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?

Foreign Language Competency – Teacher candidates at MACU meet the requirement of scoring at the Novice-High Level in a foreign language in one of the following methods:

- CLEP Exam credit for two semesters of a foreign language
- Approved foreign language test
- College credit of at least eight (8) hours
  (The professor of these courses at Mid-America Christian University must provide documentation that the student meets the “novice high level” as defined by the American Council on the Teacher of Foreign Languages.)

If candidates transfer courses in foreign language, they are required to provide documentation of the novice-high level and/or have a course grade of an A or B.

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

MACU submitted a Masters of Education in Administration program to OCTP for approval. It was recognized with conditions due to lack of data.

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, in EDUC 2101 Educational Orientation, and shortage areas are also listed in the Teacher Education Handbook.

An Early Childhood Program was also created and submitted to OCTP for approval. The program was recognized with conditions (due to lack of data).

Elementary Education: Please describe any changes which have been made to strengthen the elementary education program. If no changes have occurred, indicate “no activity.”

In order to maximize the success of field and clinical experiences, the MACU School of Teacher Education has continued to work at improving in-service opportunities for our
candidates. Partner schools have been established for our methods courses where candidates are participant observers, assisting in lessons associated with their particular course. Candidates are also required to develop lesson plans to teach during each course for evaluation by their university course instructor and cooperating teacher. A partnership with a local elementary school was also established for our elementary education candidates to conduct reading assessments and design and deliver appropriate lessons to individual children in an after-school program. Conferences are also held with parents and/or guardians, giving them feedback on the student’s progress and to give any future recommendations. After their field experiences, candidates are required to write reflections which are evaluated by course instructors using a rubric. Rubrics are also used to assess candidate performance while teaching the students. The evaluation results for each experience are entered into databases so that candidate dispositions and performances can be tracked throughout their work in schools, and to also aid in data-driven decision making.

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

To increase low constructed response scores on the OSAT for Elementary Education, faculty implemented more practice with applying candidate content knowledge by writing reflections to apply this knowledge to classroom situations. This was implemented to not only improve constructed response scores, but to also increase our candidates’ understanding of applying theory to practice.

Data revealed a low sub-area score in Trigonometry and Calculus. MACU did not offer a required Trigonometry course for Secondary Mathematics majors. A proposal was written for a new course in this area to help strengthen candidate proficiency in Trigonometry. To increase candidate achievement in Calculus, lab time was increased.

Based on Secondary Social Studies data and to aid in meeting NCSS standards, two assessments were added to ensure that all SPA standards were being met. The first was the addition of a National Government Research Paper. This met NCSS standards 1.5, 1.6, and 1.10. Also, it was put in place to help students enhance their writing skills and research methods. The second assessment that was added was a Human Geography PowerPoint project.

Based on program review and candidate data, changes in the Elementary/Secondary Vocal Music program included creating and implementing a School of Music Handbook, instating auditions and graduation checkpoints, creating rubrics for all applied instrument lessons and juries, updating course descriptions to reflect current best practices, and establishing an overseas study abroad program between the Festival of Life in Sicily, Italy and MACU. Additional highly qualified faculty members were hired—two DMAs, one ABD, and one music therapist. To address deficiencies in music education curriculum, improvements were made in Music History and Literature, Applied Lessons, Choir, and Music Theory.
Two areas of concern based on data collection and analysis in Secondary English included: (1) Sub-Area 5 *Constructed Response* of the OSAT and (2) grammar and mechanics skills.

To address the concern of low constructed responses on the OSAT, the course ENGL 3503 Advanced Composition was identified as the place in the program to improve the skills for writing a constructed response. Documentary films and accompanying writing assignments were added to the course as well as increased discussion of proper construction of written responses. Data collected throughout the course indicated increased competency in these skills. To address deficiencies in grammar and mechanics skills, the program will incorporate use of the assessment of grammar and mechanics skills on both the lesson plan and the unit plan. Further, the content of ENGL 4203 Grammar and Mechanics is under review and will be revised for the next offering of the course. The course will also be assigned to a different School of English faculty member from the previous instructor under whose instruction data were collected.

- **Candidate Portfolios:** Include changes or revisions in written policies, technology, assessment rubrics, or development of philosophy. If no changes have occurred, indicate “no activity.”

To show stronger evidence that a candidate knows and can demonstrate the content knowledge in his or her discipline, program coordinators compiled a list of artifacts in the various subject area courses. Candidates submit rationales along with the artifacts under Standard One: Scholarship, Competency One: Subject Matter. This also strengthened evidence of meeting SPA standards.

In addition, Portfolio Guides were created in each program to assist candidates in aligning their coursework with the conceptual framework. Candidates still have the opportunity to select and align artifacts of their own choosing and verify alignment through their rationale statements.

- **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  
Brink Jr. High  
Broadmoore High School  
Bryant Elementary  
Christian Heritage Academy (Sec.)  
Christian Heritage Academy (Elem.)
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 the opportunity to rate the teachers in the field. These ratings are collected to help determine the most effective cooperating schools and/or cooperating teachers.

- **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.

Faculty members took advantage of the following professional development opportunities:

National SPA Conferences:
- National Association for the Education of Young Children (NAEYC) Annual Conference
- Association for Childhood Education International (ACEI) Conference
- National Council of Teachers of Mathematics (NCTM) Conference
- National Council for Teachers of English (NCTE)
Other Conferences:

- Effective Assessment Practices: Assessment Tools for Student Learning
- Arizona Field Ornithologists
- National Association of Teachers of Singing - Conference Fall 2011
- Oklahoma City Symphony Pops - 4th of July performance - 2011
- Oklahoma City Symphony - A Very Merry Pops - 2011

Coursework:

- EDLE 6233 - Critical Issues in Higher Education, OSU
- EDLE 6753 - History of American Higher Education, OSU
- EDLE 6803 - Administration in Higher Education, OSU
- EDTC 6423 - Trends and Issues in Educational Technology, OSU
- EDLE 6603 - Organizational Theory in Higher Education, OSU
- CIED 6030 - Effective Teaching: Colleges and Universities, OSU

- **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 OACTE/OCTP/OATE Fall Conference annually. They also teach the subject area for the secondary and the four-by-twelve courses for elementary education, assist in portfolio development, and are responsible for program reviews.

Professors in the College of Arts and Sciences who have education students in their courses add portfolio development to their syllabi. Assignments have been adjusted to allow education students to meet the portfolio requirements by providing an alternate assignment, i.e., teacher candidates would present a lesson plan while non-education majors shared class presentations.

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

<table>
<thead>
<tr>
<th>MACU Faculty Serving Teacher Education 2011-2012 Public School Volunteer Hours</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fowlkes, Carol – Subject Area Faculty Tutoring high school students in math</td>
<td>10+</td>
</tr>
<tr>
<td>Higgins, Alton, Subject Area Faculty Science presentations at three elementary schools</td>
<td>6</td>
</tr>
<tr>
<td>Harris, Mark – Subject Area Faculty</td>
<td>0</td>
</tr>
<tr>
<td>Morren, Christian – Subject Area Faculty Feedback and advice to candidates through observations Aide in music program at a Norman elementary school</td>
<td>20</td>
</tr>
</tbody>
</table>

January 2013
- **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

The technology budget provided the following that supported the MACU teacher education program:

- $2,500 for computer lab in the student center
- $80,000 for Desire2Learn for online course companion
- $30,000 for Director of Academic Technology to focus on classroom technology support
- $3,500 for classroom wireless Internet

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

Advisors, who have an appointment with a candidate inquiring about alternative placements, educate the candidate on the alternative certification by explain the following:

- The State Department of Education’s application and procedures for alternative certification
- An explanation of the differences between a traditional program of certification and the alternative routes to certification
- What the alternative placement allows and does not allow
- Coursework requirements
- MACU’s alternative certification course offerings

- **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 MACU website and its monthly publication, The Mid-American, inform the public and stakeholders about the institution’s teacher education program.
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

AFI:
“The team could find no evidence of an alternative placement program at MACU. There was availability of an Alternative Placement packet should someone inquire, but there needs to be a plan of action should someone wish to pursue a program through alternative routes.”

Action:

MACU now has an alternative placement program in place. Candidates, who wish to go through alternative placement, can attend courses at MACU that have been put in place specifically for this purpose. The following courses, adapted from the traditional program course offerings, are offered in eight-week increments, one night a week and four hours in length:

- Educational Foundations
- Educational Psychology
- Instructional Strategies, Management & Assessment I
- Instructional Strategies, Management & Assessment II
- Instructional Technology
- Exceptional Child