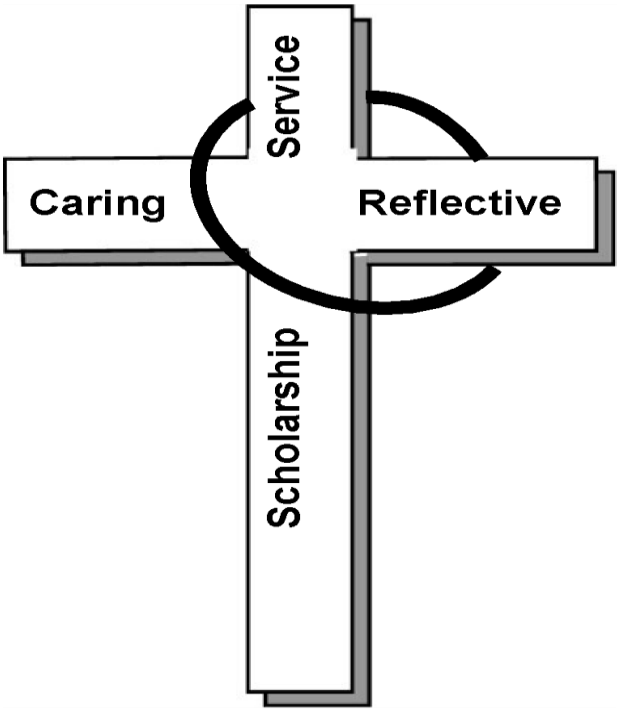


SCU Teacher Education Conceptual Framework Model

Purpose of Handbook

The purpose of this Handbook is to present an overview of the requirements, policies, and program elements of the Southwestern Christian University teacher certification programs. Criteria and procedures for admission into a teacher preparation program, co-curricular requirements, policies, and details about clinical practice assignments, and teacher licensing procedures for the state of Oklahoma are reviewed here. The teacher candidate is responsible for reading and understanding the policies and procedures outlined in this handbook.

SCU TEACHER EDUCATION HANDBOOK

Welcome to the Pathway of Becoming a Teacher!

Becoming a teacher proves to be a challenging as well as rewarding experience. As the landscape of public education continues to change, Southwestern Christian University is committed to preparing highly qualified, reflective teachers who are morally, ethically, and spiritually sound. Each program of study couples content knowledge with pedagogical research and theory to equip teacher candidates with the skills necessary to teach diverse learners.

SCU maintains a commitment to prepare candidates to become professional teachers by promoting the knowledge, skills and dispositions needed to be caring, reflective, service-oriented, and scholarly educators. The goal of the Teacher Education Program is to develop competent and skilled teachers who are life-long learners. By linking clinical practice with coursework, teacher candidates gain hands-on experience to impact student learners as well as impact the community.

SCU's Educator Preparation Program (EPP) is accredited through the Office of Educational Quality and Accountability (OEQA). In addition to completing degree requirements, teacher candidates must be accepted into the Department of Education, successfully pass state certification exams, and complete a semester of clinical internship. Becoming a teacher requires many hours of preparation and field experience as well as full commitment.

You are fortunate to be trained by qualified faculty who can provide meaningful insight and guidance concerning the teaching profession. Education faculty members not only possess credentials to teach content and education courses, but they also maintain teaching certification in their respective fields and possess PK-12 teaching experience.

We congratulate and applaud you on your decision to enter this noble profession. We look forward to working with you as you prepare to share your many talents and heart with future PK-12 students. The Department of Education office is located in the LLC 240. Please do not hesitate to contact the Director/Chair with questions concerning teaching degrees.

We look forward to working with you.

Sincerely,

Dr. Kathren Stehno
Educator Preparation Program, Director
Department of Education, Chair
Teacher Education Council, Chair

Letter from the Vice President of Academic Affairs

Dear Teacher Education Candidate,

Congratulations on your decision to pursue a degree in teacher education at SCU. Teaching is a noble profession. As a professional educator you have an opportunity those in many other professions are not able to claim-the ability to improve the world through assisting children, young people, their families and the surrounding community. As a teacher, you will also have the responsibility of ensuring the academic achievement and overall development of the children whose care is entrusted to you. It is hard to find a professional community with more dedicated and talented people than the professional education community.

Our teacher education unit includes dedicated faculty eager to assist you in accomplishing your goal. It makes us proud to see first-hand many talented and dedicated colleagues who model the qualities that will be expected of you as a professional educator. You will find yourself in the company of intelligent and interesting individuals from diverse backgrounds who care about you as a human being, take seriously your learning and will challenge you to expand yourself intellectually and in other ways.

Our commitment is to ensure that you become a caring teacher, reflective professional, service leader, and a knowledgeable scholar as you commit to helping all children learn. This handbook has been developed to help guide you in this process of becoming a quality teacher. Throughout the book you will notice that we refer to you as a teacher candidate as a constant reinforcement of the goal you seek to attain. There are certain benchmarks that must be met as you move through our teacher preparation program. We are here to assist you, but it is your responsibility to stay informed and meet the high expectations we have established for SCU graduates. To become an effective teacher, you must be committed to your learning, passionate about your profession, and dedicated to excellence. We believe that the personal attention and genuine concern our faculty and staff members demonstrate to candidates are hallmarks of our unit. I trust that you will experience these attributes in us and let us know what we can do to help you be successful. Again, congratulations on being a part of our community.

Sincerely,

Dr. Wesley Lee

Wesley C. Lee, Ph.D.
Vice President of Academic Affairs (Interim)

University Mission and Goals

Southwestern Christian University – Mission Statement

Southwestern Christian University is a Christ-centered liberal arts institution in the Wesleyan holiness, Pentecostal, and charismatic traditions equipping students for a life of scholarship, spirit, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their world for Jesus Christ.

Southwestern Christian University Motto

Scholarship • Spirit • Service

Southwestern Christian University - Vision

Southwestern Christian University will be a life-transforming, world-class university of excellence.

Southwestern Christian University – Core Values

Scholarship - Scholarship at Southwestern Christian University is pursued from the perspective of a Biblical-Christian worldview. The integration of faith, learning and living is central to every academic discipline and is led by dedicated faculty members who are committed to academic excellence, the elevation of critical thinking skills, and personal, spiritual, and intellectual growth. SCU is committed to:

- Holistic Christ-centered academic excellence
- Embracing change, diversity & emerging technologies to ensure relevance & the establishment of strategic & collaborative partnerships.
- Research & inquiry in an assessment & data-driven academic culture
- Being an organization centered on lifelong learning, social skills & servant leadership development.

Spirit - Southwestern Christian University is dedicated to cultivating a Spirit-led environment where students grow in their spiritual relationship with God and their interpersonal relationship with others. SCU is committed to:

- Building a Christ-centered community
- Honoring our Pentecostal Holiness heritage
- Respecting diversity and various Christian backgrounds
- A campus culture where His Spirit & school spirit are prevalent and powerful

Service - Southwestern Christian University is focused on serving both Christ and others. Through the development of servant-leadership, SCU empowers graduates for a life of learning, leadership and global impact. SCU is committed to:

- Developing and modeling servant leadership
- Fostering an environment of relevant social and self-awareness
- Ethics, respect, and integrity
- Instilling the value of stewardship in all aspects of life

SCU Department of Education 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.

SCU Department of Education Mission Statement

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.

SCU Teacher Education Philosophy

Our overarching philosophy recognizes teaching as a critical conduit to foster the social, cultural, political, economic, and moral conditions that will improve individuals and society as a whole. Within the P-12 classroom, that end requires treating and educating all learners with **care** and dignity because they have been created in the image of God. Our primary example of one who embodies the characteristics of a master teacher is Christ himself, who exemplified these characteristics through His ministry as recorded in the Gospels. He engaged respectfully with those of different cultures and religious beliefs (John 4:3-42), was **reflective** and addressed holistically the needs of individuals (Mark 5:24-34), modified His instruction to challenge those who were intellectually gifted (John 3), valued children and held them in high regard (Mark 10:13-16), and welcomed the poor and disadvantaged (Luke 14:13-14). Christ also objected to unjust practices (Luke 11:42), taught with authority (Matthew 7: 29), and recognized the individual responsibility of His students (Mark 10:17-23). Christ's overall teaching reflects a genuine concern for individual learners, varying His approach according to their prior knowledge and contexts (Luke 15). His teaching in Matthew 25 reminds Christian educators that when they **serve** each student, they serve Christ himself.

With the belief that candidates can best assimilate the competencies of a master teacher through the pursuit of **scholarly** endeavors and authentic experiences, the EPP seeks to construct a collaborative learning experience. By engaging teacher education faculty and the P-12 classroom teachers, the EPP has designed a teacher education preparation that provides integrated clinical practices throughout the candidate's program. Through this experience, we strive to develop educators who model the master teacher characteristics of Christ as they exhibit **caring** through empathic concern and social awareness and who routinely **reflect** on their teaching practices to ensure that they fully prepare their students for a life of learning.

SCU Teacher Education Purpose

The purpose of the SCU Teacher Education program is to facilitate the development of highly effective teachers who are life-long **reflective** professionals committed to the learning of all students with a focus on **scholarship** through extensive and integrated clinical practice, student-centered education, current research and best practices; standards-based curriculum and dynamic assessment; and interdisciplinary knowledge and curriculum.

Teacher quality is the most important schooling factor influencing student achievement (Goldhaber, Liddle, Theobald, 2013). The purpose of the SCU Teacher Education Program is to ensure that its graduates have a broad knowledge base, a firm grounding in professional education, a strong competency in the teacher candidate's area of specialization, a commitment to **service**, and an integrated clinical practice throughout the program. Furthermore, the program will prepare teachers who apply knowledge of subject matter, teaching and learning, and the learner to make appropriate decisions regarding students, curriculum, and instructional strategies. The program will encourage the development of educational

practitioners who **care** about learning and learners as they engage in **reflection** leading to life-long **scholarship** through professional growth and commitment to their schools and communities.

SCU Teacher Education Goals/Organizational Standards

SCU's teacher education standards are designed to ensure that teacher candidates develop a strong foundation in the liberal arts, a sound knowledge of their discipline, and an understanding of how students learn and develop. Teacher candidates are encouraged to explore, reflect, analyze, and think critically as they develop curriculum and appropriate assessment procedures with awareness of different learning styles. As they strive to create a positive classroom environment that facilitates learning and partnerships with the home, school, and community through a reasonable mastery of communication skills. The SCU Teacher Education Council adopted the CAEP Standards in addition to the State's ten Requirements (2021) for accreditation, and the InTASC "Model Core Teaching Standards and Learning Progressions for Teachers" for structuring all content areas within the six teacher education majors. Based on research and a solid knowledge base, the InTASC Standards will serve as the practical application for our SCU Conceptual Framework.

Accreditation Status

Accreditation and Program Approval

Southwestern Christian University's Teacher Education has received accreditation approval from the Office of Educational Quality and Accountability (OEQA) for English Education, History Education, Physical Education, Elementary Education, Early Childhood Development Education, and in October 2022 - approval to implement the Vocal/General Music Education program. SCU has been approved to offer six teacher education degree programs as presented in **Table 1**.

Education Degree Plans

Table 1: Department of Education Degree Programs

Name of Program	Degree Awarded	Where Housed	Structure for Oversight
English Education	B.A. Ed	Dept. of Education	Teacher Ed. Council
History Education	B.S. Ed.	Dept. of Education	Teacher Ed. Council
Physical Education/Health/Safety	B.S. Ed.	Dept. of Education	Teacher Ed. Council
Elementary Education	B.S. Ed.	Dept. of Education	Teacher Ed. Council
Early Childhood Development Education	B.S. Ed.	Dept. of Education	Teacher Ed. Council
Vocal/General Music Education	B.A. Ed.	Dept. of Creative Arts	Teacher Ed. Council

Degree plans for each of the programs listed in Table 1 are presented hereafter, beginning with the three Secondary Programs: English Education, History Education, and Physical Education. Following the secondary is the K-12 Vocal/General Music Education degree plan. The list continues with the Elementary Education degree plan and ends with the Early Childhood Development Education degree plan.

SCU TEACHER EDUCATION HANDBOOK

Institution: Southwestern Christian University
Degree: Bachelor of Arts – B.A.
Program: English
Major: English Education

Student: _____
Date: _____

B.S. IN ENGLISH EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
POLI 1113	American Federal Government	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
MATH 1000-4000	Any math course	3		
Science 1000-4000	Any natural science with lab	4		
Science 1000-4000	Any science without lab	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
SPCH 1113	Introduction to Public Communication	3		
* ENGL 2333	English Literature I	3		
* ENGL 2353	English Literature II	3		
* PSYC 1113	General Psychology	3		
ENGL 2423	Foundations of Language Teaching	3		
Total General Education Credit Hours		**52**		
Major Core				
* ENGL 2033	Creative Writing	3		
* ENGL 3333	English Literature I	3		
* ENGL 3353	English Literature II	3		
* ENGL 3423	American Literature I	3		
* ENGL 3523	American Literature II	3		
* ENGL 3603	Advanced Grammar	3		
* ENGL 3663	World Literature	3		
* ENGL 4313	Studies in Shakespeare	3		
* ENGL 3213	Expository and Visual Rhetoric	3		
* ENGL 4013	Research and Report Writing	3		
* ENGL 4223	Research Methods for Language Arts	3		
* ENGL 4000 level	Any 4000 level English course	3		
Total Major Core Credit Hours		**36**		

Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (with EDUC 4000)	2		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
ENGL 4000	Methods of Teaching English Clinical Practice	0		
* EDUC 4103	Methods of Teaching (with ENGL 4000)	3		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDUC 4825	Teaching Clinical Internship II	5		
* PSYC 3123	Educational Psychology	3		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
Total Professional Teacher Education Credit Hours		**32**		
Total B.A. in English Education Program Credit Hours		**120^**		
* Grade of "C" or better.				
^ Overall GPA must be 2.75 or better.				

Minimum Graduation Requirements

1. Overall GPA in all college course work a minimum of 2.5
2. In courses in English Composition, Professional Education, and area of specialization (major) a minimum of "C"
3. Proficiency in foreign language a minimum of Novice 4 level

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and the National Council of Teachers of English (NCTE) professional recommendations.

Mission

The English Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspective will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University **Student:** _____

Degree: Bachelor of Science – B.S. **Date:** _____
Program: History
Major: History Education

B.S. IN HISTORY EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* POLI 1113	American Federal Government	3		
* HIST 1483	U.S. History I	3		
* HIST 2113	Western Civilization I	3		
* ECON 1000-4000	Any economics course	3		
* PSYC 1113	General Psychology	3		
MATH 1000-4000	Any math course	3		
Science 1000-4000	Any natural science with lab	4		
NSCI 1213	Physical Geography	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSC, SOCI course	6		
Total General Education Credit Hours		**55**		
Major Core				
* HIST1493	U.S. History II	3		
* HIST 2243	Western Civilization II	3		
* HIST 3013	Oklahoma History	3		
* HIST 3483	20th Century U.S. History	3		
* HIST 3143	Women's History in the U.S.	3		
* HIST 3403	British Colonial America	3		
* HIST 3443	The Civil War	3		
* HIST 4313	World War II	3		
* HIST 4513	The Cold War	3		
* HIST 4453	The Great Depression	3		
* HIST 4523	The Civil Rights Era	3		
Total History Elective Credit Hours		**33**		

Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (EDUC 4000)	2		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
HIST 4000	Methods of Teaching History Clinical Practice	0		

* EDUC 4103	Methods of Teaching (with HIST 4000)	3		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDUC 4825	Teaching Clinical Internship II	5		
* PSYC 3123	Educational Psychology	3		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
Total Professional Teacher Education Credit Hours		**32**		
Total B.S. in History Education Program Credit Hours		**120^**		
* Grade of "C" or better.				
^ Overall GPA must be 2.75 or better				

Minimum Graduation Requirements

1. Overall GPA in all college coursework with a minimum 2.5.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Council for the Social Studies (NCSS) professional recommendations.

Mission

The History Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

SCU TEACHER EDUCATION HANDBOOK

Institution: Southwestern Christian University **Student:** _____
Degree: Bachelor of Science – B.S. **Date:** _____
Program: Education
Major: Physical Education, Health and Safety

B.S. IN PHYSICAL EDUCATION, HEALTH AND SAFETY DEGREE REQUIREMENTS

	Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education					
	UNIV 1003	Strategies for Student Success	3		
*	ENGL 1113	English Grammar and Composition I	3		
*	ENGL 1213	English Grammar and Composition II	3		
	POLI 1113	American Federal Government	3		
	HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
	MATH 1000-4000	Any math course GENERAL MATH	3		
	Science 1000-4000	Any natural science with lab	4		
	Science 1000-4000	Any science without lab ECOLOGY	3		
	BIBL 1403	Old Testament History and Literature	3		
	BIBL 1413	New Testament History and Literature	3		
	BIBL 2223	Biblical Hermeneutics	3		
	THEO 3003	Christian Beliefs	3		
	SPCH 1113	Introduction to Public Communication	3		
	HIST 2113 or HIST 2213	Western Civilization I or II	3		
*	PSYC 1113	General Psychology	3		
	HPSM 2212	Lifetime Wellness	2		
	Elective	Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course	3		
Total General Education Credit Hours			**51**		
Major Core					
*	HPSM 2422	1st Aid CPR and Safety and lab	2		
*	HPSM 3113	Care and Prevention of Athletic Injuries	3		
*	HPSM 3123	Adapted Physical Education	3		
*	HPSM 3313	Techniques of Teaching Team Sports	3		
*	HPSM 3423	School Health/Safety Curriculum: K-12	3		
*	HPSM 3803	Motor Learning	3		
*	HPSM 3813	Applied Human Anatomy and Physiology	3		
*	HPSM 3811	Motor Skills #1 Striking	1		
*	HPSM 3821	Motor Skills #2 Kicking	1		
*	HPSM 3831	Motor Skills #3 Throwing	1		
*	HPSM 3841	Fitness Assessment & Exercise Prescription I	1		
*	HPSM 3851	Fitness Assessment & Exercise Prescription II	1		
*	HPSM 4213	Kinesiology	3		
*	HPSM 4323	Christianity, Culture and Sport - Capstone	3		
*	HPSM 4533	Exercise Physiology	3		
Total Major Core Credit Hours			**34**		
Professional Teacher Education					
	EDUC 2000	Foundations in Education Clinical Practice	0		
*	EDUC 2113	Foundations in Education (with EDUC 2000)	3		

*	EDUC 2301	Introduction to Education	1		
	EDUC 3000	Educational Technology Clinical Practice	0		
*	EDUC 3202	Educational Technology (with EDUC 3000)	2		
	EDUC 4000	Assessment and Evaluation Clinical Practice	0		
*	EDUC 4232	Assessment and Evaluation	2		
*	EDUC 4812	Classroom Strategies	2		
*	EDUC 4815	Teaching Clinical Internship I	5		
*	EDCU 4825	Teaching Clinical Internship II	5		
	HPSM 4000	Methods of Teaching P.E. Clinical Practice	0		
*	EDUC 4103	Methods of Teaching P.E. (with HPSM 4000)	3		
	ENGL 3413	Second Language & Cultural Acquisition	3		
*	PSYC 3123	Educational Psychology	3		
*	PSCY 3143	Psychology of the Exceptional Child	3		
*	PSYC 3213	Child and Adolescent Psychology	3		
Total Professional Teacher Education Credit Hours			**35**		
Total P.E., Health and Safety Program Credit Hours			**120^**		
*	Grade of "C" or better.				
^	Overall GPA must be 2.75 or better.				

Minimum Graduation Requirements

1. Overall GPA in all college coursework is a minimum 2.5.
2. n courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Association for Sport and Physical Education (NASP) professional recommendations.

Mission

The Physical Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University
Degree: Bachelor of Science – B.S.
Program: Education
Major: Elementary Education

Student: _____
Date: _____

B.S. IN ELEMENTARY EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
* UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
* HPSM 2212	Lifetime Wellness	2		
* MATH 1513	College Algebra	3		
* POLI 1113	American Federal Government	3		
* BIOL 1113	Biological Science	3		
* BIOL 1111	Biological Science Lab	1		
* PSYC 1113	General Psychology	3		
*HIST 2113 or HIST 2243	Western Civilization or Western Civilization II	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
Total General Education Credit Hours		**42**		
Major Support Courses				
English – 6 hours				
* SPCH 1113	Introduction to Public Communication	3		
* ENGL 3413	Second Language and Culture Acquisition	3		
Mathematics – 9 hours				
* MATH 2403	Structures of Math	3		
* MATH 2413	Foundations of Geometry and Measurement	3		
* MATH 2423	Analysis of Data and Chance	3		
Sciences – 9 hours				
* NSCI 1213	Physical Geography	3		
* ECOL 1113	Intro to Ecology	3		
* NSCI 2004	Environmental Science	3		
Social Sciences – 6 hours				
* SOCL 1113	Introduction to Sociology	3		
* PSYC 3213	Child & Adolescent Psychology	3		
Total Major Support Credit Hours		**30**		
Major Core				
* ECDV 3123	Home, School and Community	3		
* ELED 3803	Intermediate Reading	3		
* ELED 3823	Methods of Teaching Elementary Visual and Performing Arts	3		
* ELED 4803	Methods of Teaching Reading in the Primary Grades (with ELED 4000)	3		
ELED 4000	Methods of Teaching Reading in the Primary Grades Clinical Practice	0		
* ECDV 3103	Health, Safety, and Nutrition	3		
* ELED 4823	Methods of Teaching Elementary Mathematics and Science	3		

* ELED 4833	Methods of Teaching Elementary Literature and Language Arts	3		
* ELED 4853	Methods of Teaching Elementary Social Studies and Cultural Awareness	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
Total Major Core Credit Hours		**27**		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Intervention Practices Clinical Practice	0		
* ELED 4843	Assessment and Intervention Practices (with EDUC 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
Total Professional Teacher Education Credit Hours		**21**		
Total B.S. in Elementary Education Program Credit Hours		**120**		
* Grade of "C" or better.				

Minimum Graduation Requirements

1. Overall GPA in all college coursework a minimum 2.75.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Completion of ENGL 3413 Second Language & Culture Acquisition to satisfy the Foreign Language Competency (OEQA State Requirement #1) Elementary Candidates will demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work (ENGL-3413 Second Language and Culture Acquisition), approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Association for the Education of Young Children (NAEYC) professional standards.

Mission

The Elementary Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University **Student:** _____

Degree: Bachelor of Science – B.S. **Date:** _____
Program: Education
Major: Early Childhood Development

B.S. IN EARLY CHILDHOOD DEVELOPMENT EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
* UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
* HPSM 2212	Lifetime Wellness	2		
* MATH 1513	College Algebra	3		
* POLI 1113	American Federal Government	3		
* BIOL 1113	Biological Science	3		
* BIOL 1111	Biological Science Lab	1		
* PSYC 1113	General Psychology	3		
* HIST 2113 or HIST 2243	Western Civilization I or Western Civilization II	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
Total General Education Credit Hours		**42**		
Major Support Courses				
English – 6 hours				
* SPCH 1113	Introduction to Public Communication	3		
* ENGL 3413	Second Language & Culture Acquisition	3		
Mathematics – 9 hours				
* MATH 2403	Structures of Math	3		
* MATH 2413	Foundations of Geometry and Measurement	3		
* MATH 2423	Analysis of Data and Chance	3		
Sciences – 9 hours				
* NSCI 1213	Physical Geography	3		
* ECOL 1113	Intro to Ecology	3		
* NSCI 2004	Environmental Science	3		
Social Sciences – 6 hours				
* SOCL 1113	Introduction to Sociology	3		
* PSYC 3213	Child & Adolescent Psychology	3		
Total Major Support Credit Hours		**30**		
Major Core				
* ECDV 3103	Health, Safety and Nutrition	3		
* ECDV 3113	Introduction to Early Childhood Care and Education	3		
* ECDV 3123	Home, School and Community	3		
* ECDV 4113	Early Childhood Curriculum Development	3		
* ECDV 4123	Integrated Curriculum Strategies	3		
* ECDV 4133	Methods of Teaching Creative Arts	3		
* ECDV 4143	Early Childhood Methods and Materials	3		
* ELED 4803	Methods of Teaching Reading in the Primary Grades (with ELED 4000)	3		
ELED 4000	Methods of Teaching Reading in the Primary Grades Clinical Practice	0		
PSYC 3243	-Psychology of the Exceptional Child	3		
Total Major Core Credit Hours		**27**		

Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* ELED 4843	Assessment and Intervention Practices (with EDUC 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
Total Professional Teacher Education Credit Hours		**21**		
Total B.S. in Early Childhood Development Education Program Credit Hours		**120**		
* Grade of "C" or better.				

Minimum Graduation Requirements

1. Overall GPA in all college coursework a minimum 2.75.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Completion of ENGL 3413 Second Language & Culture Acquisition to satisfy the Foreign Language Competency (OEQA State Requirement #1) Early Childhood Candidates will demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work (ENGL-3413 Second Language and Culture Acquisition), approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

Objective

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with InTASC Standards and National Association for the Education of Young Children (NAEYC) professional standards.

Mission

The Early Childhood Development & Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspectives will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

Institution: Southwestern Christian University **Student:** _____

Degree: Bachelor of Science – B.A. **Date:** _____
Program: Education
Major: Vocal/General Music Education

B.A. IN VOCAL/GENERAL MUSIC EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* POLI 1113	American Federal Government	3		
* HIST 1483	U.S. History I or U.S. History II	3		
* PSYC 1113	General Psychology	3		
MATH 1000-4000	Any math course	3		
Science 1000-4000	Any natural science with lab	4		
Science 1000-4000	Any science without lab	3		
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3003	Christian Beliefs	3		
SPCH 1113	Introduction to Public Communication	3		
Total General Education Credit Hours		**43**		
Major Core				
MUTH 1113	Theory I	3		
MUTH 1123	Theory II	3		
MUTH 2113	Theory III	3		
MUTH 2123	Theory IV	3		
MUTH 1211	Aural I	1		
MUTH 1221	Aural II	1		
MUTH 2211	Aural III	1		
MUTH 2221	Aural IV	1		
MUSI 3713	Music History and Literature I	3		
MUSI 3723	Music History and Literature II	3		
MUSI 3343	Conducting I	3		
MUSI 4722	Advanced Choral Conducting	2		
MUSI 4213	Choral Literature & Methods	3		
Applied Music Core				
MUAP 1011-4011	Applied Lessons - Voice for Majors	7		
MUAP 1111-4111	Secondary Instrument - Piano	4		
MUAP 1631	University Chorale	7		
MUAP 2990	Piano Proficiency	P/F		
MUAP 3990	Junior Recital	P/F		
MUAP 4990	Senior Recital - Capstone	P/F		
Total Music Elective Credit Hours		**48**		
Professional Teacher Education				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		

* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (EDUC 4000)	2		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
HIST 4000	Methods of Teaching History Clinical Practice	0		
* HIST 4103	Methods of Teaching (with HIST 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
Total Professional Teacher Education Credit Hours		**29**		
Total B.A. in Vocal/General Music Education Program Credit Hours		**120^**		

Minimum Graduation Requirements

1. Overall GPA in all college coursework is a minimum of 2.5.
2. In courses of English Composition, Professional Education, and area of specialization (major) a minimum of "C."
3. Proficiency in foreign language a minimum of Novice 4 level.

Objective

The objective of this program is to guide students into the pursuit of academic and artistic excellence within the framework of SCU's philosophy, mission, and institutional aims. Furthermore, the Department will seek to develop students who will make significant contributions to their world through the sharing of these artistic accomplishments.

Mission

The Vocal/General Music Education program at SCU shares SCU's commitment to a Christian liberal arts education and functions as an integral part of that commitment: to enrich the cultural experiences of the general student body, and to prepare music students for the professional practice of music in conjunction with other fields. We are committed to developing musicians who possess knowledge, skills, and competence in the field.

SCU EPP's Governance and Authority

The governance entity within Southwestern Christian University's administrative structure - which has responsibility for designing, approving, and continuously evaluating and developing teacher education programs - shall be called The SCU Teacher Education Council. The Dean of Academics is recognized by state agencies as having final authority in all matters governing teacher education programs at SCU. The SCU Teacher Education Council oversees the university's teacher education programs. The V.P of Academic Affairs has designated the Department of Education Chair to also chair the SCU Teacher Education Council. Currently, the Department of Education Chair also serves in the capacity of Director of Teacher Education.

SCU Teacher Education Council Members

(1) VP of Academic Affairs
(4) Teacher Education faculty
(2) Arts & Sciences faculty
(2) Professional Studies faculty
(2) SCU Administration/Support Services
(1) Director/Chair Teacher Education
(4) Program Graduates
(4) *Undergraduate Students
(3) Partner school administration and teachers
(1) Business/community leaders

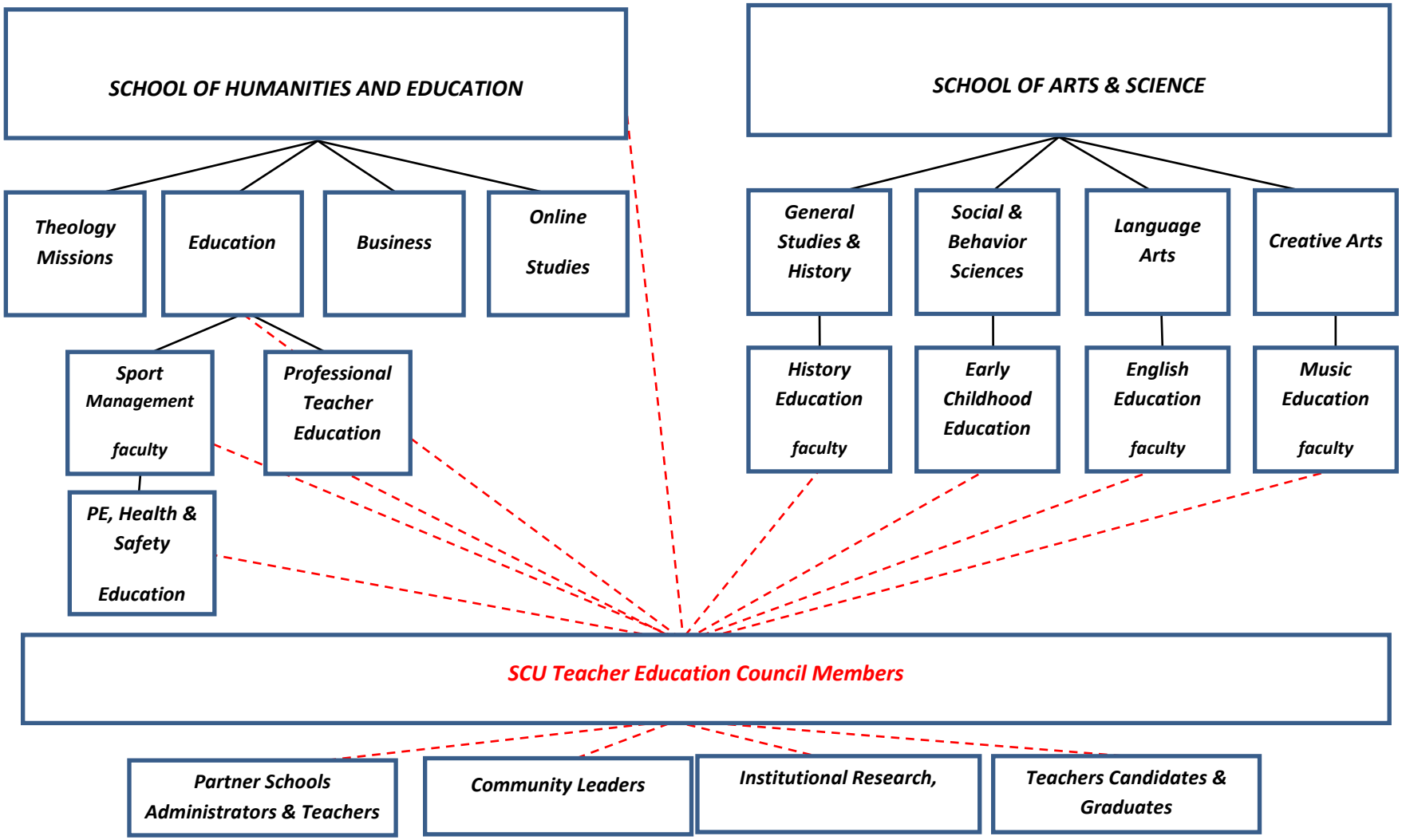
Total: 24

The SCU Teacher Education Council serves as the central policy making body for all teacher-education programs. This central policy-making body also implements and monitors faculty development for Teacher Education.

Director/Chair of Teacher Education Responsibilities

1. Coordinate advising of teacher education candidates.
2. Coordinate and supervise the application and admission process.
3. Maintain hard copy and digital files for all teacher education candidates.
4. Communicate information regarding State Certification exams.
5. Act as a liaison with State Department of Education and the Office of Educational Quality and Accountability (OEQA).
6. Represent SCU as a member with the OACTE (Oklahoma Association of Colleges of Teacher Education.
7. Coordinate and supervise recruiting for teacher education candidates.
8. Coordinate and supervise publicity for Teacher Education.
9. Chair the Teacher Education Faculty Committee.
10. Chair the SCU Teacher Education Council.
11. Place teacher candidates in clinical practice assignments with partner schools.
12. Carry an instructional load of 9 hours per semester.
13. Oversight of faculty development relating to the use of the portfolio.
14. Manage SCU's EPP Quality Assurance System
15. Oversight of Title II reports, OEQA program reports, OSRHE & OSDE Scholarships

SCU Teacher Education Council (TEC)



SCU Teacher Education Council Responsibilities

1. Regularly review all undergraduate teacher education programs to ensure that program goals are being met and that the teacher education EPP assessment plan is being implemented appropriately.
2. Review, coordinate, and act as a clearing house for all curricular changes in Teacher Education.
3. Supervise the participation of the various departments in the undergraduate teacher education programs, review the courses and programs recommended by each, and establish administrative policy in such a way as to ensure broad faculty participation.
4. Encourage the development of new programs and courses when the need for these becomes apparent. Proposals for new programs and courses must have the support of the departments concerned and must be submitted to the Curriculum Committee.
5. Periodically review the standards and recommendations of the professional and specialized professional associations and make any needed recommendations for change in the undergraduate teacher education programs.
6. Review and recommend to the faculty standards for admission to, continuation in, and exit from the undergraduate teacher education programs.
7. Process undergraduate student appeals in matters concerning admission, retention, and certification or general graduation requirements.
8. Implement and monitor faculty development for teacher education program improvement and accreditation requirements.
9. Meet at least twice each academic semester.

SCU Teacher Education Council Subcommittees

The council has three subcommittees: the Admissions/Recruitment Committee, the Curriculum/Assessment Committee, and the Program Impact/ Quality Assurance Committee. The Council approves all candidates for admission to teacher education and admission to clinical internship (student teaching). In addition, all curriculum changes come to the Council for approval. In compliance with state accreditation standards, the quality assurance/program impact committee reviews for compliance with state policy. In all areas, the Council makes recommendations to the Director of the EPP and the Vice-President of Academic Affairs. The Sub-Committees will meet each Council meeting and each TEFC meeting.

Admissions/Recruitment Committee

a. Develop and monitor admissions, continuation, and exit procedures for teacher education programs.
b. Review all applications into the teacher education program and clinical internship.
c. Hear all appeals and approve decisions.
d. Review recruitment plan and designate one recruitment task to each member to monitor.

Curriculum/Assessment Committee

a. Oversight of curriculum planning and evaluation.
b. Ensure curriculum continuity, such as making sure that what is taught in earlier courses is emphasized in the pedagogy courses and is also carried out in clinical internship.

c. Monitor general education courses: Ensuring that general education students receive an adequate background in the liberal arts content needed to teach effectively in school settings.
d. Major Courses: Ensuring that all majors' courses are well-planned sequences of courses and experiences that include content, pedagogical, and clinical knowledge necessary for professional competence in teaching or other professional education assignments.

Program Impact/Quality Assurance/Program Assessment Committee

a. Oversight of the collection and compilation of teacher education program data. The data needs to be connected to each program goal to determine progress in meeting the goals.
b. Oversight of the collection and compilation of assessment data for each program.
c. Ensure the establishment of reliability and validity of EPP key assessments.
d. Implementation of the portfolio system in EDUC and content pedagogy courses.
e. Regularly monitoring evaluative data concerning the effectiveness of the program to ensure that program goals are being met and that the assessment plan is being implemented appropriately.

SCU Teacher Education Council Terms of Service

All teacher education faculty will be members of the Council if they are employed by the university.

1. All partner school members will serve for three years.
    a. Partner school members will rotate membership to allow for participation by all partner schools.
2. SCU program graduates will serve for one year.
3. New member invitations will be extended by the full council and facilitated by the chair.

Appeals Process:

Any teacher education candidate who has a grievance or complaint with a decision regarding Teacher Education policy should first submit the grievance, in writing, to the Director of Teacher Education who then presents it to the Teacher Education Council. If the student feels the issue is not resolved satisfactorily, the process for appeal would be to the VPAA.

Teacher Education Faculty Committee (TEFC)

Role & Responsibilities

1. Meet regularly to review all processes, policies, and progress associated with the implementation of the teacher education program.
2. Review all documents associated with accreditation at both state and national levels.
3. Review and recommend all curricular changes prior to submission to the Teacher Education council.
4. Communicate teacher education policies, guidelines, and requirements to the broader university community.
5. Connect with partner schools to facilitate a connectedness with clinical faculty for formal and informal collaboration.
6. Promote awareness of the teacher education program and entrance requirements.
7. Identify areas for faculty development for teacher education program improvement and accreditation requirements.
8. Chair or co-chair on one of the three sub-committees.

Teacher Education Faculty Designation

Full-time faculty members who teach courses in majors / programs that prepare teachers or those who teach courses within the professional education core are designated as teacher education faculty.

Teacher Education Faculty Development Plan

All full-time teacher education faculty must show evidence of professional development annually. They must develop a plan which is reviewed by the SCU Teacher Education Council. Once approved, the plan is returned to the faculty member who then documents completion of the proposed activities at the end of the academic year.

State Guidelines for Faculty

Oklahoma State Regents for Higher Education (OSRHE) requirements for teacher education faculty are found in State Statute 3.21.4 Guidelines for Teacher Preparation Faculty

> The following guidelines are necessary to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools. These guidelines address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms.
>
> A. Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is required.

Professional Development

Office of Educational Quality and Accountability (OEQA) state standards and requirements for joint CAEP/State team site visits include the following:

- Faculty Professional Development:
  - EPPs have an active system in place documenting and reporting the annual professional development activities of all teacher education faculty members.

SCU Teacher Education Conceptual Framework

Overview

The Conceptual Framework document provides a set of assumptions, expectations, knowledge, skills, and learning outcomes adopted by our program. This organizing framework shapes the structure of our program by providing a system for ensuring coherence among curriculum, instruction, field experiences, and assessment across a candidate's program (Karmon, 2007). The document, as well as the program itself, will be continuously reviewed, evaluated and modified to incorporate new knowledge and experience about best practices in education. Data collected from student assessments, student evaluations, recent graduates, and members of the professional community will be utilized to help make necessary modifications and improvements. SCU Teacher Education Faculty and Council members take part in this continuous evaluation process through regular meetings. Aspects of the SCU Conceptual Framework document will be included in the university catalog, on course syllabi, and on evaluation tools. In addition, the document will be available for review by members of the professional community and other interested individuals.

SCU Teacher Education Conceptual Framework Themes

The essence of our Christian mission is represented in our conceptual framework. This mission is also supported by a strong commitment to preparing competent, caring, reflective, and qualified educators. SCU emphasizes the integration of subject matter, clinical experiences, and pedagogical knowledge as demonstrated by caring actions, service in the field, and teaching skills. We believe the teacher is the orchestrator of the learning environment and has the responsibility to create a positive atmosphere for all students. This is achieved through specific themes designed to provide a unique educational experience at SCU. The SCU teacher education program seeks to prepare effective educators who are caring, reflective, service-guided, and scholarly throughout their professional careers as they facilitate learning and model Christ.

The graduate emerging from the SCU teacher education program is:

- **Caring** for all students and the belief that all can learn
- **Reflective O**n professional and personal practice
- **Service**-guided as a model of Christian character through leadership and involvement
- **Scholarship**-minded in the pursuit of life-long learning

Historical Review of the SCU Conceptual Framework Model

As the themes associated with the Conceptual Framework, it was noted by the committee that the themes developed an acronym arrangement of CRoSS. The acronym closely related to the CROSS, which was a good match for the university's beliefs and the model was a natural out-flowing of a collaborative effort. There was discussion about finding and "O" word, however, there was not a good word to fit so it was decided the CRoSS was the best choice and fully supported the shared vision for SCU's teacher education program. The SCU Conceptual Framework Model includes the shape of the cross as a reminder of the university's mission and the themes are included on each section of the cross representing the need for each in our holistic approach to preparing future teachers. This conceptual model encompasses the interrelatedness of each component in an effective teacher education program. By each component working together, the EPP promotes scholarship, service, reflection, and caring educators (**Fig. 1**).

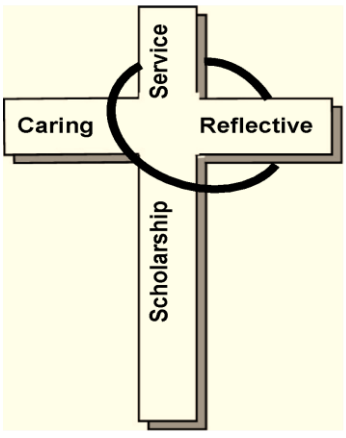


Fig. 1 SCU's Conceptual Framework Symbol

Overview of the EPP's Goals & Standards

Goal #1: Caring - All students will demonstrate caring by acting upon the belief that all students can learn.

- ***Caring Teacher*** – a caring teacher understands how learners grow and develop and strives to create a learning environment that meets their holistic needs. Caring involves reaching out to all students, appreciating their differences, and building a positive community for achieving high standards.
    - For the Christian educator, caring for all students and the belief that all can learn is grounded ultimately in the character of God himself, learned through our engagement with the teachings of Scripture, and demonstrated properly through a wise and humble spirit (Ephesians 4:32, English Standard Version - ESV). Christian teachers show care for their students by understanding how learners grow and meeting each individual's needs, understanding differences and caring about creating an inclusive environment, and working with others to ensure a positive educational experience for all.

Aligned InTASC Standards to EPP's Goal #1

a. A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard #1).
b. A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (Standard #2).
c. A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (Standard #3).

Goal #2: Reflective – All students will be **reflective on** their professional and personal practice.

- ***Reflective Teacher*** **-** a reflective teacher continually evaluates the effects of his/her practices, choices and actions on others and who actively seeks opportunities to grow professionally. Reflection not only occurs during the technical aspects of teaching – such as planning, teaching, assessing, evaluating, and revising – but encompasses the decisions about how to engage learners, how to encourage learners to develop a deep understanding and how to guide the learner's decision making.
    - For the Christian educator, continually reflecting on the effects of their choices and actions on others is demonstrated through the teachings of Christ as a teacher. Even though the Bible doesn't use the term reflective, it does refer to insight, understanding and discretion when teaching (Proverbs 1:2 ESV). Reflective teaching does involve all three: insight into the effectiveness of our actions and their impact on others; understanding of how to engage and develop understanding in others; and discretion in evaluating what was most effective. Reflective teaching is an essential element in our efforts to model Christ and serve as Christian educators (Elliott, 1995).

Aligned InTASC Standards to EPP's Goal #2

d. A reflective teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (InTASC Standard #6).
e. A reflective teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways context (InTASC Standard #8).
f. A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

Goal #3: Service – All students will embrace and adopt a **service**-guided teacher model demonstrating a Christian character through leadership and involvement.

- ***Service-guided Teacher*** – a service-guided teacher seeks first to serve others through leadership roles and recognizes the value of involvement; pursues collaborations with others and serves in the P-12 environment to positively impact the lives of others.
    - As Christian educators, we believe service to others is doing whatever you do with all your heart (Colossians 3:23, ESV). Teacher preparation involves the whole person not just acquiring a head of knowledge, but also developing a heart of service. Serving others is as an integral part of our preparation program as we recognize the value in building relationships and working together to accomplish collaborative goals.
      Jesus stated "…but whoever wants to be first, must be slave of all" (Mark 10:44, ESV). In other words, the one who has responsibility for others' development is really a servant to everyone involved in that development.

Aligned InTASC Standards to EPP's Goal #3

g. A service- guided teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC Standard #10).
h. A service- guided teacher seeks opportunities to be involved in the lives of others and regards the classroom as the ultimate opportunity to connect theory with practice as they serve students, teachers, administrators, and the community.

Goal #4: Scholarship – All students will pursue the role of a life-long learner through continuous **scholarship**.

- ***Scholarly Teacher*** – a scholarly teacher must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. However, knowing is not enough, teachers must be able to connect concepts and apply them in an educational manner meeting the needs of all learners in the pursuit of life-long learning.

- We are called to be scholarship-minded which is permeated within our Christian faith. We are committed to teaching, excellence, and scholarship "for gaining wisdom and instruction; for understanding words of insight; for receiving instruction in prudent behavior, doing what is right and just and fair; …– let the wise listen and add to their learning, and let the discerning get guidance" (Proverbs 1:1-5, ESV).

Aligned InTASC Standards to EPP's Goal #4

i. A scholarly teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard #4).
j. A scholarly teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC Standard #5).
k. A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

Alignment of the Teacher Education Conceptual Framework to InTASC Standards

The SCU Teacher Education Conceptual Framework was originally aligned to the 2011 version of the Interstate Teacher Assessment and Support Consortium (InTASC). The alignment is still in place with the newer (2013) version. Alignment allows for consistency in planning and integrating as the unit continues to move forward building a solid foundation on which to develop all supporting documents, processes, and procedures. The 2013 InTASC Standards are as follows:

The Learner & Learning -

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content –

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice –

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility –

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The goals/themes will guide the EPP to ensure the integration of InTASC Standards throughout the teacher education program.

Conceptual Framework Impact

The Southwestern Christian University Department of Education Conceptual Framework guides our work as an EPP. It is consensus-based and provides the foundation for all we do. The SCU Conceptual Framework has encompassed the InTASC standards to address the fundamental issues of what our candidates need to know (critical knowledge), what they need to be able to do (skills/performances), what they value and how teachers do, in fact, act in practice (critical dispositions) (Council of Chief State School Officers, 2011). The EPP works to ensure that the programs and thus its teacher candidates are as knowledgeable of their field as possible. To that end the EPP has aligned its program with standards set forth by the Office of Educational Quality and Accountability (OEQA), the Interstate Teacher Assessment and Support Consortium (InTASC) (see Appendix B: InTASC Standards) and the Council for the Accreditation of Educator Preparation (see Appendix C: CAEP 2022 Standards). The conceptual framework also supports the essence of SCU's EPP Christian mission by embracing a strong commitment to preparing teacher candidates who demonstrate caring for all students and the belief that all can learn; who reflect on professional and personal practice; who serve as a model of Christian character through leadership and involvement; and who pursue scholarship as an integral part of life-long learning. This 3-way alignment is best depicted in **Table 2** *Alignment of SCU's EPP Goals, InTASC Categories and Standards, and CAEP Standards*

Table 2 Alignment of SCU's EPP Goals, InTASC Categories and Standards, and CAEP Standard R.1

CAEP Standards	InTASC Standards	Conceptual Framework Themes			
R1 Content & Pedagogical Knowledge	**The Learner & Learning**	**Caring**	**Reflective**	**Service**	**Scholarship**
R1.1 The Learner & Learning	Learner Development	X			X
	Learner Differences	X	X		
	Learner Environment	X		X	
	Content Knowledge	**Caring**	**Reflective**	**Service**	**Scholarship**
R.1.2 Content	Content knowledge				X
	Application of Content		X		X
	Instructional Practice	**Caring**	**Reflective**	**Service**	**Scholarship**
R.1.3 Instructional Practice	Assessment		X		
	Planning for Instruction				X
	Instructional Strategies	X	X		
	Professional Responsibility	**Caring**	**Reflective**	**Service**	**Scholarship**
R.1.4 Professional Responsibility	Professional Learning and Ethical Practice		X		X
	Leadership and Collaboration	X		X	

Testing Requirements

Office of Educational Quality and Accountability (OEQA)

In July 1995, under the guidelines established by the legislature in House Bill 1549, the Office of Educational Quality and Accountability (OEQA) assumed responsibility to develop and implement a competency-based assessment system for educator licensure/certification in the state of Oklahoma. The certification exams are administered multiple times per year through computer/online administrations across both state and nationwide. Testing information booklets with sample questions are available at the SCU library to assist in preparation for each of the certification tests described in this section. Information is also available from the OEQA website: www.ok.gov and the National Evaluation Systems website: www.ceoe.nesinc.com

There are two assessments that all candidates are required to pass: 1.) OSAT (Oklahoma Subject Area Test), minimum score of a 240 to a maximum of 300 and 2.) the PPAT (Praxis Performance Assessment for Teachers), minimum cutoff score of 38 for all test takers (PK-12).

Oklahoma Subject Area Tests (OSAT)

The teacher candidate must register and have taken the OSAT assessment prior to student teaching. Subject area tests that match the certification categories currently approved by the State Board of Education have been developed for use in the *Certification Examination for Oklahoma Educators* program. OEQA is dedicated to including performance components in all subject area tests. OSAT assessments for each of the six degree programs within the EPP include the following:

1. English (107)
2. Physical Education/Health/Safety (112)

3. U.S. History/OK History/Government/Economics (117)
4. Early Childhood Development Education (205)
5. Elementary Education Subtest 1 and 2 (150/ 151)
6. Vocal Music/General Music Education (203)

Fingerprint Based Criminal History Record

In April 2001, the Oklahoma legislature passed a law [effective November 1, 2001] stating that any person seeking a teaching license shall have "on file with the Board [State Department of Education] a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation as well as a national fingerprint based criminal history record provided by the Federal Bureau of Investigation. Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary license which shall be effective until receipt of the national criminal history record. The person applying for a license shall be responsible for the cost of the criminal history records." HB 1253

1. Fees for criminal history background searches are paid by the university.

2. Results of background searches, both OSBI and FBI are sent directly to the Oklahoma State Department of Education. The FBI search results normally arrive several weeks after the OSBI search results.

TLE Components (Tulsa Model)

TLE Legislation - HB2957 (2016) replaced the Oklahoma Criteria for Effective Teaching and Administrative Performance. Several models for evaluating teachers were approved. Most districts chose the Tulsa Model. **Table 3** provides the 5 domains and 20 dimensions on which PK-12 teachers are to be evaluated. Other Models include Marzano and TAP.

Table 3: The Tulsa TLE Model

Domain	Weight %	Dimension
Classroom Management	30%	1. Preparation
		2. Discipline
		3. Building-wide Climate Responsibility
		4. Lesson Plans
		5. Assessment Practices
		6. Student Relations
Instructional Effectiveness	50%	7. Literacy
		8. Current State Standards
		9. Involves All Learners
		10. Explains Content

Domain	Weight %	Dimension
		11. Clear Instruction & Directions
		12. Models
		13. Monitors
		14. Adjusts based on monitoring
		15. Establishes Closure
		16. Student Achievement
Professional Growth & Continuous Improvement	10%	17. Professional Development
		18. Professional Accountability
Interpersonal Skills	5%	19. Effective Interpersonal Skills
Leadership	5%	20. Professional Involvement & Leadership

Teacher Preparation EPP Departments

Department of English

The Department of English offers the B.A. of Ed. in English Education degree preparing candidates to teach secondary English in high schools and middle schools. Following National Council for Teachers of English (NCTE) standards, the program offers a firm foundation in literature studies as well as courses in advanced composition. Electives in English, speech, journalism, and library media complete the program.

Primary Contact: Dr. Kathren Stehno, Department of Education, Director/Chair
Secondary Contact: Professor Dustin Sells

Department of History

The Department of History supports programs leading to B.S. of Ed. degrees in Social Studies Education. Many history majors, perhaps the majority, choose teaching for their careers based on the knowledge that there is no more satisfactory career than to study history and to pass the knowledge on to their own students. These programs prepare candidates to teach not only U.S. and Oklahoma history, but also related subjects such as government, economics, and geography. The programs comply with National Council for the Social Studies (NCSS) standards and all state competencies for teacher educators.

Primary Contact: Dr. Kathren Stehno, Department of Education, Director/Chair
Secondary Contact: Dr. Chet Horn

Department of Physical Education

The Department of Sport Management supports programs leading to B.S. of Ed. degrees in Physical Education, Health and Safety preparing candidates to teach in K-12. The faculty and staff are actively involved in health, physical education, recreation, dance, fitness, and athletic professions through membership and service to appropriate professional organizations at the district, state, and national levels. The program aligns with both state and national standards (NASPE).

Primary Contact: Dr. Kathren Stehno, Department of Education, Director/Chair
Secondary Contact: Dr. Melissa Cox

Department of Elementary Education

The Department of Education offers the B.S. of Ed. in Elementary Education degree preparing candidates to teach elementary students (1st-6th grade) in elementary schools. SCU's Elementary Department will be transitioning from the Association for Childhood Education International (ACEI) standards to the Council for the Accreditation of Educator Preparation (CAEP) Elementary for grades (1-6) standards in the Fall of 2024. The program offers a firm foundation in child development and teaching strategies for conveying content knowledge.

Contact information: Dr. Kathren Stehno, Department of Education, Director/Chair

Department of Early Childhood Development Education

The Department of Education offers the B.S. of Ed. in Early Childhood Development Education degree preparing candidates to teach early childhood students (PK-3rd grade) in early childhood and elementary schools. Following the National Association for the Education of Young Children (NAEYC) standards, the program offers a firm foundation in child development and teaching strategies for conveying content knowledge.
Contact information: Dr. Kathren Stehno, Department of Education, Director/Chair

Department of Vocal/General Music Education

The Department of Education offers the B.A. in Vocal/General Music Education degree preparing candidates to teach vocal and general music to students in grades 1-12. Following the National Association for Music Education (NAfME) standards, the program emphasizes conceptual understanding in areas that reflect the actual processes in which musicians engage and cultivate a student's ability to carry out the three artistic processes: creating, performing, and responding.

Contact information: Professor Julie Ely, Department of Creative Arts Director

Transition Points

EPP Assessment System: Transition Points

SCU Teacher Education program uses four transition points (Table 4) as its primary assessment structure to make decisions regarding the progress of initial teacher candidates through the program:

- Transition I: Admission to Teacher Education
- Transition II: Enrollment in Professional Coursework and Clinical Practice
- Transition III: Admission to Clinical internship

- Transition IV: Recommendation for Certification

Transition I: Admission to Teacher Education

The EPP evaluates the successful completion of admission requirements to determine that teacher 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. The interview, along with supporting sources (GPA, reference letters, disposition evaluations (self and Faculty) are evaluated using the Pre-CPAST Rubric.

Transition II: Enrollment in Professional Coursework and Clinical Practice

The EPP deliberates the recommendations of the secondary specialization coordinators and elementary/early childhood specialists to determine that teacher candidates are ready to enter a full-time professional experience. 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.

Transition III: Admission to Clinical Internship

Approval for clinical internship provides a key assessment point for initial candidates within teacher education programs. The approval process for clinical internship begins with candidates submitting an application to the Teacher Education office. Next, the teacher education office checks to ensure students have met the necessary requirements. Once the applications have been reviewed for accuracy then the Teacher Education Faculty Admissions Committee evaluates each application and makes recommendations to the Teacher Education office for clinical internship placements.

Transition IV: Recommendation for Certification

The EPP 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. The Teacher Education office determines if teacher candidates meet the requirements for certification. Components used to determine recommendation for certification include the following: OSAT and PPAT scores, GPA, portfolio completion, and C-PAST evaluations of the clinical internship.

*Please note that meeting education degree requirements does not guarantee recommendation for certification.

SCU'S EPP- UNDERGRADUATE TEACHER EDUCATION ASSESSMENTS				
Assessments aligned with Transitions	**Transition I: Admission to Teacher Education**	**Transition II: Enrollment in Professional Coursework & Clinical Practice**	**Transition III: Admission to Clinical internship**	**Transition IV: Recommendation for Certification**
GPA	Cumulative grade point average of 2.5 or higher and additional grade requirements.	Maintain 2.5 cumulative grade point average on all coursework earned and verified via degree check	Maintain 2.5 cumulative grade point average on all coursework earned and verified via degree check prior to clinical internship.	Maintain 2.75 cumulative grade point average on all coursework earned and verified via degree check upon graduation
Grades	C or higher	C or higher * Completion of all requirements	C or higher * Completion of major core/PTE sequence coursework	C or higher * Completion of all coursework
State Tests	ACT /or GPA for first 4 semesters	Oklahoma Subject Area Test (OSAT)	Oklahoma Subject Area Test (OSAT)	Praxis Performance Assessment for Teachers (PPAT)
Portfolio	Establish SCU Teacher Education Portfolio – Check Point I	A satisfactory completion on Portfolio – Check Point II	A satisfactory completion on Portfolio – Check Point III	A satisfactory score on Portfolio – Check Point IV
SPA Standards		Satisfactory completion of assessments	Satisfactory completion of assessments	Satisfactory completion of assessments
Legal	* Submit an approved background check * Complete Felony Questionnaire & Accuracy Statement. * Complete Code of Ethics	Current approved background check	Current approved background check	.
Clinical Practice	*Documentation of work with children * Clinical Practice Complete 30 hours (Foundations & Ed Tech) Signed Requirement Agreements	Complete 20 hours clinical practice with each selected professional sequence courses. (Assessment & Evaluation; Assessment & Intervention) A total of 50 hours at the completion of Junior second semester	Successful completion of PTE courses including the final 20 hours during the Methods of Teaching course and Methods of Teaching Primary Reading course. Students submit plan and implement a lesson including collecting assessment results. A total of 70 Clinical	Successful completion of Clinical internship including 12 weeks of clinical internship with an extra week to make-up absences.

SCU'S EPP- UNDERGRADUATE TEACHER EDUCATION ASSESSMENTS				
Assessments aligned with Transitions	**Transition I: Admission to Teacher Education**	**Transition II: Enrollment in Professional Coursework & Clinical Practice**	**Transition III: Admission to Clinical internship**	**Transition IV: Recommendation for Certification**
			hours.	
Recommendations & Evaluations	Recommendations -on letters from church officials and/or faculty members. * Faculty Interview	* Univ. Faculty * Clinical Faculty	* Univ. Faculty * Clinical Faculty * Supervisor	Candidate Self-Eval Candidate's Internship Evaluations from Clinical Faculty and Univ. Supervisor
Requirements	* Plan for meeting Foreign Language Competency. * Written interest in teaching. * Complete the Emergency Contact Information Form,		Completion of Foreign Language Competency from HS /College courses and/or completion of ENGL 3413- Second Language and Culture Acquisition	
Approvals	* Receive formal approval by the SCU Teacher Education Council.		* Receive formal approval by the SCU Teacher Education Council.	* Receive formal approval by the SCU Teacher Education Council based on Director's recommendation evidence

Advisement & Data Sharing Policy

Candidates must be advised before they can enroll in the university through the admission's counselor. The first phase of teacher education advisement occurs during the Introduction to Education course. The assigned professor for the course shares with students the landscape of education which includes teacher salaries and benefits as public school teachers within the state of Oklahoma. Students are introduced to schools that are diverse and located in various settings (e.g. urban, suburban, rural). At the end of the course students share their decision to either move into a different major or move forward into the next education course which is Foundations in Education. For those wanting to move forward into the teacher education program they are then assigned to an advisor by the Chair of Teacher Education.

The Education Department's Administrative Assistant (EDAA) shall centralize distribution of student information (i.e. test scores, evaluations, transcripts, and portfolios). The Chair/Faculty Member will meet one-on-one with each education major to access materials and records, discuss any unsatisfactory ratings, and, if need be, work with the student to create a plan of improvement. All data will be shared with candidates in a timely manner. During this meeting the Chair/Faculty Member and student will create the Education Major Degree Plan using the Course Sequence sheet (See SR 3.1). Each semester the student will sign up for an advisement meeting with the Chair/Education Faculty member to review

course completions and future course enrollments. The AA will track each student's progress with the four transition phases required artifacts, disposition evaluations, clinical practice time sheets/logs, clinical placements, and creation of all students' portfolios. Secondary education candidates also consult with their program coordinator in their content area.

Additionally, teacher education students will be advised of the scholarship opportunities that are available at various stages throughout the program. Scholarships include Inspire to Teach, Assessment scholarships (OSAT, PPAT) and other future scholarships.

EPP Transition Points Assessments

Transition Point I: Admission to Teacher Education Requirements

The EPP evaluates the successful completion of admission requirements to determine the teacher candidate's current level of progression toward the academic knowledge, skills, and disposition 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 your overall GPA is less than 2.5, you may qualify for admission if you have met the following criteria:

- You have taken the last 30 hours of coursework at SCU with a GPA of 2.75 or better.
- You have completed all coursework in the major including all support courses any Professional Teacher Education courses taken with no grade below "C"
- Have met all the other requirements listed.

Note: 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 concurrently enrolled in coursework in the degree certification major or general education courses required for majors at the time of application, you 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 concurrently enrolled in coursework in Professional Teacher Education at the time of application, you will be considered "Pending Approval:" until a grade no lower than a "C" at the end of the semester of application.

☐ Demonstrate a proficiency in written and oral English as indicated by having a grade of "C" or better in six hours of English Composition.

OR

If you are concurrently enrolled in the English course in which you have achieved a grade lower than a "C", your application will be considered "Pending Approval" until a grade no lower than a "C" at the end of the semester of application.

Earned an overall score of 20 on the ACT. Students' applications will be pending on the outcome of General Education courses (30 hours) with a GPA of 2.50.

Portfolio:

☐ Establish SCU Teacher Education Portfolio – Check Point I

- Established in Foundations of Education course.
- Required component of Application to Teacher Education
- A satisfactory of 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:

☐ Clinical Practice Requirements Agreement

☐ Documentation of work with children.

- Completion of EDUC 2113 Foundations in Education (C or higher)
- Concurrent enrollment in EDUC 2000 Foundations in Education Practices (all education majors) (15 hours)

Recommendations & Evaluations:

☐ Recommendation letters from church officials and/or faculty members.

Recommendation letters are completed by individual church officials

AND

Faculty members assess candidates' spiritual, intellectual, and cognitive qualifications to enter the Teacher Education Program through the Candidate Interview.

☐ SCU Disposition of Candidate #1 Self-Assessment is required.

☐ SCU Disposition of Candidate #2 completed by teacher education faculty member.

- Discussed the candidate, signed, and submitted to Department of Education office, LLC 241

☐ 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 the SCU Department of Education office regarding candidate admissibility and completion of all admission requirements.

Other 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:

> Candidates who wish to be tested in a language may choose, at their own expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages,
>
> **OR**
>
> Candidates 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**
>
> Candidates 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**
>
> 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.
>
> **AND/OR**
>
> Candidates will demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work (ENGL-3413 Second Language and Culture Acquisition), approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

☐ Written interest in teaching: “Why Do I Want to Teach?” (part of Portfolio documents)

- Provide 350-word paper explaining interest in teaching.

 Complete the Emergency Contact Information Form.

Approvals:

 Receive formal approval by the SCU Teacher Education Council.

- All candidates are required to apply for admission to the teacher education program.

Processing Steps:

 Turn in the application and supporting documents 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 emailed to students via 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 successfully completed at the end of the semester in which the application is submitted.
- 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 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.

Liability in Clinical Experience and Conference Attendance:

SCU EPP personnel, including faculty and staff, do not make assurances, either expressed or implied, regarding field work, clinical practice assignments, and clinical internship placement and risks involved in such. Any internship or travel carries with it risks which are beyond the control of Southwestern Christian University. By accepting a field placement, conference attendance, or clinical internship assignment, each teacher candidate assumes responsibility for his or her own safety and well-being and releases the University and the Education Department of any liability regarding accident or other hazards encountered in the process of fulfilling the assignment. Southwestern Christian University will not

knowingly place a teacher candidate at risk. Any concerns with the safety of the candidate should be brought to the immediate attention of the Department of Education office.

Alternative Certification Only

Guidelines and Eligibility for the Alternative Placement Program

Required Education

To be eligible for Alternative Placement certification, applicants must hold one of the following:

- **Baccalaureate degree** with a retention GPA of 2.5 or higher from an institution whose accreditation is recognized by the Oklahoma Regents for Higher Education (OSRHE).
  NOTE: A master's degree is required for School Counselor, Reading Specialist and Library-Media Specialist.
- **Baccalaureate degree** from an institution whose accreditation is recognized by OSRHE, plus 2 years of qualified work experience in a field corresponding to the area(s) of certification you intend to seek.
  "Qualified work experience" means experience that can be documented through standard employment verification procedures, and that is relevant to a certification area or area of specialization as determined by the State Board of Education (OSBE), the Office of Educational Quality and Accountability (OEQA), the Department of Career and Technology Education (ODCTE), and/or OSRHE.
- **Terminal Degree** in any field from an institution accredited by a national or regional accrediting agency recognized by the U.S. Department of Education.
  Examples of terminal degrees include doctorates of philosophy or education (PhD), (EdD); professional doctorates (MD, DO, JD, DVM, etc.); and masters of fine arts (MFA) or library science (MLIS). Other types of terminal degrees must be verified by OSRHE.

Competency in a Certification Area

In addition to the education component, applicants must demonstrate competency in a field that corresponds to the area(s) of specialization for the elementary-secondary (grades PK-12), secondary (grades 5-12), or vocational-technical certificates they are seeking. For a list of eligible certification areas please consult the Oklahoma Alternative Placement Program Education Application. Competency may be demonstrated through verifiable documentation of one or more of the following:

- An academic major in a field that corresponds to a certification area (or 30+ relevant credit hours on higher education transcript).
- An academic minor (or 15+ relevant credit hours) in a field that corresponds to a certification area, plus at least 1 year of qualified work experience or relevant volunteer experience (volunteer experience may be confirmed by verifiable references).
- At least 3 years of qualified work experience and/or relevant volunteer experience, plus a written recommendation from an employer or volunteer coordinator.
- Publication of a relevant article in a peer-reviewed academic or trade journal. Other documentable means of demonstrating competency, subject the approval of the State Department of Education.

NOTE: Anyone who has enrolled in and subsequently failed required teacher education courses necessary to meet the minimum requirements of a teacher education program is not eligible for the alternative placement program. (Oklahoma Law 70 O. S. Section 6-122.3)

Professional Education Requirements for Program Participants

Participants in the Alternative Placement program must complete 6 to 18 college credit hours of professional education, or 90-270 clock hours of professional development approved by an Oklahoma school district, depending on prior education and experience. Professional education requirements must be completed within 3 years after entering the Alternative Placement program.

NOTE: All participants will be required to complete a college credit course addressing classroom management and a college credit course addressing general or subject-specific pedagogical principles, or approved equivalents.

International Students:

International students who are seeking their initial Oklahoma teaching certificate through Southwestern Christian University are required to be admitted to teacher education at SCU and are required to complete clinical practice hours. Clinical internship will not be waived even though the individual is teacher certified and has taught in his/her home country.

Transfer Students:

Candidates transferring to SCU are required to complete the SCU Teacher Education Portfolio regardless of a portfolio that may have begun at a previous institution. Candidates who transfer courses in professional teacher education and/or the specialty area must ensure that any artifact required in the equivalent SCU course is accounted for in the SCU portfolio.

- Candidates who have been admitted to a teacher education program and completed all requirements for certification at the former university will not be required to re-apply for admission.
- Candidates who have been admitted at another institution but did not complete the program, may be required to re-apply for admission and meet the admission requirements of the institution to which he/she is applying (SCU).
- Candidates who have failed to maintain minimum admission standards, 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.
- Candidates who have successfully completed clinical practice hours at previous institution(s) must provide documentation of completed hours. Hours earned at previous institution(s) and accepted may be used to count toward the minimum 80 hours of clinical practice required to apply for clinical internship.

Final Approval:

Director of Teacher Education will verify that all requirements have been met. The names of all applicants will be presented to the SCU Teacher Education Admissions Committee. The Committee makes a recommendation to the Teacher Education Council. The Council makes the final approval. Candidates may contact the Chair of the Council for the process to appeal an adverse decision.

Procedures and Application Steps:

Candidates enrolled in EDUC 2113 Foundations in Education and EDUC 2000 Foundations of Education Clinical Practice will be instructed on the application process as part of the course curriculum. The faculty members of this course will provide guidance which will include the Teacher Education Handbook.

Transition Point 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. Candidates who are not successful on any assessment will have to first complete the assessment successfully 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 2.5 cumulative grade point average on all teacher education 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/Professional Teacher Education sequence coursework

State Tests:

- Oklahoma Subject Area Test (OSAT) - Take the OSAT prior to clinical internship.
    - The OSAT must be taken and passed by the end of the clinical internship.

Portfolio:

- A satisfactory completion on Level II of the Portfolio – Check Point II
    - Checkpoint II occurs during:
        - Assessment & Evaluation course associated for secondary and K-12 majors: History and English; K-12 majors: Physical Ed, and Music Education

- Assessment & Intervention course associated with majors in Elementary Education and Early Childhood Education & Development.

SPA Standards:

 Satisfactory completion of assessments. These key assessments include assessments of content knowledge, effective planning, impact on PK-12 student learning, and additional program-based assessments.

Legal:

 Current approved background check

Clinical Practice:

 Successful completion of Professional Teacher Education courses including 50 hours of documented clinical practice.

- Educational Technology Practices (all education majors) (15 hours)
- Assessment & Evaluation Practices (secondary and K-12 majors) (20 hours)
- Assessment & Intervention Practices (Elementary and Early Childhood) (20 hours)

Recommendations & Evaluations:

 University Faculty. Faculty members assess candidates' spiritual, intellectual, and cognitive qualifications to enter Clinical Internship.

 Clinical Faculty. Faculty members assess candidates' competencies in the clinical situation.

Other 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:

· Candidates who wish to be tested in a language may choose, at their own expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, or

· Candidates 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

· Candidates 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

· 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.

And/or

Candidates will demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work. SCU' EPP has adopted the **ENGL-3413 Second Language and Culture Acquisition** course to support this requirement. With the various languages that are spoken within schools, having competency in one foreign language is not sufficient for our pre-service teachers in knowing and implementing the strategies needed for successful instructional delivery to all students. This course has been created to meet this requirement) approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

Approvals:

- Receive formal approval by the SCU Teacher Education Council of successful completion of clinical practice hours.

Transition Point 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. The Director then submits the applications to the Admissions Committee for approval. Finally the Teacher Education Council will vote on the application approval.

Admission Status

- Candidates must have received formal written approval of admission to Teacher Education and must have maintained all admission requirements to transition to phase 3 – the internship.

Completed Coursework:

- Seventy-five percent of the 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 2.5 cumulative grade point average on all course work 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.
- Any D or F earned in a course with the Professional Teacher Education courses.
- Minimum GPA of 2.5 overall GPA in all coursework completed at SCU and other universities/ colleges.

State Tests:

- Take the Oklahoma Subject Area Test (OSAT) prior to internship.

Portfolio:

- Satisfactory completion of the Portfolio – Check Point III
    - Checkpoint is a required component of Application for Clinical Internship

SPA Standards:

- Satisfactory completion of the OSAT assessment

Legal:

- Current approved background check

Clinical Practice:

- Successful completion of Professional Teacher Education courses including 70 hours of clinical practice.
    - Methods of Teaching - all secondary majors (English & History) and K-12 majors (PE & Music Ed) (20 hours)
    - Methods of Teaching Reading in the Primary Grades Elementary (grades 1-8) & Early Childhood Education & Development (grades PK-3) (20 hours)

Recommendations and Evaluations:

- Candidate will complete the Internship application packet and submit to the Teacher Education Office
    - The packet includes application for internship, background check, letters (2) of recommendation, Disposition #3 completed by Faculty, dress code agreement, and confidentiality agreement.

Requirements:

- Successful completion of Foreign Language Competency
- Plan and implement one lesson and collect the assessment data from the lesson during the last 20 hours of clinical practice.
- Proof of registration for taking the OSAT assessment prior to Internship

Approvals

- Receive formal approval by the SCU Education Admissions Committee and Council for candidates to enter the Internship.

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 successfully 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 Point IV: Recommendation for Certification

The Teacher Education office determines if teacher candidates meet the requirements for recommendation for certification. OSAT and PPAT scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of lesson plans, and clinical internship pedagogical and disposition evaluations determine candidate proficiencies. The quality of the EPP's programs is determined by course evaluations, surveys completed by graduates (completers), cooperating teachers, and principals. The EPP deliberates the recommendations of the university faculty and clinical faculty to determine if teacher candidates successfully completed all components of the program to earn a degree. At the end of a candidate's internship he/she will complete a satisfaction survey of the clinical practice and internship experiences/placements as related to preparedness as a future teacher. Such surveys inform the Teacher Education Director, 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 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

- Praxis Performance Assessment for Teachers (PPAT)

Portfolio

- A satisfactory completion 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 Tasks 1,2,3,4 of the PPAT prior to submission to ETS.

CAEP & InTASC Standards Alignment with the PPAT

- Satisfactory completion of assessments

Clinical Practice

- Successful completion of 70 hours of Clinical Practice and 12 weeks of Clinical Internship (Week 13 is added to fill in for days missed).

Recommendations & Evaluations

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

Approvals

- Receive formal approval by the SCU Teacher Education Director
- Approval by the 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).

3. 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.

4. If the candidate has successfully completed clinical practice hours at previous institution(s), documentation must be provided and kept in the permanent file. Hours earned at previous institution(s) and accepted may be used to count toward the minimum 80 hours of clinical practice required to apply for clinical internship.

Teacher Education Four-Year Sequence of Study for all Education Majors

Early Childhood Development Education Course Sequence	
FIRST YEAR	
First Semester	Second Semester
UNIV 1003 Strategies for Student Success ENGL 1113 English Grammar and Composition I MATH 1413 General Math HIST 1483/1493 US History I or US History II BIBL 1403 Old Testament History and Literature Total (15)	ENGL 1213 English Grammar and Composition II POLI 1113 American Federal Government BIBL 1413 New Testament History and Literature PSYC 1113 General Psychology ECOL 1113 Intro to Ecology Total (15)
SECOND YEAR	
First Semester	Second Semester
SPCH 1113 Introduction to Public Communication MATH 2403 Structures of Math BIBL 2223 Biblical Hermeneutics NSCI 1213 Physical Geography HIST 2113 Western Civilization I or HIST 2243 Western Civilization II EDUC 2301 Introduction to Education Total (16)	MATH 2413 Foundations of Geometry/Measurement BIOL 1113 Biological Science BIOL 1111 Biological Science Lab SOCL 1113 Introduction to Sociology EDUC 2113 Foundations of Education EDUC 2000 Foundations of Education Clinical Practice HPSM 2212 Lifetime Wellness Total (15)
THIRD YEAR	
First Semester	Second Semester
MATH 2423 Analysis of Data and Chance THEO 3003 Christian Beliefs ECDV 3123 Home, School, and Community EDUC 3202 Educational Technology EDUC 3000 Educational Technology Clinical Practice ECDV 3103 Health, Safety and Nutrition Total (17)	ENGL 3413 Second Language and Culture Acquisition* ECDV 4113 Early Childhood Curriculum Development ECDV 4133 Methods of Teaching Creative Arts ELED 4843 Assessment and Intervention Practices ECDV 4000 Assessment and Intervention Clinical Practice ECDV 3113 Introduction to Early Childhood Care and Education PSYC 3213 Child & Adolescent Psychology Total (15)
FOURTH YEAR	
First Semester	Second Semester

ECDV 4123 Integrated Curriculum Strategies ECDV 4143 Early Childhood Methods and Materials ELED 4803 Methods of Teaching Reading in the Primary Grades ELED 4000 Methods of Teaching Reading in the Primary Grades Clinical Practice PSYC 3243 Psychology of the Exceptional Child ENGL 3413 Second Language and Culture Acquisition* **Total (15)**	EDUC 4813 Classroom Strategies EDUC 4815 Clinical Internship I EDUC 4825 Clinical Internship II **Total (12)**

**Candidates must meet foreign language requirements to be recommended for certification.*

Elementary Education Course Sequence	
FIRST YEAR	
First Semester	**Second Semester**
UNIV 1003 Strategies for Student Success ENGL 1113 English Grammar and Composition I MATH 1513 General College Math HIST 1483 US History I **or** HIST 1493 US History II BIBL1403 Old Testament History and Literature **Total (15)**	ENGL 1213 English Grammar and Composition II POLI 1113 American Federal Government BIBL 1413 New Testament History and Literature PSYC 1113 General Psychology ECOL 1113 Intro to Ecology **Total (15)**
SECOND YEAR	
First Semester	**Second Semester**
SPCH 1113 Introduction to Public Communication MATH 2403 Structures of Math BIBL 2223 Biblical Hermeneutics NSCI 1213 Physical Geography HIST 2113 Western Civilization I **or** HIST 2243 Western Civilization II EDUC 2301 Introduction to Education **Total (16)**	MATH 2413 Foundations of Geometry/ Measurement BIOL 1113 Biological Science BIOL 1111 Biological Science Lab EDUC 2113 Foundations of Education EDUC 2000 Foundations of Education Clinical Practice HPSM 2212 Lifetime Wellness SOCL 1113 Introduction to Sociology **Total (15)**
THIRD YEAR	
First Semester	**Second Semester**
MATH 2423 Analysis of Data and Chance THEO 3003 Christian Beliefs HPMS 2813 Health, Safety, and Nutrition ECDV 3123 Home, School, and Community EDUC 3202 Educational Technology EDUC 3000 Educational Technology Clinical Practice NSCI 2004 Environmental Science **Total (17)**	ELED 3803 Intermediate Reading ELED 3823 Methods of Teaching Elementary Visual and Performing Arts ELED 4823 Methods of Teaching Elementary Mathematics and Science ELED 4843 Assessment and Intervention Practices EDUC 4000 Assessment and Evaluation Clinical Practice PSYC 3213 Child & Adolescent Psychology **Total (15)**
FOURTH YEAR	
First Semester	**Second Semester**

ELED 4833 Methods of Teaching Elementary Literature and Language Arts ELED 4853 Methods of teaching Elementary Social Studies and Cultural Awareness ELED 4803 Methods of Teaching Reading in the Primary Grades ELED 4000 Methods of Teaching Reading in the Primary Grades Clinical Practice PSYC 3243 Psychology of the Exceptional Child ENGL 3413 Second Language and Culture Acquisition* **Total (15)**	EDUC 4812 Classroom Strategies EDUC 4815 Clinical Internship I EDUC 4825 Clinical Internship II **Total (12)**

**Candidates must meet foreign language requirements to be recommended for certification.*

English Education Course Sequence	
FIRST YEAR	
First Semester	Second Semester
BIBL1403 Old Testament History and Literature ENGL 1113 English Grammar and Composition I HIST 1483/1493 US History I or US History II MATH 1000-4000 Any math course UNIV 1003 Strategies for Student Success Total (15)	BIBL 1413 New Testament History and Literature ENGL 1213 English Grammar and Composition II POLI 1113 American Federal Government Science 1000-4000 Any Science without a lab Elective Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course Total (15)
SECOND YEAR	
First Semester	Second Semester
SPCH 1113 Introduction to Public Communication EDUC 2301 Introduction to Education BIBL 2223 Biblical Hermeneutics PSYC 1113 General Psychology PSYC 3213 Child and Adolescent Psychology Elective Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course Total (16)	Science 1000-4000 Any natural science with lab ENGL 3213 Expository and Visual Rhetoric ENGL 2033 Creative Writing EDUC 2113 Foundations in Education EDUC 2000 Foundations in Education Clinical Practice ENGL 2413 Foundations of Language Teaching Total (16)
THIRD YEAR	
First Semester	Second Semester
ENGL 3423 American Literature I ENGL 3333 English Literature I ENGL 4013 Research and Report Writing EDUC 3202 Educational Technology EDUC 3000 Educational Technology Clinical Practice THEO 3003 Christian Beliefs ENGL 3413 Second Language &Cultural Acquisition Total (17)	ENGL 3523 American Literature II ENGL 3353 English Literature II ENGL 4223 Research Methods of Language Arts EDUC 4232 Assessment and Evaluation EDUC 4000 Assessment and Evaluation Clinical Practice PSYC 3123 Educational Psychology Total (14)
FOURTH YEAR	
First Semester	Second Semester
ENGL 3663 World Literature ENGL 4313 Studies in Shakespeare	EDUC 4812 Classroom Strategies EDUC 4815 Teaching Clinical Internship I

EDUC 4103 Methods of Teaching ENGL 4000 Methods of Teaching English Clinical Practice PSYC 3243 Psychology of the Exceptional Child ENGL 4000 level Any 4000 level English class Total (15)	EDUC 4825 Teaching Clinical Internship II Total (12)

History Education Course Sequence	
FIRST YEAR	
First Semester	Second Semester
BIBL1403 Old Testament History and Literature ENGL 1113 English Grammar and Composition I MATH 1000-4000 Any math course HIST 1483 US History I UNIV 1003 Strategies for Student Success Total (15)	BIBL 1413 New Testament History and Literature ENGL 1213 English Grammar and Composition II HIST 1493 US History II NSCI 1213 Physical Geography POLI 1113 American Federal Government Total (15)
SECOND YEAR	
First Semester	Second Semester
BIBL 2223 Biblical Hermeneutics EDUC 2301 Introduction to Education HIST 2113 Western Civilization I PSYC 1113 General Psychology Science 1000-4000 Any natural science with lab SPCH 1113 Introduction to Public Communication Total (17)	ECON 1000-4000 Any economics course EDUC 2113 Foundations in Education EDUC 2000 Foundations in Education Clinical Practice HIST 2243 Western Civilization II HIST 3403 British Colonial America Elective (Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course (3) Total (15)
THIRD YEAR	
First Semester	Second Semester
HIST 3013 Oklahoma History HIST 3143 Women's History in the US HIST 3443 The Civil War EDUC 3202 Educational Technology EDUC 3000 Educational Technology Clinical Practice THEO 3003 Christian Beliefs PSYC 3213 Child and Adolescent Psychology Total (17)	HIST 3483 20th Century US History HIST 4523 The Civil Rights Era HIST 4453 The Great Depression EDUC 4232 Assessment and Evaluation EDUC 4000 Assessment and Evaluation Clinical Practice PSYC 3213 Educational Psychology Total (14)
FOURTH YEAR	
First Semester	Second Semester
HIST 4313 World War II HIST 4513 The Cold War EDUC 4813 Methods of Teaching History HIST 4000 Methods of Teaching History Clinical Practice PSYC 3243 Psychology of the Exceptional Child Elective (Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course (3) Total (15)	EDUC 4812 Classroom Strategies EDUC 4815 Teaching Clinical Internship I EDUC 4825 Teaching Clinical Internship II Total (12)

Physical Education Course Sequence
FIRST YEAR

First Semester	Second Semester
BIBL 1403 Old Testament History and Literature ENGL 1113 English Grammar and Composition I HIST 1483/1493 US History I or US History II MATH 1000-4000 Any math course UNIV 1003 Strategies for Student Success Total (15)	BIBL 1413 New Testament History and Literature ENGL 1213 English Grammar and Composition II POLI 1113 American Federal Government Science 1000-4000 Any science without a lab Elective (Any 1000-4000 ECON, FINC, GEOG, HIST, HPSM, PHIL, POLI, PSYC, SOCL course (3) Total (15)
SECOND YEAR	
First Semester	Second Semester
BIBL 2223 Biblical Hermeneutics EDUC 2301 Introduction to Education HPSM 2212 Lifetime Wellness HPSM 3113 Motor Skills PSYC 1113 General Psychology PSYC 3213 Child and Adolescent Psychology Total (15)	EDUC 2113 Foundations in Education EDUC 2000 Foundations in Education Clinical Practice HIST 2113 or HIST 2243 Western Civilization I or II HPSM 2422 1st Aid CPR and Safety Lab HPSM 3803 Motor Learning Science 1000-4000 Any natural science with lab Total (15)
THIRD YEAR	
First Semester	Second Semester
EDUC 3202 Educational Technology EDUC 3000 Educational Technology Clinical Practice ENGL 3413 Second Language and Cultural Acquisition HPSM 3123 Adapted Physical Education HPSM 3313 Techniques of Teaching Team Sports SPCH 1113 Introduction to Public Speaking HPSM 4333 Fitness Assessment Total (16)	EDUC 4232 Assessment and Evaluation EDUC 4000 Assessment and Evaluation Clinical Practice HPSM 3423 School Health/Safety Curriculum: K-12 HPSM 4213 Kinesiology PSYC 3123 Educational Psychology (3) PSYC 3243 Psychology of the Exceptional Child THEO 3003 Christian Beliefs (3) Total (17)
FOURTH YEAR	
First Semester	Second Semester
EDUC 4103 Methods of Teaching P.E. HPSM 4000 Methods of Teaching P.E. Clinical Practice HPSM 3113 Care and Prevention of Athletic Injuries HPSM 3813 Applied Human Anatomy and Physiology HPSM 4323 Christianity, Culture and Sport HPSM 4533 Exercise Physiology Total (15)	EDUC 4812 Classroom Strategies EDUC 4815 Teaching Clinical Internship I EDUC 4825 Teaching Clinical Internship II Total (12)

Music Education Class Rotation - Vocal/General Music					
First Year First Semester			**First Year Second Semester**		
Course #	**Title**	**Cr**	**Course #**	**Title**	**Cr**
MUTH 1113	Theory I	3	MUTH 1123	Theory II	3
MUTH 1211	Aural I	1	MUTH 1221	Aural II	1
MUAP 1011	Applied Voice for Majors	1	MUAP 1011	Applied Voice for Majors	1
MUAP 1111	Applied Piano	1	MUAP 1111	Applied Piano	1
MUAP 1631	University Chorale	1	MUAP 1631	University Chorale	1
BIBL 1403	Old Testament History and Lit	3	BIBL 1413	New Testament History and Lit	3
ENGL 1113	English Grammar and Composition I	3	ENGL 1213	English Grammar and Composition II	3

Music Education Class Rotation - Vocal/General Music						
UNIV 1003	Strategies for Student Success	3		MATH 1000	Any math course	3
Second Year	**First Semester**			**Second Year**	**Second Semester**	
MUTH 2113	Theory III	3		MUTH 2123	Theory IV	3
MUTH 2211	Aural III	1		MUTH 2221	Aural IV	1
MUAP 2011	Applied Voice for Majors	1		MUAP 2011	Applied Voice for Majors	1
MUAP 2111	Applied Piano	1		MUAP 2111	Applied Piano	1
MUAP 1631	University Chorale	1		MUAP 1631	University Chorale	1
EDUC 2301	Introduction to Education	1		EDUC 2113	Foundations in Education (with EDUC 2000)	3
POLI 1113	American Federal Government	3		EDUC 2000	Foundations in Education Clinical Practice	0
Science 1000-4000	Any natural science with lab	4		BIBL 2223	Biblical Hermeneutics	3
				HIST 1483 or 1493	US History I or US History II	3
				MUAP 2990	Piano Proficiency	0
Third Year	**First Semester**			**Third Year**	**Second Semester**	
MUSI 3343	Conducting I	3		MUSI 4722	Advanced Choral Conducting	2
MUSI 3713	Music History and Literature I	3		MUSI 3723	Music History and Literature II	3
MUAP 3011	Applied Voice for Majors	1		MUAP 3011	Applied Voice for Majors	1
MUAP 1631	University Chorale	1		MUAP 1631	University Chorale	1
EDUC 3202	Educational Technology (with EDUC 3000)	2		EDUC 4232	Assessment and Evaluation (with EDUC 4000)	2
EDUC 3000	Educational Technology Clinical Practice	0		EDUC 4000	Assess and Evaluation Clinical Practice	0
Science 1000-4000	Any science without lab	3		THEO 3003	Christian Beliefs	3
PSYC 1113	General Psychology	3		PSYC 3243	Psychology of the Exceptional Child	3
MUAP 3990	Junior Recital	0				
Fourth Year	**First Semester**			**Fourth Year**	**Second Semester**	
MUAP 4011	Applied Voice	1		EDUC 4815	Teaching Clinical Internship I	5
MUAP 1631	University Chorale	1		EDUC 4825	Teaching Clinical Internship II	5
MUED 4000	Methods of Teaching Music Clinical Practice	0		EDUC 4812	Classroom Strategies (with EDUC 4815 and EDUC 4825)	2
MUED 4813	Methods of Teaching Music (with MUED 4000)	3				
MUSI 4213	Choral Literature & Methods	3				

Music Education Class Rotation - Vocal/General Music						
MUAP 4990	Senior Recital - Capstone	0				
PSYC 3213	Child and Adolescent Psychology	3				
SPCH 1113	Intro to Public Communication	3				
	First Semester Hours	61			**Second Semester Hours**	59
					Total Hours	120

Professional Teacher Education Course Sequence:

Professional Teacher Education:		
Elementary / Early Childhood		
EDUC 2301	Introduction to Teaching	1
* EDUC 2113	Foundations in Education	3
* EDUC 3202	Educational Technology	2
* ELED 4843	Assessment and Intervention	3
ELED 4803	Methods of Teaching Reading in the Primary Grades	3
* EDUC 481812	Classroom Strategies	2
* EDUC 481815	Clinical Internship I	5
* EDCU 482825	Clinical Internship II	5
Total PTE Credit Hours		**24**

Professional Teacher Education:		
Secondary – English Ed, History Ed, & Physical Ed, Music		
EDUC 2301	Introduction to Teaching	1
* EDUC 2113	Foundations in Education	3
* EDUC 3202	Educational Technology	2
* EDUC 4232	Assessment and Evaluation/	2
* PSCY 3143	Psychology of the Exceptional Child	3
* PSYC 3213	Child and Adolescent Psychology	3
* PSYC 3123	Educational Psychology	3
* EDUC 4103	Methods of Teaching	3
* EDUC 481812	Classroom Strategies	2
* EDUC 481815	Clinical Internship I	5
* EDCU 482825	Clinical Internship II	5
Total PTE Credit Hours		**31**

Admission To Teacher Education Information

Students at Southwestern Christian University who expect to become candidates for the Bachelor of Science in Education degrees or who are attempting to qualify for any teaching certificate are required to apply for admission into SCU's Educator Preparation Program (EPP).

Applications for admission will be accepted in the fall and spring semester with a deadline at the 9th week of the semester. The application will be submitted to the faculty member who is facilitating the Foundations of Education course. This faculty member will complete an interview process with each student. added to the interview digital form will be added to the student's digital application packet. The packet is then uploaded to the student's digital portfolio that is established during this course. The teacher education office administrative assistant will make the applications available to the Teacher Education Admissions Committee. The committee will use the Pre-CPAST to evaluate each student's application packet. Once approved through this phase of the process then the application will move to the second phase which then is brought before the SCU Teacher Education Council at the scheduled meeting. This body then makes recommendations to the head of the EPP, the Director of EPP for final approval. Letters of acceptance will be emailed to students' school email addresses.

After final approval, applicants should allow 48 hours for information to be entered into the university enrollment system before attempting to enroll into the fall education courses. Concurrent applicants for admission to clinical internship will receive a letter with specific enrollment instructions.

Hard copies of the applications are available in the Teacher Education office, LLC 240 but will be available online within the SCU's website.

Portfolio Assessment

SCU Teacher Education Portfolio

Introduction

A portfolio is an organized collection of documents that represent your undergraduate preparation for teaching. The documents you select for your portfolio will illustrate your unique personal and professional growth, a portrait of your abilities and skills. All students enrolled in the SCU Educator Preparation Program must complete the portfolio requirement in preparation for the senior comprehensive evaluation. Students will compile the portfolio during their undergraduate study, selecting documents from courses and experiences that best represent their individuality and competencies for teaching. Faculty members will be the audience for the portfolio.

Overview

This portion of the handbook is designed to guide all SCU teacher education candidates as they prepare their portfolios. The portfolio is defined as a documented profile of an individual's accomplishments, learning, and strengths related to the learning outcomes, standards, and outcomes established by the specialized professional associations for each content/specialty area.The portfolio should represent candidates' professional knowledge, performance, experiences, and dispositions and align with InTASC Standards.

The SCU Teacher Education Portfolio documents candidates' increasing proficiency toward the competencies of a caring, reflective, service-oriented, and scholarly professional as identified by the SCU Conceptual Framework. It is an authentic assessment procedure that allows teacher candidates to set personal learning goals, assess growth, and document competence. It also provides an avenue for the

faculty to assess candidate growth and progress toward demonstration of the identified program competencies. This is an educational portfolio that will contain a selective collection of papers, projects, and teaching performances with the accompanying professor/supervisor evaluation, and the candidate's thoughtful and contemplative reflections. It is tangible evidence of the breadth and depth of knowledge, skills, and dispositions candidates possess as growing professionals. Additionally, this serves as a perfect receptacle for placing the PPAT tasks 1-4 which is gathered during the Internship.

Philosophy

In "How We Think," John Dewey refers to reflective action as the active, persistent, and careful consideration of any belief or supposed form of knowledge considering the grounds that support it and the consequences to which it leads. The SCU Teacher Education Portfolio utilizes Dewey's concept of reflective action as its principle of organization. As candidates progress through the program, they are enabled to reflect on their own teaching and learning in four broad areas: CARING, REFLECTION, SERVICE, and SCHOLARSHIP.

The SCU Teacher Education Portfolio is an edited collection of teacher candidate's evidence of professional growth and reflections representing progress through the entire professional education program. It demonstrates the candidate's progress toward meeting teacher education learning outcomes, SCU goals and personal life development goals of a balanced life. Evidence and reflections show how candidates have met the Teacher Education learning outcomes and reflect the philosophy of the program. A personal philosophy of education must be included. Throughout the SCU program, teacher candidates will assemble the items of evidence that best represent growth toward each of the required learning outcomes and will present that evidence in a professional format. There are several purposes for development of the Teacher Education Portfolio:

- To demonstrate the talents, skills, and experiences of teacher candidates. This demonstration indicates professional growth in becoming effective teachers.
- To demonstrate a unique, fluid and evolving display of life-long learning. Candidates base the portfolio on personal goals as they relate to state standards and the impact of learning communities. While learning outcomes are standard, the portfolio must reflect a personal creative style demonstrating additional knowledge and skills.
- To document teacher candidates' skills, accomplishments, learning, and strengths related to designated learning outcomes, standards and outcomes.
- To provide examples of the quality of the SCU EPP. The portfolios are units of measure which present evidence that SCU is providing initial and on-going assessment that focuses on opportunities and experiences which lead to candidate development of learning outcomes, standards, and outcomes determined by external governing bodies such as OEQA, OSRHE, OSDE, and SCU.

Policy

As mandated by the EPP, all candidates admitted to Teacher Education are required to establish a portfolio, which is begun during the sophomore year and documents teacher candidates' performance in regard to the SCU Conceptual Framework, state, program, and national standards. SCU Portfolio provides documentation of:

- experiences supportive of becoming a professional decision-maker
- the ability to relate principles and theories to practice
- experiences in a variety of school communities, school settings and teaching styles
- involvements with parents and the school community

- clinical practice in partner school settings

Purpose

The purpose of the portfolio is to show the progression of understanding of subject matter and teaching strategies and to show evidences of various teaching experiences of teacher candidates. Therefore, some artifacts are taken from activities that teacher candidates experienced early in their undergraduate degree, while other artifacts are taken from the clinical internship (student teaching) experience. Individual artifacts should reflect teacher candidates' best work at the time the artifact was submitted to the portfolio, and the portfolio should reflect the development of teacher candidates as they develop into professional decision makers.

Requirements

Candidates' progress and competency are documented through artifacts placed in the portfolio at each level. The EDUC 2113 Foundations in Education course will provide the instructions for setting up the portfolio. It is to be established by the mid-term. Required Artifacts: An artifact is a product or performance documentation that demonstrates the desired competencies in teacher education. Artifacts from coursework will be included in the portfolio. Candidates should keep the portfolio up to date. It is checked periodically throughout the program.

InTASC Standards and Specialized Program Standards: The SCU Teacher Candidate Portfolio contains sections addressing the categories of professional teaching standards required by the Office of Educational Quality and Accountability,

Organization of the Portfolio

The portfolio organization reflects the conceptual framework for the SCU Teacher Education Program. Our conceptual framework also supports the essence of our Christian mission by embracing a strong commitment to preparing teacher candidates who demonstrate **caring** for all students and the belief that all can learn; as they **reflect** on professional and personal practice; **serve** as a model of Christian character through leadership and involvement; and pursue **scholarship** as an integral part of life-long learning.

One's convictions develop through participation in faith, learning and service experiences. The conceptual framework emanates from our model, teaching standards. The goals and objectives serve as the guide for your professional preparation and focus on four broad areas. Upon completion of the SCU Teacher Education Program, students will be able to:

1. Caring - Create positive and caring environments for student development and learning.
2. Reflective - Assess student learning and development with a variety of measures.
3. Serving - Establish professional and reciprocal relationships with others invested in students' learning.
4. Scholarship - Construct and deliver appropriate curriculum for students.

The portfolio is organized by these four broad themes. Documents need to illustrate your professional development and ability in each area.

Evaluation of the Portfolio

The portfolio is evaluated at four points in the teacher education program. The purpose is to evaluate progress in the portfolio development and to assist with questions, if necessary. The four evaluation times are:

- Portfolio Check Point #1 – Application for Teacher Education
- Portfolio Check Point #2 – Assessed during teacher education Year 3 Methods course
- Portfolio Check Point #3 – Assessed during teacher education Year 4 Methods course

- Portfolio Check Point #4 – Assessed upon completion of clinical internship and all coursework

Teacher Education Portfolio Organization

A. Table of Contents

B. Introduction

- Title Page – Name and Major

C. Level I – Caring

- Admission Application
- Program Coordinator Form
- Felony Questionnaire
- Background Check #1
- Biographical Information Form
- Professional Code of Ethics
- Disposition 1 and 2 Forms
- Foreign Language Competency
- Emergency Contact Form
- Recommendation Letters
- Transcript
- Entrance Assessment
- Interview Rubrics
- Philosophy of Education Paper
- Why Do I Want to Teach? Paper
- Clinical Practice I Time Sheet – Foundations
- Journal Reflections - Foundations
- Clinical Practice Confidentiality Agreement – Foundations
- Clinical Practice Dress Code Agreement – Foundations
- Clinical Practice Faculty Eval of SCU Student's Practicum

D. Level II - Reflective

Artifacts (10 InTASC Standards with Rationales)

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration
- Background Check #2 & #3
- Clinical Practice II & III Time Sheets (Ed. Tech. and Assess. & Eval. /Assess. & Intervention)
- Journal Reflections (Ed. Tech. and Assess. And Eval/ Assess. & Intervention)
- Clinical Practice Confidentiality Agreement (Ed. Tech. and Assess. And Evaluation/ Secondary; Assessment & Intervention Early Childhood/Elem.)

- Clinical Practice Dress Code Agreement (Ed. Tech. and Assess. And Evaluation Secondary; Assessment & Intervention Early Childhood/Elem.)

E. Level III - Serve

- Application to Clinical Internship
- Acceptance to Clinical Internship
- OSAT Scores
- Methods Unit Plan
- Clinical Practice IV Time Sheets (Methods of Teaching/Secondary; Methods Primary Rdg/EC & ELEM)
- Journal Reflections ((Methods of Teaching/Secondary; Methods Primary Rdg/EC & ELEM)
- Clinical Practice Confidentiality Agreement (Methods)
- Clinical Practice Dress Code Agreement (Methods)

F. Level IV – Scholarship

- Resume with Cover Letter
- Revised Philosophy of Education
- OSAT SCORES
- PPAT Tasks 1-4
- Clinical Internship Evaluations by University Supervisor
- Clinical Internship Evaluations by Clinical Faculty
- Clinical Intern Self-Evaluation
- Professional Development Documentation
- Clinical Intern Satisfaction Survey of EPP

The assessment of the Portfolio will be based on whether a candidate meets the target of satisfactory (yes) or unsatisfactory (no) as displayed in the Level I-IV tables below. **NOTE:** The portfolio is a graduation requirement for all teacher education majors.

Level I – Caring: Portfolio Checkpoint #1 Scoring Rubric		
Unacceptable - no	**Target - yes**	
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, lacks many portfolio requirements	Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains all portfolio requirements	
Required Document:	**No**	**Yes**
Admission Application		
Program Coordinator Form (Disposition Form 2)		
Felony Questionnaire		
Background Check #1		
Biographical Information Form		
Professional Code of Ethics		
Disposition 1 Form		
Foreign Language Competency or Second Language Acquisition Course		
Emergency Contact Form		
Recommendation Letters		
Transcript		
College Admission Score		
Interview Rubric		

Philosophy of Education Paper		
Why I Want to Teach Paper		
Observation Time Sheet – Foundations		
Journal Reflections - Foundations		
Clinical Practice Confidentiality Agreement – Foundations		
Clinical Practice Dress Code Agreement - Foundations		

Level II - Reflective Portfolio Checkpoint #2 Scoring Rubric

Unacceptable - no	Target - yes
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, contains no InTASC Reflection/Rationale statements, lacks many portfolio requirements	Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains InTASC Reflection/ Rationale statements, that relate to content of items; contains all portfolio requirements

Required Documents and Reflection	**no**	**yes**
Standard #1 – Learner Development		
Standard #2 – Learning Differences		
Standard #3 – Learning Environments		
Standard #4 – Content Knowledge		
Standard #5 – Application of Content		
Standard #6 – Assessment		
Standard #7 – Planning of Instruction		
Standard #8 – Instructional Strategies		
Standard #9 – Professional Learning and Ethical Practices		
Standard # 10 – Leadership and Collaboration		
Background Check #2 & #3		
Observation Time Sheets (Ed. Tech. and Assess. And Eval.)		
Journal Reflections (Ed. Tech. and Assess. And Eval.)		
Clinical Practice Confidentiality Agreement (Ed. Tech. and Assess. And Eval.)		
Clinical Practice Dress Code Agreement (Ed. Tech. and Assess. And Eval.)		

Level III - Serve Portfolio Checkpoint #3 Scoring Rubric

Unacceptable - no	Target - yes
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, lacks many portfolio requirements	Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains all portfolio requirements

Required Documents and Reflection	**no**	**yes**
Application to Clinical Internship		
Acceptance to Clinical Internship		
OSAT Scores		
Methods Unit Plan		
Observation Time Sheets (Methods)		
Journal Reflections (Methods)		
Clinical Practice Confidentiality Agreement (Methods)		

Clinical Practice Dress Code Agreement (Methods)		

Level IV – Scholarship Portfolio Checkpoint #4 Scoring Rubric	
Unacceptable - no	**Target - yes**
Candidate demonstrates goals and objectives at a beginning level, reflects low level of work, reflects low level of knowledge of the teaching and learning process, reflects unsatisfactory skill and ability development, lacks organization and sequence, lacks many portfolio requirements	Candidate demonstrates goals and objectives with high competency; reflects outstanding, authentic, and creative work; reflects depth of knowledge of the teaching and learning process; reflects diverse skills and abilities for classroom teaching; is well-organized and sequenced; contains all portfolio requirements

Required Documents and Reflection	**No**	**yes**
Resume with Cover Letter		
Revised Philosophy of Education (Implemented Fall 2017)		
PPAT TASKS 1-4		
Required Documents and Reflection	No	Yes
Clinical Internship Evaluations – University Supervisor		
Clinical Internship Evaluations – Clinical Faculty		
Clinical Intern Self-Evaluation Disposition		
Professional Development Documentation		

Clinical Practice & Internship

Clinical Partnerships & Clinical Educators

SCU's EPP ensures effective partnerships through collaborative meetings and policies that are stated in our memorandum of understanding (MOU) agreements (Appendix?). The agreement specifies the expectations that are needed from the district/school partners to ensure a high-quality clinical practice, which is central to candidate preparation. The EPP adheres to CAEP standard 2 that the "…experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities (CAEP 2022 Standards p. 17). Further the expectation is for our partners to share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students within partner schools.

SCU's EPP co-selects with partners, prepares, and supports the school-based clinical educators (CE) in pre-selection conferences/meetings. It is the requirement of this EPP that CEs have three or more years' experience in the subject(s) and grade level that the candidate has selected for his/her practicum and/or internship. CEs will be selected based on their ability to demonstrate a positive impact on candidates' development and P-12 student learning and development. Selected CEs will support a candidate's clinical practice by signing the time sheets at the end of each visit. Additionally, it is expected that the CE will provide a brief evaluation of the candidate's involvement activities at the end of the 15-hour Clinical Practice (Level I & II) or 20-hour Clinical Practice (Level III & IV). Level IV, however, will involve completing the Advanced Pre-CPAST in concert with the university supervisor (see program impact)

Liability in Clinical Practice

SCU Teacher Education Program, including faculty and staff, do not make assurances, either expressed or implied, regarding field work, clinical practice assignments, and clinical internship placement and risks

involved in such. Any internship or travel carries with it risks which are beyond the control of Southwestern Christian University. By accepting a field placement, conference attendance, or clinical practice assignment, each teacher candidate assumes responsibility for his or her own safety and well-being and releases the University and the Education Department of any liability regarding accident or other hazards encountered in the process of fulfilling the assignment. Southwestern Christian University will not knowingly place a teacher candidate at risk. Any concerns with the safety of the candidate should be brought to the immediate attention of the Teacher Education office.

Clinical Practices, often referred to as Field Experiences, provide opportunities for preservice teachers to gain exposure and practice skills specific to their licensure area. These experiences are required classroom placements that are linked to a specific licensure program. field experience placements are shorter than student teaching and expectations build over time. During a field experience candidates should expect to observe classroom instruction and routines, support small groups, and assist the teacher in classroom instruction. Field Experience candidates will also complete reflective journals to document experiences and support reflective teaching practices.

There are four clinical practices, Levels I-IV, that candidates will be required to complete prior to application for the Internship. Levels I and II require 15 hours of practical experience in an educational setting that aligns with their educational degree plan. Levels III and IV require 20 hours of practical experience. Clinical practice placements will be assigned to students with one of the districts/schools which SCU's EPP has a partnership agreement.

The goal of these clinical practices is to align with CAEP Standard 2: Clinical Partnerships & Practice which states, "The provider ensures effective partnerships and high-quality clinical practice [which] are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students" (https://caepnet.org/standards/2022-itp/standard-2). The following table presents the expectations of involvement activities for each level of clinical practice.

Clinical Practice Involvement Activities Levels I-IV

LEVEL I – 15 Hours		
Course	**Guidance of Potential Activities**	**Evaluation of Involvement (✓)**
EDUC 2000 Foundations in Education Clinical Practice	Learn students' names * Talk with students when appropriate. Assist the teacher * Read to students. Working with small groups * Tutoring students Observe teacher as he/she teaches * Write reflective journal entries * Model appropriate language & behavior. Record participation patterns * Pass out papers or assignments.	**Exceptional ___** **Satisfactory ___** **Emerging ___** **Needs Improvement ___** **Comments:**
LEVEL II – 15 Hours		
Course	**Guidance of Potential Activities**	**Evaluation of Involvement (✓)**
EDUC 3000 Educational Technology Clinical Practice	*(All of the Above in addition to the following)* Discuss with students the types of technology they use. *Facilitate small group discussions about how technology assists in learning * Supervise students during group times	**Exceptional ___** **Satisfactory ___** **Emerging ___** **Needs Improvement ___**

	*Provide environment for small groups *Develop motivational strategies * Visit classrooms utilizing technology for learning *Create and implement a lesson plan based on technology	**Comments:**
LEVEL III – 20 Hours		
Course	**Guidance of Potential Activities**	**Evaluation of Involvement (✓)**
EDUC 4000 & EDCV 4000 Assessment & Evaluation/ Intervention Clinical Practice	*(In cooperation with clinical faculty)* Plan adaptations for a unit of instruction * Adapt lesson for a few students * Create individualized materials * Provide individualized feedback * Create alternative assessments * Develop unit instructional goals * Use pre and post assessments * Design new strategies based on formative assessment data * Design, collect, and analyze summative assessment data	**Exceptional ___** **Satisfactory ___** **Emerging ___** **Needs Improvement ___** **Comments:**
LEVEL IV – 20 Hours		
Course	**Guidance of Potential Activities**	**Evaluation of Involvement (✓)**
Methods HIST 4000 HPSM 4000 ENG 4000 MUS 4000 ELEM 4000	*(In cooperation with clinical faculty)* Create culturally relevant lesson and unit plans * Organize effective grouping arrangements * Create a variety of scaffolds to support independent learning * Differentiate instruction according to all students' needs * Use summative assessment data to adjust unit teaching strategies * Design unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning) * Co-plan unit instruction with clinical faculty member * Co-teach with clinical faculty member *The Candidate will complete these activities to collect baseline data for determining program impact and candidate progression.*	**Exceptional ___** **Satisfactory ___** **Emerging ___** **Needs Improvement ___** **Comments:**

Educator Preparation Program Assessments

EPP Accreditation Assessments

The purpose of program assessments is to measure the impact this program has on developing highly qualified teacher candidates, on P-12 student learning, and continuous improvement of the EPP's effectiveness and sustainability. The professional learning community, SCU's Teacher Education Council (TEC), is responsible for review and analysis of Program assessments of the EPP. The TEC includes not only Professional Teacher Education (PTE) faculty, but also educators in P-12 settings, school administrators, college administrators & staff, students, and community leaders. The Educator Preparation Program Director reports the information and makes recommendations for an action agenda to the TEC. The council reviews the proposal and is the final authority.

The program assessments that have been selected by this EPP and meet OEQA State Requirements and CAEP standards are provided in the following sections. A description of each and the implementation process of each is listed in sequential order as collected throughout the year.

SCU Professional Dispositions of Candidates Assessment

Overview / Process

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct.

For Southwestern Christian University teacher preparation program candidates, these dispositions flow from the University's mission statement and the SCU Conceptual Framework. An education emphasizing spirit, service, and scholarship in the context of a Christian worldview seeks to teach, reinforce, support, and cause learners to contemplate certain foundational values which Christianity exemplifies. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For teacher preparation program candidates, this is manifested in the professional dispositions associated with Caring, Reflection, Service, and Scholarship as integral components of the SCU Conceptual Framework. The SCU Conceptual Framework is aligned to the InTASC Standards 2013 and has utilized the dispositions associated with each standard as a viable assessment of teacher candidate professional dispositions.

The SCU Disposition of Candidate Assessment will be completed four times during the professional teacher education program:

Assessment #1 - Foundations of Education – self assessment by teacher candidate
Assessment #2 - Foundations of Education – assessment by education faculty
Assessment #3 - Clinical Internship Application - assessment by education faculty
Assessment #4 - Clinical Internship – assessment by clinical faculty

SCU Disposition of Candidate Assessment #1
Disposition of Candidate Assessment #1 is a self-evaluation completed during the Foundations of Education course. After completing the self-assessment the candidate will place it in the Portfolio and will submit a copy to the Department of Education. The assessment is a required component of Transition #1 Admission to Teacher Education. This assessment will also be used for program and EPP assessment.

SCU Disposition of Candidate Assessment #2
Disposition of Candidate Assessment #2 is completed by a faculty member in conjunction with the Foundations of Education course. After completing the disposition assessment, the faculty member will discuss it with the candidate, both will sign it, and the teacher candidate will submit to his/her Portfolio and the faculty member will submit form to the Department of Education Office to be placed in his/her file. The assessment is a required component of Transition #1 Admission to Teacher Education. This assessment will also be used for program and EPP assessment.

SCU Disposition of Candidate Assessment #3
Disposition of Candidate Assessment #3 is completed by a second teacher education faculty in conjunction with the last methods course prior to internship (must be a different faculty member from Assessment #2). Disposition #3 is completed as a required component of the application process for clinical internship semester. After completing the disposition assessment, the faculty member will discuss

it with the candidate, both will sign it, and the teacher candidate will submit his/her copy to the Portfolio. The faculty member will submit his/her copy to the education office. This assessment will also be used for program and EPP assessment.

SCU Disposition of Candidate Assessment #4

Disposition of Candidate Assessment #4 occurs during the clinical internship semester. It is completed by the clinical faculty. After completing the disposition assessment, the clinical faculty will review with the teacher candidate and both will sign. The student will submit his/her form to the Portfolio and the university supervisor will be submit to the Department of Education Office to be placed in candidate's file. This assessment will also be used for program and EPP assessment.

The Dispositions Assessment Instruments

Dispositions of undergraduate students are evaluated in clinical practices and clinical internships using the Pre-CPAST, the Advanced Pre-CPAST and CPAST evaluation tools, respectively. As per the Ohio State University Educator Preparation Unit Assessment Handbook (publisher of the assessment) these tools have been deemed valid and reliable for assessing candidate pedagogical skills and dispositions and further state:

> The dispositions evaluated in field include demonstration of punctuality, meeting deadlines and obligations, collaboration, and responding positively to constructive criticism. Candidates present their scores in these areas when applying for admission to the education program and then again when applying to student teach. Advisors assess candidate growth in the four areas and assist candidates with making a plan for improvement in any areas needing growth. In student teaching, candidates are assessed on the same initial four dispositions, as well as four more dispositions: participation in professional development, demonstration of effective communication with parents/legal guardians, preparation, and advocacy to meet the needs of learners or for the teaching profession. The clinical supervisor discusses with the candidate his/her performance in these areas and collaboratively they develop a plan of action for any areas needing improvement. Holistically, these dispositions demonstrate a candidates' professional commitment and behaviors, his/her professional relationships, and his/her critical thinking and reflective practice. Routinely monitoring candidate progress in these affective areas is vital to preparing preservice teachers to demonstrate a positive impact on diverse student learning and development (CAEP Standard R1.4, 2022) (Ohio State University's Educator Preparation Unit Assessment Handbook p. 49).

*The *Pre-CPAST* instrument is used to evaluate a candidate's dispositions by employing the artifacts within the application packet for admission into teacher education. This is conducted by the Teacher Education Admissions Committee. The candidate will use this instrument for his/her self-evaluation (Disposition #1) which will be part of the application packet. The faculty instructor for Foundations of Education will complete this evaluation (Disposition #2) of the candidate applying for admission into teacher education and will also be used as part of the overall application process (Table ?).

Pre-CPAST Dispositions Assessment #1 and #2

	Professional Commitment & Behaviors		
	Level 3	**Level 2**	**Level 1**
A. Demonstrates belief that all students can learn. ***(CAEP 3.2)*** ***(CF Goal #1)***	Articulates expectations that **all students can learn** AND	*Articulates* expectations that **all students can learn**	*Does not provide explicit evidence in the belief that* **all students can learn**

	Level 3	Level 2	Level 1
Professional Commitment & Behaviors			
	Provides evidence of beliefs that foster high levels of achievement		
B. Demonstrates compliance with laws, regulations, and policies. ***(CAEP 3.2)*** ***(CF Goal #2)***	Not Applicable See Level 2	**Background check** is completed, and any incidence *meets all licensing background requirements*	One or both **background check** are *not complete* OR **Background check** has convictions that are either on the State of Oklahoma list of *disbarring offences or are within the waiting period.*
C. Punctuality ***(CAEP 3.2)*** ***(CF Goal #3)***	Is *on time or early* for all commitments (meetings, due dates, coursework, etc.)	*Communication with advisor or appropriate designee* is made for any items that are not completed on time (meetings, due dates, coursework, etc.)	Application and/or evidence are *not complete or were not completed in a timely fashion* (meetings, due dates, coursework, etc.)
D. Commitment to teaching ***(CAEP 3.2)*** ***(CF Goal #4)***	Provides *evidence* of **commitment and engagement to the teaching profession** (summer camps, tutoring experience, babysitting, coaching, mentoring opportunities, etc.)	Able to *articulate* **commitment and engagement to the teaching profession**	Articulation or evidence of **commitment and engagement to the teaching profession** is *minimal or absent*
Professional Relationships			
E. Collaboration **InTASC 10b**	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
Critical Thinking and Reflective Practice			
Responds Positively to Feedback and Constructive Criticism **InTASC 9n**	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is receptive to feedback, constructive criticism, supervision, and responds professionally	Is not receptive to feedback, constructive criticism, and supervision

** Ohio State conducted content validity, internal consistency and inter-rater reliability analysis for the Admissions Dispositions rubric, and content validity, construct validity, predictive validity, internal consistency, and inter-rater reliability analysis for the Pre-CPAST.*

** Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)*

All data will be stored in the EPP's Quality Assurance System (QAS).

*The *Advanced Pre-CPAST* consists of pedagogy and dispositions and has a two-fold purpose: it is used for evaluating a candidate's application for admission into the clinical internship; and for evaluating the candidate's performance (instructional delivery) while teaching a lesson. Evaluating a candidate's performance will occur during the Level IV Clinical practice. Elements evaluated include lesson and assessment planning, collection and analysis of the data with Disposition #3 assessment executed by the Methods course instructor.

The Pedagogy section of the Advanced Pre-CPAST is to provide Baseline Data during the Level IV Clinical Practice as one component for determining program impact. The planned assessment to collect students' learning outcomes will be used to compare to the baseline data to determine success of the lesson. The data will be analyzed to inform the teacher candidate of strengths and areas for improvement. Both data points will be imported into the EPP's Quality Assurance System (QAS). The EPP will use the PPAT® Task 3 Designing Instruction for Student Learning Rubric Step 1: Planning the Lesson for assessing the lesson plan.

Advanced Pre-CPAST Pedagogy & Dispositions #3 – Clinical Practice IV

<table>
<tr><th>Pedagogy</th><th>Alignment</th><th>Dispositions</th><th>Alignment</th></tr>
<tr><td colspan="2">Planning for Instruction and Assessment</td><td colspan="2">Professional Commitment & Behaviors</td></tr>
<tr><td>A. Focus for Learning: Standards/objectives/Targets</td><td>InTASC 7a</td><td>K. Demonstrates Punctuality</td><td>InTASC 9o</td></tr>
<tr><td>B. Assessment of P-12 Learning</td><td>InTASC 6b</td><td>L. Meets Deadlines & Obligations</td><td>InTASC 9o</td></tr>
<tr><td colspan="2">Instructional Delivery</td><td colspan="2">Professional Relationships</td></tr>
<tr><td>C. Learning Target & Directions</td><td>InTASC 7c</td><td>M. Collaboration</td><td>InTASC 10b</td></tr>
<tr><td>D. Checking for Understanding & Adjusting Instruction through Formative Assessment</td><td>InTASC 8b</td><td colspan="2">Critical Thinking and Reflective Practice</td></tr>
<tr><td>E. Digital Tools & Resources</td><td>CAEP 1.5</td><td>N. Responds Positively to Constructive Criticism</td><td>InTASC 9n</td></tr>
<tr><td>F. Safe & Respectful Learning Environment</td><td>InTASC 3d</td><td colspan="2" rowspan="5">Advanced Pre-CPAST</td></tr>
<tr><td colspan="2">Assessment</td></tr>
<tr><td>G. Data-Guided Instruction</td><td>CAEP 2.3</td></tr>
<tr><td>H. Feedback to Learners</td><td>InTASC 6d</td></tr>
<tr><td>I. Assessment Techniques</td><td>InTASC 7d</td></tr>
<tr><td colspan="2">Analysis of Teaching</td></tr>
<tr><td>J. Connections to Research & Theory</td><td>CAEP 1.2</td></tr>
</table>

** Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)*
All data will be stored in the EPP's Quality Assurance System (QAS).

The Candidate Preservice Assessment of Student Teaching (CPAST) Form was determined to be valid and reliable instrument for educator preparation programs (VARI-EPP). CPAST Form is a formative and summative assessment during the student teaching practicum. The rubric is comprised of 21 rows divided into two sections: (1) Pedagogy and (2) Dispositions with detailed descriptors of observable, measurable behaviors, to guide scoring decisions. The ratings of the CPAST are: Exceeds expectations; Meets expectations; Emerging; Does not meet expectations. The formative assessment is conducted during the midway point in the internship. The candidate, clinical faculty (mentor), and the university supervisor complete the CPAST assessment and use a consensus form to determine the overall score. The summative assessment, which is the same form, is conducted independently by the clinical faculty and the university supervisor. The grade for the internship is determined by the outcome of the final assessment. The summative assessment and grade contribute to the decision-making process for candidate graduation and certification approval by the TEC.

Required State Assessments

Oklahoma Subject Area Tests (OSAT): The OSAT assessments are criterion referenced and competency based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard of competency (criterion) rather than in relation to the performance of other candidates. The content of each test is based on a set of test competencies. This assessment must be taken

prior to student teaching. The major core courses and the professional teacher education courses will contribute to the candidate's preparation for taking the assessment. There are also free resources online. https://www.ceoe.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html

Praxis Performance Assessment for Teachers: The PPAT assessment measures how you apply content knowledge and teaching skills in the classroom and evaluates your ability to impact student learning as it relates to the InTASC Model Core Teaching Standards (PDF). During your student teaching experience, you'll submit tasks and artifacts for the assessment based on your classroom activities. The PPAT assessment is designed to help you:

- be a more effective teacher in the classroom.
- identify your strengths and areas for improvement.
- continually refine your teaching practices
- contribute to your professional growth.

PPAT® Assessment Task and Step Crosswalk with CAEP® Standards

PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4, 1.5	
Steps	**CAEP STANDARDS**
Step 1: Factors, Resources, and Protocols	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
Step 2: Knowledge of Students	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

PPAT® Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4, 1.5	
Steps	**CAEP STANDARDS**
Step 1: Planning the Assessment	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

PPAT® Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4, 1.5	
Step 2: Administering the Assessment and Analyzing the Data	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
Step 3: Reflecting	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

PPAT® Assessment Task 3: Designing Instruction for Student Learning Crosswalk with CAEP® Standards: : 1.1, 1.2, 1.3, 1.4, 1.5	
Steps	**CAEP STANDARDS**
Step 1: Planning the Lesson	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.
Step 2: The Focus Students	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
Step 3: Analyzing the Instruction	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.
Step 4: Reflecting	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching

PPAT® Assessment Task 3: Designing Instruction for Student Learning Crosswalk with CAEP® Standards: : 1.1, 1.2, 1.3, 1.4, 1.5	
	profession and use both to measure their P-12 students' progress and their own professional practice. 1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4	
Steps	**CAEP STANDARDS**
Step 1: Planning	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM). 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
Step 2: Implementing the Plan	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
Step 3: Understanding the Two Focus Students	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
Step 4: Reflecting	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)2 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. 1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Satisfaction of Completers and Principals (Program Impact Assessments)

CAEP Standard 4.1: The program demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer satisfaction with the relevance and effectiveness of preparation. SCU's EPP disseminates OEQA's completer satisfaction survey with the goal of collecting additional data to inform future strategies for continuous improvement. The teacher education office requests graduates to leave contact information to build a strong teacher education alumni community.

This information is also available for sending the surveys to our completers who are in their 1st through 3rd year of teaching.

CAEP Standard 4.2: The program demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. The collection of our completer's post-graduation contact information informs the EPP of the schools/districts where our completers are employed. Again, this multiplies our database so that we can collect additional return of surveys from principals. This survey is also the same as OEQA's principal satisfaction survey. Both surveys have validity and reliability confidence.

Key Course Assessments

EPP faculty assess applicants and candidate proficiencies; competencies of graduates; and EPP program operations and quality. Candidates' knowledge, skills, and dispositions through course-based assessments, as well as at transition points are designated points of assessment for each candidate. Data from these assessments are used to make decisions about candidate performance as the candidates' progress through the teacher education programs. A variety of assessments are used within courses to evaluate the candidate's performance. Examples of these assessments are group presentations, reflections, video-taped lessons, essays, examinations, case studies, action research projects, lesson planning, observations, and clinical practices. Rubrics, checklists, and other assessment tools are also used to assess candidate performance within the courses. Evaluations and surveys are the key assessment instruments used for programs and EPP assessment.

Plan of Improvement

Step One: If a teacher candidate scores an Unacceptable or Does Not Meet in any area, a consultation with the faculty evaluator will occur. Specific examples are given to effectively communicate the area for concern.

Step Two: If the candidate receives four or more Unacceptable ratings in all assessments combined, then he/she will write a plan of improvement to be submitted to the Department of Education chair. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up Disposition of Candidate Assessment will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher.

Fair, Accurate, Consistent, and Free from Bias Procedures

The Teacher Education EPP uses the following strategies to ensure fairness, accuracy, consistency, and elimination of bias throughout its assessment system:

- The EPP ensures that the assessments are linked to the EPP's Conceptual Framework; and the CAEP, InTASC, and SPA Standards as indicated and demonstrated in the alignment matrices.
- Initial undergraduate and graduate teacher candidates are informed of all requirements in the education program when they meet with their program coordinator and before they submit their application for admission to the program.
- Information about the Conceptual Framework, dispositions expected of candidates, transition points, key assessments, and other requirements are included in the Teacher Education Handbook that is available to candidates on the SCU web site and discussed during the faculty interview as part of the admission to teacher education process.
- Assessments and transition points are discussed in each Professional Teacher Education course and SCU Conceptual Framework and InTASC standards are included in syllabi.

- Rubrics that are used for program specific assessments are discussed with the candidates each semester by program faculty members. Program-based rubrics assess candidates' knowledge, skills, and dispositions are shared with the candidates within the course. Thus, candidates know what factors they will be assessed on, what is expected of them, and the level of proficiency associated with assessment.
- EPP faculty members review the rubrics used for the assessment of clinical practice competencies in EPP meetings (SCU Teacher Education Council and SCU Teacher Education faculty).
- Course content and rubrics are revised and clarified where needed.
- Assessments that are used to evaluate student teachers are discussed at the beginning of each semester with the student teachers, P-12 clinical faculty, and university supervisors.
- Data sets are triangulated wherever possible to enhance the reliability of findings.
- Evaluations include feedback from the teacher candidate, P-12 clinical faculty, university supervisor, and SCU Teacher Education Director. Each independently completes evaluations on each stakeholder according to communicated expectations aligned with the SCU conceptual framework and InTASC standards.
- EPP reports candidates' progress on its checkpoints to the SCU Teacher Education Council and SCU Teacher Education faculty. These reports allow non-EPP personnel to exam EPP data to ensure fairness and lack of bias.

Communication of Assessment Requirements

Delivery Method				
Classification	**Documents**	**Face-to-Face**	**Small Group**	**Resource**
Freshman			Intro to Teaching course	Website Teacher Education Handbook
Sophomore	Admission to Teacher Education Application	Admission Interview	Intro to Teaching course PTE Course work	Website Teacher Education Handbook
Junior		P-12 Clinical Faculty PTE Faculty Program Advisor	PTE Course work Methods courses	Website Teacher Education Handbook
Senior	Admission to Clinical internship Application	P-12 Clinical Faculty Univ. Supervisor	PTE Course work Methods courses Clinical internship	Website Teacher Education Handbook

Candidates learn the assessment system of the program through a variety of sources. Initially, candidates learn about the EPP Assessment System through the Introduction to Teaching course or small group information meetings. During Foundations of Education all assessments and requirements are part of the curriculum. The SCU Teacher Education Handbook is also discussed along with an explanation of application forms are included. Candidates meet their advisors, and learn the transition process; how to apply for admission to teacher education and clinical internship; and all portfolio requirements. Additionally, they are also made aware of EPP and program requirements in the application process for admission as a part of the interview process.

Candidates continue to meet with their advisors to learn the required EPP and content specific assessments. This process helps students understand the major EPP assessments and achieve the conceptual framework goals as they move through the program. Clinical practice assessments are

distributed to all candidates as part of their course introductions and are also available online. Information about the conceptual framework, dispositions expected of candidates, transition points, key assessments, rubrics, and other requirements are included in program handbooks and on the EPP website. The rubrics provide candidates with clear expectations of the work that they submit, and help reduce the potential bias of the rater. In addition, rubrics ensure fair evaluation for content specific assessments, portfolio check points, as well as, clinical internship evaluations. Therefore, candidates know in advance on what they will be assessed, what the expectations are of them, and what level of proficiency is associated with each scoring decision.

The State Department of Oklahoma requires all candidates to successfully pass the, OSAT, and PPAT as part of the requirements to show that they are highly qualified. These exams are nationally recognized assessments that have undergone validity and reliability studies. Other major EPP assessments utilized by the EPP are scoring guides with detailed rubrics that address issues of fairness, accuracy, consistency and bias.

Policies and Procedures for Candidates Not Meeting EPP Expectations

Candidates in both undergraduate programs work closely with their faculty advisors. EPP faculty assesses the progress of candidates and work with candidates to foresee and prevent academic problems. Members of the Teacher Education faculty assess candidates on their dispositions each semester and advise them on their progress in this area. Each semester these two areas, academic and dispositional, are used to monitor candidates' progress through their program. Candidates who experience difficulties in the program, academic or dispositional, work with their advisor to remediate deficiencies. These remediation plans may involve tutoring, retaking classes, or reviewing results from clinical practice evaluations. If candidates show improvement, no further action is required.

However for candidates who still do not meet EPP expectations, the SCU Teacher Education program has developed the following system in collaboration with administration, partner schools, P-12 clinical faculty, SCU Teacher Education Council, and SCU Teacher Education faculty. When a candidate's performance falls below expectations (determined by the SCU supervisor, P-12 clinical faculty, and/or course instructor), and informal corrective actions have not been successful, the candidate is placed on an official plan for improvement. This involves identifying the proficiencies the candidate does not meet as described in the assessment instruments utilized in each professional semester or documenting the unacceptable requirements stated in the course syllabi of the professional education programs, so a Candidate Plan for Improvement can be developed and implemented (Table).

The Candidate Plan for Improvement contains a timeline for assessment as well as specific assessment procedures. The Candidate Plan for Improvement is assessed periodically during summative and formative assessment and at the end of the candidate's placement. If, at the end of the timeline, the candidate does **not** meet the requirements of the Candidate Plan for Improvement, the candidate is dismissed from the teacher education program. The candidate may appeal the dismissal to the SCU Appeals Committee by submitting an appeal in writing to the Teacher Education office. The Appeals Committee meets to review the candidate's grades, performances in the field, and assessments. The candidate is notified of the results in writing. If the Appeals Committee rejects the appeal, the candidate may appeal to the Vice-President of Academic Affairs. If the VPAA rejects the appeal, the candidate is dismissed from the SCU teacher education program. The Director will provide alternate degree options and provide information.

Guidelines for Developing Candidate Plan for Improvement

STEPS	ACTIONS	WHO
1.Identification of Areas for Improvement	Appropriate areas where expectations are not acceptable: (1) Content Knowledge, (2) Pedagogical Content Knowledge, (3) Professional Pedagogy Knowledge and Skill, and (4) Dispositions (Professional Behaviors).	Teacher Education Director, Clinical Faculty, and Course Instructors.
2. Recovery	Objectives, suggestions, and/or required activities that will provide opportunities for the candidate to grow and recover in the areas that do not meet expectations.	Teacher Education Director, Clinical Faculty, and Course Instructors.
3. Expectations	Specific behaviors that must be demonstrated by the candidate and the time frame in which they must be demonstrated.	Teacher Education Director, Clinical Faculty, and Course Instructors.
4.Consequences	Consequences of meeting or not meeting the Candidate Assessment Recovery Plan objectives.	Teacher Education Director, Clinical Faculty, and Course Instructors.
5. Signatures	The Candidate Assessment Recovery Plan will be signed by the candidate, the SOTE Supervisor, the Site Collaborative Supervising Teacher, and the Dean of the School of Teacher Education.	Candidate, Teacher Education Director, Clinical Faculty, and Course Instructors., and Dean of School of Professional Studies
6. Copies	Copies of the plan will be provided to Candidate, Teacher Education Director, Clinical Faculty, and Course Instructors, and one copy is placed in the candidate's permanent file.	

Options Following Development of the Candidate Plan for Improvement

- The candidate's progress has been satisfactory and continuous. If Clinical Practice is involved, the Clinical Practice continues.
- The Teacher Candidate is not improving sufficiently and/or demonstrates little progress. No Clinical Practice is involved. The course instructor(s) who are involved in the development of the Plan follow the consequences outlined in the Candidate Plan for Improvement.
- The Teacher Candidate is not improving sufficiently. An alternative Clinical Practice, if available, may be recommended with the following stipulations:
    - The alternative placement request must be confirmed with a school system, and a Candidate Plan for Improvement will accompany the Teacher Candidate to that assignment. If another classroom placement is recommended, the Teacher Education Director will present to the Teacher Candidate the options concerning the timing and requirements for the assignment.
    OR
    - If an alternative placement cannot be confirmed, or if the candidate is already in an alternative assignment, a failing grade of "F" is earned.
- If the candidate's progress has not been satisfactory and continuation in the program is no longer an option, the candidate is dismissed from the program.

The candidate is informed of the decision, both in writing and in a conference.
The candidate is informed of the right to appeal the decision through the University's appeal process.

NOTE: In cases where actions or behaviors are in direct violations of the SCU Student Code of Conduct, the SCU Disciplinary Process - Student Handbook Violations (SCU Student Handbook pg.49) will be followed.

Professional Code of Ethics for Teacher Candidates
Based on the Oklahoma Standards of Performance and Conduct for Teachers (p. 91)

All candidates seeking admission to teacher preparation are asked to sign the agreement below. Any behavior that violates SCU's Professional Code of Ethics may put at risk a candidate's admission to or completion of the teacher preparation program. By signing this agreement, candidates demonstrate their commitment to become caring, reflective educators and contributing professionals in the global community.

Commitment to Students
The teacher candidate must strive to help each student realize his or her potential as a worthy and effective member of society. The candidate must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to students, the teacher candidate:
1. Shall support students in independent action in the pursuit of learning;
2. Shall provide students reasonable access to varying points of view;
3. Shall refrain from deliberately suppressing or distorting subject matter;
4. Shall make reasonable efforts to protect students from conditions harmful to learning or to health and safety;
5. Shall refrain from intentionally exposing students to embarrassment or ridicule;
6. Shall fairly and without bias regarding ethnicity, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, sexual orientation, or social economic status
a. Encourage students' participation in any program,
b. Provide benefits to all students, and
c. Offer opportunities to all students;
7. Shall refrain from imposing personal religious, cultural, or political views upon students;
8. Shall not use professional relationships with students for private advantage; and
9. Shall protect the students' rights to privacy and confidentiality unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Commitment to the Profession
To assure that the quality of the services of the teaching profession meets the expectations of the university, the state and its citizens, the teacher candidate shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

In fulfillment of the obligation to the profession, the teacher candidate:
1. Shall adhere to Southwestern Christian University Student Code of Conduct, particularly in regard to classroom behaviors, interactions with others, and academic dishonesty.
2. Shall accurately report, in applications and in all university documents, all material facts and information related to competency and qualifications.
3. Shall refrain from disclosing information about professional colleagues obtained in the course of coursework or clinical practices unless disclosure serves a compelling professional purpose or is required by law;
4. Shall not knowingly make false or malicious statements about colleagues, peers, or faculty members in

respect to character, education, or other relevant attributes;
5. Shall refrain from accepting any gratuity, gift, or favor that might impair or appear to influence professional decision or actions;
6. Shall refrain from assisting entry into the program of a person known to be unqualified in respect to character, education, or other relevant attribute;
7. Shall model responsiveness to diverse learners, lifelong learning and reflection, and professionalism.

Commitment to the Community
Teacher candidates, in fulfilling citizenship responsibilities, should conduct themselves as productive members of the university, local, national, and global communities. Their actions should demonstrate their respect for all accordingly.

In fulfillment of the obligation to the community, the teacher candidate:
1. Shall endeavor to understand community cultures and relate the home environment of students to the school;
2. Shall demonstrate good human relations and communication skills with parents and others to improve public schools in the community;
3. Shall engage family and community support;
4. Shall serve the community and the profession;
5. Shall use community and school resources appropriately and effectively;
6. Shall evaluate the effects of his/her choices and actions on others and make necessary changes;
7. Shall maintain the dignity necessary to gain the respect of the community;
8. Shall manifest a positive role in school-public relations;
9. Shall exhibit a tolerant, fair, and objective attitude toward other groups and individuals of diverse backgrounds.

Candidate Agreement
I have read and will abide by the principles of the SCU Teacher Education Code of Ethics. I understand that the consequences of violating this agreement can include various disciplinary actions including denial or revocation of admission to the teacher education program.

Name (print) _____ ID# _____

Signature _____ Date _____

Appendix A: SCU Teacher Education Glossary

Candidates - Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from "students" in PK-12 schools.

Caring Teacher – a caring teacher understands how learners grow and develop and strives to create a learning environment that meets their holistic needs. Caring involves reaching out to all students, appreciating their differences, and building a positive community for achieving high standards.

Clinical Experiences - A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Clinical practices may occur in off-campus settings such as schools, community centers, or homeless shelters. May be referred to as field experiences (previous terminology).

Clinical Faculty - School and higher education faculty responsible for instruction, supervision, and assessment of candidates during clinical practice.

Competency – The professional skills and attributes required to perform a job role. Competencies describe the contributing factors that enable a person to function in his/her role capacity, such as knowledge, experience, skill, attitude and other professional characteristics.

Conceptual Framework - An underlying structure in a professional education EPP that gives conceptual meanings through an articulated rationale to the EPP's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Curriculum - Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Dispositions - The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diversity - Differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live.

e-Portfolio - An electronic accumulation of evidence documenting candidate proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents can include tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, and comments by cooperating teachers or internship supervisors, and work samples.

Educator Preparation Program (EPP) - New name for the current Teacher Education Unit.

Exceptionalities - A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Field Experiences (currently called Clinical Practice) - A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Goal / Outcome – An abstract and general umbrella statement, under which specific objectives can be clustered. It describes the benchmarks, essential elements, essential skills, and/or performance level required to meet a standard.

Internship - Currently referred to as Student Teaching**.**

Interstate Teacher Assessment and Support Consortium (InTASC) - a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

National Council for the Accreditation of Teacher Education (CAEP)

Objectives – Statements that describe in precise, measurable, defined, and obtainable terms the desired learner behavior that indicate that a goal **is met.**

Pedagogical Knowledge - The general concepts, theories, and research about effective teaching and introspective of content areas.

Portfolio - An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

Professional Knowledge - The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Reflective Teacher - a reflective teacher continually evaluates the effects of his/her choices and actions on others and who actively seeks opportunities to grow professionally. Reflection not only occurs during the technical aspects of teaching – such as planning, teaching, assessing, evaluating, and revising – but encompasses the decisions about how to engage learners, how to encourage learners to develop a deep understanding and how to guide the learner's decision making.

Rubrics - Written and shared protocols for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarly-minded Teacher– a scholarly teacher must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. However, knowing is not enough,

teachers must be able to connect concepts and apply them in an educational manner meeting the needs of all learners in the pursuit of life-long learning.

School Partners - PK-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Service-guided Teacher – a service-guided teacher seeks first to serve others through leadership roles and recognizes the value of involvement; pursues collaborations with others, and serves in the P-12 environment in order to positively impact the lives of others.

Standards – Broad statements are usually established by large groups (national or state level). They are written expectations for meeting a specified level of performance.

Students - Children and youth attending PK-12 schools as distinguished from teacher candidates.

Student Teaching - Pre-service clinical practice for candidates preparing to teach.

Student Teacher. A student teacher is any student who is enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and a school district's Board of Education to perform practice teaching under the direction of a regularly employed and certified teacher. A student teacher, while serving as a non-salaried internship under the supervision of a certified teacher shall be accorded the same protection of the laws as that accorded the certified teacher. School Laws of Oklahoma – Positions in School System-Definitions Section 18.

Teacher and Leader Effectiveness (TLE) Observation and Evaluation System. The TLE Commission has approved certain frameworks for district selection both for Teacher and Leader Evaluation. Based on the TLE Commission's recommendations, the State Board of Education named the Tulsa TLE Observation and Evaluation System for the Teacher Training Evaluation as the presumptive default framework.

Appendix B: CAEP Glossary

Accreditation - A process for assessing and enhancing academic and educational quality through voluntary peer review. CAEP accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality.

Accreditation Action Report - The report issued by the Unit Accreditation Board which indicates the unit's accreditation status and summarizes the weaknesses to which the unit must respond in its annual reports.

Advanced Preparation. Programs at post baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the graduate level.

Annual Report. The AACTE/CAEP Joint Data Collection Report that is required of all CAEP-affiliated institutions as a condition of accreditation. A compilation of these reports serves as primary documentation for Board of Examiner teams as they prepare for on-site accreditation visits.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

Benchmark. A description or example of candidate or institutional performance that serves as a standard of comparison or evaluation or judging quality.

Board of Examiners (BOE) Report. The report prepared by the Board of Examiners team that conducts the onsite accreditation review of a unit. The report describes how the unit meets the CAEP standards and cites any weaknesses in relation to the standards.

BOE Report Rejoinder. The written response a unit is required to submit following receipt of the BOE report. The rejoinder may take the form of a letter acknowledging the receipt of the report or a document that substantively responds to the report or the conduct of the team visit.

Candidacy for Accreditation. The status granted to a unit seeking initial accreditation that has established itself as a precandidate and has met the nine preconditions for accreditation.

Candidate Performance Data. Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may
be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year "portfolios" as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

Candidates. Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from "students" in P–12 schools.

Certification. The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. [The National Board for Professional Teacher Standards grants advanced certification.]

Clinical Faculty. School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

Clinical Practice. Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

Conceptual Framework. An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Content. The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, school psychology, reading, or school administration).

Continuing Accreditation. The accreditation decision rendered by CAEP following a successful accreditation visit five years after an institution's professional education unit has been accredited. Accreditation is continued for as long as the unit continues to satisfy CAEP's standards and requirements.

Continuing Accreditation with Conditions. An CAEP accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the conditions within two years after the decision was rendered.

Continuing Accreditation with Probation. An CAEP accreditation decision rendered by the Unit Accreditation Board following a five-year continuing visit that indicates that the unit is granted continuing accreditation, but has significant weaknesses overall that place the unit's accreditation in jeopardy if they are left uncorrected. An accreditation visit that follows the protocol for an initial visit must be scheduled by the unit and take place within two years of the semester in which a probationary decision was rendered.

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Curriculum. Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

Dispositions. The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Distance Learning. A formal educational process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Elements of Standards. The major components of each standard that are described in the rubrics and explanations that accompany the standards. Board of Examiners teams will look for evidence that the unit and its programs address the elements.

Exceptionalities. A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

Full-time Faculty. Employees of a higher education institution with full-time assignments with the professional education unit as instructors, professors at different ranks, administrators, and professional support personnel.

General Education Knowledge. Theoretical and practical understanding generally expected of a liberally educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies, from multicultural and global perspectives.

Global Perspective. An understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.

Governance. The system and structure for defining policy, providing leadership, and managing and coordinating the procedures and resources that ensure the quality of all school personnel prepared at the institution.

Higher Education Faculty. Full-time or part-time employees of an institution of higher education.

Information Technology. Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

Initial Accreditation. The decisions rendered by CAEP when an institution's professional education unit meets CAEP's standards and requirements for the first time.

Initial Teacher Preparation. Programs at baccalaureate or post baccalaureate levels that prepare candidates for the first license to teach.

Institutional Report. A report that provides the institutional and unit contexts, a description of the unit's conceptual framework, and evidence that the unit is meeting the CAEP unit standards. The report serves as primary documentation for Board of Examiners teams conducting on-site visits. (See the Handbook for Continuing Accreditation Visits or the Handbook for Initial Accreditation Visits for details.)

Institutional Standards. The unit's declaration of the knowledge, skills, and dispositions expected of candidates preparing to teach or do other work in schools. The institutional standards should identify candidate proficiencies and be reflected in the unit's conceptual framework.

Interim Report. A report prepared by a unit that describes changes and improvements in, and evaluations of, the unit's programs since the previous program review. The interim report submitted one year before the unit's continuing accreditation visit, is reviewed by the Specialized Professional Association (SPA) to continue program approval.

Internship. Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the preservice clinical experience.

INTASC. The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

Knowledge Bases. Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensure. The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.

Nationally Recognized Program. A program that has met the standards of a specialized professional association that is a constituent member of CAEP. An institution's state-approved program also will be considered a nationally recognized program if the state program standards have been approved by the appropriate national association. [Nationally recognized programs are listed on CAEP's website or in the biennial guide of institutions with initial teacher preparation programs.]

NBPTS. The National Board for Professional Teacher Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

Other Professional School Personnel. Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

Part-time Faculty. Employees of a higher education institution who have less than a full-time assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Content Knowledge. The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

Pedagogical Knowledge. The general concepts, theories, and research about effective teaching, regardless of content areas.

Performance Assessment. A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive
effects on student learning.

Performance-based Licensing. Licensing based on a system of multiple assessments that measure a teacher candidate's knowledge, skills, and dispositions to determine whether he/she can perform effectively as a teacher or in another school specialty.

Performance-based Program. A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

Performance-based Accreditation System. A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are "met" or "not met." It contrasts with accreditation decisions based solely on course offerings, program experiences, and "inputs" as the evidence for judging attainment of professional standards.

Performance Criteria. Descriptions or rubrics that specify qualities or levels of candidate proficiency that are used to evaluate candidate performance.

Performance Data. Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

Policymakers. Representatives of public and governmental agencies with public education responsibility at the national, state, and local levels.

Portfolio. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects,
journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples
of student work.

Precandidate Unit. A unit that has filed an "Intent to Seek CAEP Accreditation" form and has begun to pay CAEP's annual base fees.

Preconditions for Accreditation. Nine fundamental requirements that undergird CAEP's standards that must be met before a unit is permitted to advance to candidacy for initial accreditation.

Professional Community. Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education.

Professional Development. Opportunities for professional education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools, etc.

Professional Development Schools. Specially structured schools in which the P–12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. PDSs require the institutional commitment of colleges and universities, school districts, and teachers' organizations.

Professional Education Faculty. Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

Professional Knowledge. The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Program. A planned sequence of courses and experiences leading to a degree or recommendation for a state license.

Program Approval. Process by which a state governmental agency reviews a professional education program to determine if it meets the state's standards for the preparation of school personnel.

Program Report. The report prepared by faculty responsible for a program (e.g. math education, elementary education) responding to Specialized Professional Association (SPA) standards.

Provisional Accreditation. An CAEP accreditation decision rendered by the Unit Accreditation Board following an initial visit that indicates that the unit is provisionally accredited, and has significant weaknesses related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

Rubrics. Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

SASB. Specialty Area Studies Board

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

School Faculty. Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

School Partners. P–12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

Service. Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

Skills. The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.

SPAs. Specialized Professional Associations. The national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are constituent members of CAEP and have standards for both students in schools and candidates
preparing to work in schools.

SPA Program Review. The process by which the specialized professional associations assess the quality of teacher preparation programs offered by an institution. (Institutions are required to submit their programs for review by SPAs as part of the CAEP preconditions process, unless the state's program standards have been approved by CAEP's Specialty Areas Studies Board for the review of institutions' teacher education programs.)

SPA Program Standards. Standards developed by national professional associations that describe what professionals in the field should know and be able to do.

SPA State Program Standards Review. The process by which the specialized professional associations evaluate the degree to which a state's program standards are aligned with the SPA standards. (In states where state program standards are judged to be substantially aligned with SPA standards, the state standards will be approved by CAEP's Specialty Area Studies Board, and CAEP will defer to the state's review of institutions' teacher education programs.)

SPA Report. The written findings (or a critique) by a specialized professional association of (1) an institution's programs for the preparation of teachers or other education professionals, or (2) a state's program standards.

SPA Report Rejoinder. (1) A unit's written response to a specialized professional association's review of the unit's teacher preparation programs. (2) A state's written response to a specialized professional association's review of the state's program review standards.

SPB. Specialty Area Studies Board

Standards. Written expectations for meeting a specified level of performance. Standards exist for the content that P–12 students should know at a certain age or grade level.

State Approval. Governmental activity requiring specific professional education programs within a state to meet standards of quality so that their graduates will be eligible for state

State Consultant. An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA/AFT state affiliate representative. The consultant provides clarification of state conditions and policies.

State Director of Teacher Education. State education agency official responsible for administering policies and programs related to teacher preparation and licensing.
State Professional Standards Board. State governing body with authority for teacher licensing, licensing of other school personnel, license renewal/revocation, and/or teacher education program approval within a state.

State Program Approval Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

State Program Review. The state education agency assessment of the quality of programs offered by a professional education unit.

State Program Standards Report. Documentation submitted to a SPA by a state that demonstrates how state program standards are aligned with SPA program standards.

State Protocol. Rules, procedures, and expectations for CAEP, the state, the state higher education commission (when applicable), and the unit for conducting joint state-CAEP site visits in CAEP partnership states.

State Standards. The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. In most states, college and university programs must meet state standards in order to admit candidates to those programs.

Student Teaching. Preservice clinical practice for candidates preparing to teach.

Students. Children and youth attending P–12 schools as distinguished from teacher candidates.

Technology, Use of. What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

Technology Education. The study of technology, which provides an opportunity for students to learn about the processes and knowledge related to technology that are needed to solve problems and extend human capabilities.

Third-year Review. A report prepared by CAEP three years following an accreditation visit that provides feedback to the unit based on annual reports submitted since the previous visit. This review is intended to help the unit focus on areas of continuing weakness, to indicate weaknesses that appear to have been corrected, and to indicate areas of emerging concern.

UAB. Unit Accreditation Board.

Unit. The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and

other school personnel, regardless of where these programs are administratively housed. Also known as the “professional education unit.”

Unit Head. The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

Unit Review. The process by which CAEP applies national standards for the

Weakness. A statement written in the Board of Examiners report indicating that a unit has not met expected levels