



*Oklahoma Commission  
for  
Teacher Preparation*

**PROGRAM APPROVAL/  
PROGRAM ACCREDITATION  
ANNUAL REPORT**

**2003-2004**

*Student Success Through Quality Teaching*

## **Program Approval**

The program approval area of OCTP oversees all teacher education program accreditation activities. In this capacity, OCTP is responsible for: (a) conducting assessments of teacher education programs, (b) providing training and assistance on accreditation and program standards, and (c) monitoring changes in program quality.

### **Unit Accreditation**

Every five to seven years, each teacher preparation program is evaluated for accreditation purposes based on state requirements and the standards of the National Council for Accreditation of Teacher Education (NCATE). At institutions that are affiliated with NCATE, the accreditation process includes both national and state evaluation teams; trained state educators evaluate institutions seeking only state accreditation. Because both the state and national teams use NCATE standards for evaluation purposes, even schools that are not affiliated with NCATE are measured against national standards.

The accreditation process ensures that teacher preparation programs are providing teacher candidates with a knowledge-based education that includes multiple performance measures. It also provides a means of assessing the quality of faculty members serving in the teacher education unit, the diverse learning opportunities available to our teacher candidates, and the caliber of students being admitted for teacher candidacy.

### **Accreditation Decisions** **2003-2004**

**Northeastern State University**  
Continuing State/NCATE Accreditation

**Bacone College**  
Provisional State Accreditation

**Oklahoma City University**  
Continuing State Accreditation

## Northeastern State University

Northeastern State University originated in 1846 from an authorization of the Cherokee National Council to establish a National Male Seminary and a National Female Seminary in order to fulfill a treaty requirement that public and higher education be provided for the Cherokees. Today, Northeastern is the fourth largest public university in Oklahoma with a spring 2003 enrollment of 8378 students. Northeastern employs eight hundred full-time faculty and staff members on its main campus in Tahlequah and at its branch campuses in Broken Arrow and Muskogee. Students may take classes interchangeably at the three campuses, and faculty from the main campus may be assigned to teach in classes at the branches.

The College of Education houses four departments that offer a total of twenty-five certification programs at both the initial and advanced levels. The NSU Teacher Education program is currently the largest in Oklahoma with 1,922 education majors (fall 2003). The visit was a joint Oklahoma/NCATE visit conducted by five NCATE BOE members and a three-member state team.

The team report highlighted the following:

- Candidates, in both initial and advanced programs, exhibit a high level of knowledge and skills in their content area and the delivery of instruction and other school services.
- The unit utilizes an assessment system that generates multiple data on candidate qualifications and performance, as well as on unit operations, which is used for program improvement.
- The reflective journals of candidates in field experience document varied activities that promote growth. Evaluative instruments are clearly aligned with the conceptual framework.
- The Native Scholars Program has recruited candidates from nine different Native American tribes from Oklahoma to work with Native American students in public schools.
- The Northeastern Center for Teaching and Learning provides service to more than 700 students on the NSU branch campuses via videoconference delivery.

At its March 21-April 1, 2004 meeting, the Unit Accreditation Board (UAB) of the National Council for Accreditation of Teacher Education (NCATE) granted continuing accreditation to the College of Education at Northeastern State University at the initial and advanced levels. In their letter, the UAB offered "special congratulations" to NSU because no official areas for improvement were cited by the Board relative to any of the standards. The Oklahoma Commission for Teacher Preparation also congratulated NSU on its accomplished performance at its accreditation hearing in June 2004.

## Bacone College

*Bacone College, a four-year private institution affiliated with the American Baptist Church, was chartered in 1880 under the direction of missionary leader, Almon C. Bacone. A model of ethnic diversity, Bacone prides itself on its central commitment to serve the educational needs of Native American students. The four words on the institution's visual model summarize the Bacone mission: faith, wisdom, service and heritage. At the time of the visit in spring 2004, Bacone College offered initial teacher preparation programs in Early Childhood, Elementary and Health and Physical Education.*

*The accreditation visit resulted in Provisional State Accreditation. Five of six NCATE/State standards were met and nine of the ten state requirements were met. Since the unit was in the early stages of operation, it was unable to provide all the data required by the NCATE/State transition plan for Standard One. A focused visit on this standard will be conducted in spring 2006. At this point, a cohort of candidates will have completed the programs, and necessary data should be available.*

*The accreditation team noted the following findings:*

- *Candidates have satisfactorily fulfilled the requirements for Checkpoint One related to Standard 1. Rubrics and procedures are in place to collect the required data for Checkpoints I-IV.*
- *The conceptual framework is thoroughly and consistently embedded in the assessment system, and in the individual assessment components designed by the unit.*
- *All candidates complete 85-100 hours of field experience prior to a sixteen-week student teaching internship. The field experience sites assure a variety of diverse experiences.*
- *Bacone is one of the most diverse higher education institutions in the United States. Of the total student population, 39% of students are American Indian, 35% are white, 21% are African-American, and 4% are Hispanic. 47% of the general education faculty self-identified minority ethnic status.*
- *Faculty in the unit are well qualified and have extensive higher education and public school experience.*

*Areas for Improvement Identified in the site visit report include:*

- *Data is inadequate to meet the transition plan (for Standard 1), and the unit is unable to prove that candidates have the necessary knowledge, skills and dispositions to help all students learn.*
- *Present library holdings hinder the unit's ability to prepare candidates to meet the institutional, state and program standards.*

# Oklahoma City University

*Oklahoma City University, a private United Methodist-related institution, attracts students from 48 states and 67 countries. The university traces its roots to Epworth University that was chartered three years prior to statehood in 1904. OCU offers a low student/faculty ratio and prides itself on the delivery of a quality, personalized higher education experience to its students. Housed in the Petree College of Arts and Science, the OCU Department of Education offers 12 initial level programs with an enrollment of more than 70 candidates.*

*The accreditation visit resulted in continuing state accreditation with all six NCATE/state requirements met, and nine of ten state requirements met.*

*The accreditation team noted the following observations during the site visit:*

- *Documents and interviews provided evidence that the OCU faculty prepare candidates to be well prepared teachers and leaders.*
- *OCU candidates perform well on the certification examination.*
- *Candidates have a wide variety of field experiences in multiple settings that include both urban and suburban settings with diverse student populations.*
- *The Department of Education is committed to preparing candidates who are ready to teach in a multicultural and ethnically diverse world, and who are prepared to meet the needs of all students.*
- *OCU is a GEAR-UP partner with four middle schools in the Oklahoma City Public Schools district. OCU faculty participate in tutoring and mentoring public school students on a regular basis.*
- *The OCU leadership team is committed to addressing the financial issues that have challenged the unit in past years.*

*The team cited the following Areas for Improvement:*

- *The unit does not have a fully developed assessment system to regularly and systematically analyze data to evaluate and improve the unit programs.*
- *No connection is made between the field experience and conceptual framework in the assignments or the course syllabi.*
- *No evidence was available to document that faculty development is and has been occurring throughout the unit.*

## Accreditation Status Report

Institution	Status	Next Site Visit
Bacone College (BC)*	State Provisional	Focused Visit Standard 1 Spring 2006
Cameron University (CU)	Continuing	Fall 2007
East Central University (ECU)	Continuing	October 23-27, 2004
Langston University (LU)	Continuing with Conditions	Spring 2005
Mid-America Christian University (MACU)*	State Continuing NCATE Initial	Fall 2005
Northeastern State University (NSU)	Continuing	Fall 2010
Northwestern Oklahoma State University (NWOSU)	Continuing	November 6-10, 2004
Oklahoma Baptist University (OBU)	Continuing	Fall 2008
Oklahoma Christian University (OC)	Continuing	Fall 2005
Oklahoma City University (OCU)**	State Continuing	Spring 2009
Oklahoma Panhandle State University (OPSU)	State Continuing NCATE Continuing First Revisit	Fall 2008
Oklahoma State University (OSU)	Continuing	Spring 2006
Oklahoma Wesleyan University (OW)**	Continuing	Spring 2008
Oral Roberts University (ORU)	Continuing	Fall 2006
Southeastern Oklahoma State University (SOSU)	Continuing	Spring 2009
Southern Nazarene University (SNU)	Continuing with Conditions	Focused Visit Fall 2004
Southwestern Oklahoma State University (SWOSU)	Continuing	Fall 2006
St. Gregory's University (SGU)*	State Continuing	Fall 2007
University of Central Oklahoma (UCO)	Continuing	Spring 2008
University of Oklahoma (OU)	Decision Pending	Pending
University of Science & Arts of Oklahoma (USAO)	Continuing	Fall 2008
University of Tulsa (TU)	Continuing	Fall 2005

\* State Accreditation only

\*\* Institutions currently holding State Accreditation and seeking National Accreditation

## **Portfolio Assessment**

As part of each teacher candidate's educational experience, a portfolio is developed that emphasizes Oklahoma's 15 General Competencies for Licensure and Certification. Candidate portfolios provide an opportunity for teacher candidates to critically evaluate what teachers need to know to be successful and to consider different types of learners and school environments. The activities and field experiences, which are described and reflected on in a candidate's portfolio demonstrate the knowledge, skills and dispositions teacher candidates acquire during their teacher preparation.

A team of trained evaluators assesses each institution's portfolios on a 5 to 7-year rotating basis. The evidence of the 15 General Competencies of this assessment is to determine if the philosophy of the teacher education program is being realized in the students' educational experiences and to ensure that institutions are providing candidates with the necessary knowledge base to be a successful teacher.

***The following institutions participated in  
successful portfolio assessments in 2003-2004:***

**Oklahoma State University**

## Program Review

Each program area (e.g., math, reading, etc.) within a teacher education unit is required to submit a review as part of the assessment process. Individual programs are evaluated based on the standards of national learned societies and/or state approved standards. For example, the International Reading Association (IRA) has created a set of competencies that should guide all reading programs in Oklahoma. The standards of the IRA were then integrated with the Oklahoma State Competencies and an assessment measure for reading programs was created. For each learned society that is affiliated with NCATE this process has occurred. When a program is not directly affiliated through NCATE (e.g., driver's education), state standards were utilized as the foundation for program review.

Prior to the initiation of this assessment process, only five programs in the State of Oklahoma were nationally recognized. Currently, there are 286 teacher preparation programs at universities in the state of Oklahoma. Those meeting state and/or national standards are listed below. As the assessment process continues, it is our goal for all NCATE affiliated schools to have multiple programs receive national recognition.

One complete five-year cycle of program review was finished in December of 2002. Institutions now complete program reviews on a five or seven-year cycle. Please note that many programs are still under review. Listings do not reflect the total number of programs that may be in compliance since some reviews are still in progress.

# Program Areas in Compliance with National and/or State Standards

## Cameron University

Art  
Early Childhood  
Elementary  
English  
Foreign Language  
Mathematics  
Music  
Science  
Social Studies  
Special Education

## East Central University

Art  
Business  
Early Childhood  
Education Administration  
Elementary  
English  
Family and Consumer Science  
Library Media (Advanced)  
Mathematics  
Music  
Physical Education  
Reading  
School Counseling  
School Psychology  
School Psychometry  
Science  
Social Studies  
Special Education  
Speech and Drama

## Langston University

Early Childhood  
Elementary Education  
English  
Family and Consumer Science  
Mathematics  
Music  
Technology Education

## Mid-America Christian University

(non-NCATE)  
Elementary  
English  
Mathematics  
Music

## Northeastern Oklahoma State University

Business  
Driver's Education  
Early Childhood (Initial)  
Early Childhood (Advanced)  
Education Administration  
Elementary  
English  
Foreign Language  
Library Media (Advanced)  
Mathematics  
Music  
Reading  
School Counselor  
Science  
Special Education  
Special Education (Advanced)  
Speech/Drama/Debate  
Speech Pathology  
Technology Education

## Northwestern Oklahoma State University

Business  
Early Childhood  
Elementary  
English  
Foreign Language  
Mathematics  
Music  
Physical Education  
Reading  
School Counseling  
Science  
Social Studies  
Special Education  
Speech and Drama

Oklahoma Baptist University

Art  
Early Childhood  
Elementary  
English  
Mathematics  
Social Studies  
Special Education  
Speech and Drama

Oklahoma Christian University

Early Childhood  
Elementary  
English  
Mathematics  
Music  
Social Studies  
Special Education  
Speech and Drama

Oklahoma City University

(non-NCATE)  
Early Childhood  
Elementary  
Music  
Science

Oklahoma Panhandle State University

Agriculture  
Business  
Elementary  
English  
Mathematics  
Music  
Science  
Social Studies

Oklahoma State University

Agriculture  
Early Childhood  
Elementary  
English  
Library Media (Advanced)  
Mathematics  
Music  
Physical Education

School Psychology  
School Psychometrist  
Science  
Social Studies  
Special Education  
Speech & Language Pathology

Oral Roberts University

Art  
Business  
Early Childhood  
Education Administration  
English  
Foreign Language  
Health  
Mathematics  
Music  
Science  
Social Studies

Oklahoma Wesleyan College

Business Education  
Elementary  
English  
Mathematics  
Music  
Science

Saint Gregory's University

(non-NCATE)  
English  
Mathematics  
Science  
Social Studies

Southeastern Oklahoma State University

Art  
Business  
Elementary  
English  
Mathematics  
Music  
Reading  
School Counselor  
School Administration  
Spanish  
Special Education

Southern Nazarene University

Early Childhood  
Elementary  
English  
Foreign Language  
Mathematics  
Music  
Speech and Drama

Southwestern Oklahoma State University

Art  
Early Childhood  
Elementary  
English  
History  
Mathematics  
Music  
School Counselor  
School Psychometrist  
Social Studies  
Special Education  
Technology Education

University of Central Oklahoma

Allied Health  
Art  
Business  
Driver's Education  
Early Childhood  
Early Childhood (Advanced)  
Education Administration  
Elementary  
English  
Family and Consumer Sciences  
Foreign Language  
Health  
Library Media (Advanced)  
Mathematics  
Music  
Physical Education  
Reading  
School Counselor  
Science  
Social Studies  
Special Education  
Speech

Speech & Language Pathology  
Trade and Industrial

University of Oklahoma

Early Childhood  
Elementary  
English  
Foreign Language  
Library Media (Advanced)  
Mathematics  
Music  
Reading  
School Counselor  
Science  
Social Studies  
Special Education  
Speech Pathology

University of Science and Arts of Oklahoma

Art  
Business  
Deaf Education  
Early Childhood  
Elementary  
English  
Mathematics  
Music  
Physical Education  
Science

University of Tulsa

Art  
Deaf Education  
Elementary  
English  
Foreign Language  
Mathematics  
Middle Level Education  
Music  
School Counselor  
Science  
Social Studies  
Speech Pathology



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