Please submit CAEP 2015 EPP Annual Report with this document. (Due April 17, 2015)

- **Foreign Language Requirement:** Include a self-evaluation of the assessment process and candidates’ abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

As a unit policy and as noted in the Teacher Education Handbook, each teacher candidate at MACU is required to reach the novice high level of proficiency in a foreign language. Teacher candidates can meet this requirement by receiving CLEP Exam Credit for two semesters of a foreign language, passing an approved foreign language test, or receiving college credit of at least eight hours. The professor of the foreign language course must provide documentation that the student meets the “novice high level” as defined by the American Council on the Teacher of Foreign Languages (ACTFL), and candidates must earn at least a “C” in the course. The Proficiency in a Foreign Language form is provided for documentation that this requirement is met. In transfer cases or cases where the Proficiency in a Foreign Language form cannot be signed, students must have a letter grade of “A” or “B” to fulfill the foreign language requirement.

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.

The Mid-America Christian University School of Teacher Education does not currently offer a graduate program.

- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

Teacher candidates are informed about teacher shortage areas during advisement, in monthly teacher candidate meetings, and in EDUC 2101-Educational Orientation. The shortage areas are also listed annually in the Teacher Education Handbook.

The nationwide teacher shortage area listing is used to determine shortages each year and can be found at [https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf](https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf)

- **Elementary Education:** Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate “no activity.”
Rubrics used for teacher candidate lesson plans, unit plans, teacher work sample, student teacher evaluation and others are revised annually to clarify areas which may not be measurable or well defined. These actions help teacher candidates to better understand the process and product that is expected of them in the School of Teacher Education.

As part of the candidates’ adaptations for diverse learners’ notebook that is created in the Exceptional Child class, the candidate will be required to include a section on ways to meet students’ cultural diversity. Faculty also set goals and will proceed to meet goals for integrating more cultural experiences in their courses with an emphasis on adaptation.

- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.

  - After looking at the data across all programs, it was determined that the EPP should create a required writing workshop to be taken before taking the OSAT. The workshop would be designed around constructing responses to questions like those posed on the state tests. Also, in regard to testing, it was determined that the EPP would work closely with MACU’s Student Success Center to create study groups to allow candidates to review skills necessary to pass the OGET.

  - The School of Music is administering a music theory/aural skills and music history pretest and posttest. Students must pass the pre and posttests with a 70% to move on to the next course in the theory/aural skills, or music history continuum. Students who do not pass the theory/aural skills or music history pretest with a 70% or better will be placed in either basic musicianship or music appreciation. Students not passing the posttest will receive tutoring until the exam is passed.

    An emphasis in world music is being addressed specifically in concert choir, music history, and methods courses. The outcomes of these courses will include a world music component. Kodaly and Orff will not only be introduced in the methods courses, but in the aural skills and music history courses as well.
• **Candidate Portfolios:** Include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity.”

The EPP has developed a Portfolio Guide to help candidates compile their portfolios as they progress through the program. Each year the Portfolio Guide is revised and/or updated to help candidates with this process.

• **Cooperative Efforts:** Discuss the P-12 cooperative efforts that have occurred in the past year.

The School of Teacher Education and the following PK-12 schools have collaborated in providing field experiences for our teacher candidates:

- Bethany High School
- Blanchard Elementary School
- Brink Jr High School
- Broadmoore Elementary School
- Bryant Elementary School
- Christian Heritage Elementary School
- Christian Heritage Elementary Secondary School
- Cleveland Elementary School
- Eastlake
- Fairview Elementary School
- Heritage Trails Elementary School
- Highland West Jr. High School
- Kelly Elementary School
- Lake Park Elementary School
- Red Oak Elementary School
- Madison Elementary School
- Moore High School
- Townsend Elementary School
- Westmoore High School
- Newcastle Middle School
- Newcastle Early Childhood Center
- Primrose
- Santa Fe Elementary School
- Wilson Elementary School
- Tuttle Middle School
Southmoore High school  
Southgate Rippeto  
Norman North High School  
Bridge Creek Middle School  
Bridge Creek High School

These schools represent a wide variety of diverse settings and situations for the candidates. Because we want to ensure that our candidates have positive experiences in their observations and in their participation in field experiences, candidates have begun to rate the teachers in the field, both in performance and in their ethnicity. These ratings will be collected to help determine the most effective cooperating schools and/or cooperating teachers.

The EPP also works closely with P-12 adjunct instructors who help to ensure our candidates are learning current best practices. Our adjuncts include principals, and high school, middle school, and elementary teachers who are currently working in the field.

- **Faculty Professional Development:** Summarize the professional development that focused on unit faculty members’ ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

  - All program coordinators attend their annual specialized professional association annual conference. They not only stay current with SPA standards and practices, but enjoy sessions about their specific area to enhance their knowledge of current best practices.
  - All faculty participate in MACU’s Celebration of Culture events which lends itself to class discussions regarding diversity.
  - Reading conferences were attended by our reading faculty
  - All Department/School chairs attended the State of Creativity Forum
  - All those represented on the Teacher Education Committee attend the annual OACTE/OEQA/OATE fall conference to not only learn about program review but also to attend timely breakout sessions.

- **Arts & Sciences Faculty:** How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

  The arts and sciences faculty are members of the Teacher Education Committee, they volunteer in the public schools, and they are required to attend the annual OACTE/OEQA/OATE Fall Conference. They also teach the subject area for the secondary and the four-by-twelve courses for elementary education and are responsible for program reviews.
The arts and sciences faculty also created and maintain a list of artifacts in their subject area courses for the teacher education candidates’ portfolio. This helps to provide evidence of candidate content knowledge and pedagogical content knowledge. Professors in the College of Arts and Sciences who have education students in their courses also agreed to add a section in their syllabi for portfolio development. Assignments have been adjusted to allow education students to meet the portfolio requirement by providing an alternate assignment, i.e., teacher candidates would present a lesson plan while non-education majors shared class presentations.

Finally, arts & sciences faculty who have a specialized professional association in conjunction with their content area attend the SPA conference annually and all are trained as program reviewers in their respective subjects.

- **Public School Direct Contact:** Report the number of hours each faculty member spent in meaningful contact with P-12 students.

### Chart of Volunteer Hours for 2013-2014

<table>
<thead>
<tr>
<th>MACU Faculty Serving Teacher Education 2013-2014 Public School Volunteer Hours</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fowlkes, Carol – Subject Area Faculty – Sec. Math Tutoring students for ACT math portion</td>
<td>10</td>
</tr>
<tr>
<td>Clark, Daniel – Subject Area Faculty – Sec. Soc. Studies Reading/Civil War discussions with 4th graders</td>
<td>10</td>
</tr>
<tr>
<td>Mark Harris – Subject Area Faculty – Sec. English Graded essays for district Reflections Essay and Art Contest</td>
<td>12</td>
</tr>
<tr>
<td>Christian Morren - Subject Area Faculty – Sec. Music Volunteer for McKinley Orchestra all night lock-in</td>
<td>10</td>
</tr>
<tr>
<td>Hinkle, Vickie – Professional Ed. Faculty Pen pals with a 1st grade class, reading workshop buddies in a junior high setting, and emergent literacy assessments with kindergarten</td>
<td>30</td>
</tr>
<tr>
<td>Rehbein, Esther – Professional Ed. Faculty Graded essays/art for district Reflections Essay and Art Contest</td>
<td>12</td>
</tr>
<tr>
<td>Hoyt, Kristen – Professional Ed. Faculty Graded essays for district Reflections Essay and Art Contest</td>
<td>12</td>
</tr>
</tbody>
</table>
• **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

The MACU library constitutes the largest learning resource available to teacher candidates. The library is housed in Kennedy Hall, completed in January of 2014. The library features state of the art technology including Apple computers that are capable of running Windows as well. Professional librarians are responsible for the operation of all aspects of the library, assisted by trained support staff and student employees who provide over seventy hours of service per week. There is also a 24 hour live chat option available through the website to access library assistance continuously. The library includes a large computer lab suitable for use as a classroom that is equipped with 24 computers networked to a laser printer. A cluster of computers located in a separate area of the library is dedicated largely to Internet research and e-mail. All computers in the library, and on campus, feature high-speed Internet connectivity through both wireless and Ethernet networks.

The library contains over 40,000 print volumes, over 153,000 electronic books, and over 32,400 online periodical titles including some titles (such as the Professional Development Collection) specifically aimed at Teacher Education. There are also over 4,100 online government documents and some print periodical titles maintained for browsing purposes. The library participates in the OK-Share state-wide library circulation system as well as Interlibrary Loan (ILL), an international system for sharing of library resources.

The EPP has access to excellent library, curricular, and electronic resources. It is supported by the university’s aggressive development of technology and training made available to faculty in the use of information and instructional technologies in classrooms that are technology ready. As a result of this commitment, teacher candidates and faculty are supported by a well-defined system which, in turn, benefits the university’s partners and the education community. This system positions the unit to model effectively its conceptual framework by providing the resources and facilities to help candidates become effective professional educators.

• **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates.

The unit provides a program for those qualifying for alternative placement certification. Those making inquiries about alternative placement are advised by the Director of Teacher Education regarding eligibility and the process by which they can attain alternative certification. This information is maintained in the office of the Director of Teacher Education. Each course is offered in a one night per week format and runs in 8-week increments. Syllabi from the traditional programs are used to ensure rigor and fairness.
The following plan is in place for the eighteen credit hour options for alternative placement as required by Oklahoma statutes:

**Eighteen** semester hours option:
Courses:
- EDUC 2103: Educational Foundations
- EDUC 3103: Educational Psychology
- EDUC 4103: Exceptional Child
- EDUC 3203: Instructional Technologies
- EDUC 4203: Instructional Strategies, Management and Assessment I
- EDUC 4213: Instructional Strategies, Management and Assessment II

- **Input from Stakeholders:** State the procedure used to inform the public regarding the institution’s teacher education program and the manner through which public input is solicited and received.

The unit and the Teacher Education Committee meet monthly and consistently review, evaluate, and revise the Teacher Education programs. The Teacher Education Committee is a resource in receiving vital input about its programs from its stakeholders. The Committee is composed of the School of Teacher Education professional faculty, the Chair from each of the secondary programs that MACU offers, other general education faculty who have candidates in their classrooms, two principals from the community, two teachers from the community, and a teacher candidate. All constituents serve on subcommittees. Program revisions or the addition of new courses are suggested by the Director of Teacher Education and subcommittees. If the Teacher Education Committee approves revisions, the information is presented to the faculty of the College of Arts and Sciences for approval. This action is then presented to the University Senate for discussion and final approval. New program proposals follow the same procedures. Upon approval by the faculty, recommendations are then forwarded to the Board of Trustees for final approval, if necessary. The Board of Trustees consists of business and community leaders. The University President, Vice President for Academic Affairs (VPAA), Deans from the College of Arts and Sciences as well as Student Life, faculty, parents, and cooperating teachers are all invited and many attend a student teacher reception held each semester. Candidates share about their experiences. Portfolios and Teacher Work Samples are on display, and feedback is welcomed from all stakeholders at the event. Feedback is also provided by the cooperating teachers on a one-on-one basis. At the conclusion of each student teaching placement, cooperating teachers are asked by the university supervisor for input to improve the experience.

Subject area and/or professional education faculty also receive input from principals during a candidate’s first year of teaching. University faculty visit a candidate in his or her first year of teaching at least six times, giving feedback and encouragement. At the completion of the experience, a survey is given to the principal at the location for additional feedback about our candidates’ preparation and/or the unit’s programs.
Even though not required by the state, field experience in EDEL 4304 Diagnostic and Prescriptive Reading requires early childhood and elementary candidates to conduct reading assessments and to design and deliver appropriate lessons to individual students in an after-school program. Candidates work with students twice a week for 12 weeks for a total of 24 hours. Conferences are also held with parents/guardians giving them feedback on the students’ progress and future recommendations.

The procedures used to inform the public regarding the institution’s teacher education program and the manner through which public input is solicited and received is reported annually to the Oklahoma Commission for Teacher Preparation and is posted on the Institution's website with feedback available to any outside source.
THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST BOE VISIT

If you were assessed an Area for Improvement (AFI) at your last Board of Examiners visit on any of the following State Requirements please indicate what progress has been made toward correcting the AFI.

OKLAHOMA STATE REQUIREMENTS

1. Candidate Portfolios
2. Foreign Language Requirement
3. Input from Stakeholders
4. Content and Pedagogical Preparation
5. Advisement
6. Field Experiences (Student teaching minimums)
7. Admission Requirements
8. Exit Requirements
9. Faculty Professional Development
10. Alternative Placement Program

MACU’s last accreditation visit was November 2-4, 2014. There were no AFIs cited.