

# 2009 Part C of the AACTE / NCATE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	10621	<b>AACTE SID:</b>	4385
<b>Institution:</b>	Southwestern Oklahoma State University		
<b>Unit:</b>	Department of Education	<b>Deadline to Submit Final Version of Part C:</b>	01/31/2010
<b>Next Accreditation Visit:</b>	S13	<b>Last Accreditation Visit:</b>	F06

## Section 2 - Individual Contact Information

<b>Unit Head Name:</b>	Dr. Ruth Boyd	<b>Unit Head Title:</b>	Department Chair
<b>Unit Head Email:</b>	ruth.boyd@swosu.edu	<b>Unit Head Phone:</b>	(580) 774-3143
<b>Unit Head Fax:</b>	(580) 774-7154	<b>Institution Unit Phone:</b>	(580) 774-3158
<b>2nd Unit Head Name:</b>		<b>2nd Unit Head Title:</b>	
<b>2nd Unit Head Email:</b>		<b>2nd Unit Head Phone:</b>	
<b>2nd Unit Head Fax:</b>			
<b>1st NCATE Coordinator:</b>	Dr. Ray Read		
<b>1st Coordinator Title:</b>	Assistant Professor	<b>1st Coordinator Email:</b>	ray.read@swosu.edu
<b>1st Coordinator Phone:</b>	(580) 774-3235	<b>1st Coordinator Fax:</b>	(580) 774-7154
<b>2nd NCATE Coordinator:</b>			
<b>2nd Coordinator Title:</b>		<b>2nd Coordinator Email:</b>	
<b>2nd Coordinator Phone:</b>		<b>2nd Coordinator Fax:</b>	
<b>3rd NCATE Coordinator:</b>			
<b>3rd Coordinator Title:</b>		<b>3rd Coordinator Email:</b>	
<b>3rd Coordinator Phone:</b>		<b>3rd Coordinator Fax:</b>	
<b>CEO Name:</b>	Randy Beutler		
<b>CEO Title:</b>	President	<b>CEO Email:</b>	randy.beutler@swosu.edu
<b>CEO Phone:</b>	(580) 774-7193	<b>CEO Fax:</b>	(580) 774-7101

## Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

206

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

## Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

- Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

Program	Level	Degree Level	# of Candidates Enrolled	Action
Education Administration	ADV	Master	114	Changed
School Counseling	ADV	Master	32	Changed
Early Childhood	ADV	Master	3	Changed
School Psychometry	ADV	Master	5	Added
Reading Specialist	ADV	Master	8	Added

2. Addition or removal of a level of preparation(e.g., a master's degree).

IIP Level removed: Master's Program(s) for First-time Teachers (e.g. M.A.T.)

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.

7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.

8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner(e.g., the institution Has contracted with an external entity to deliver all master's programs).

9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

## Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

none

## Section 6. Unit Standards

### Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A Reading Specialist Program was submitted to the OK Commission for Teacher Preparation for initial approval due to requests by public school teachers in our service area. It was reviewed and not recognized in May of 2008. A revised report was submitted February 1, 2009. It was recognized with conditions. Six graduates completed the program during the 2008-9 academic year. In English Education, we have instituted a new course, Young Adult Literature (LIT 4013 right now; after approval it will be LIT 4233). This change came about as a result of NCATE suggestion, student comments during their exit interviews and faculty awareness of trends in English Education. This required a world language course be dropped to keep credit-hour requirements for the major the same. The course is pending approval by OK State Regents for Higher Education. There is a new portfolio artifact list, by major, provided for all candidates to use as a reference. This gives candidates specific examples of acceptable portfolio artifacts (these are often assignments in specific courses) that are program specific. Scoring rubrics for Levels 3 and 4 of the professional portfolio have been revised due to some requirements being revised or eliminated. Rather than requiring 10 of the 15 Oklahoma Competencies be completed for the Level 3 portfolio, 12 are now required. Faculty determined that this would enable student teachers to focus more on their teaching and less on paperwork required for completion of the Level 4 portfolio. Scoring rubrics for the Culminating Performance Assessment, completed during student teaching, are now content specific for Early Childhood and Special Education. All program reports have either been Recognized or Recognized with Conditions. Those Recognized with Conditions have submitted a Response to Conditions that are currently being reviewed. The OK State Regents for Higher Education approved a name change from Bachelor of Science in Education – Special Education to Bachelor of Science in Education Mild/Moderate Special Education in December, 2009. Along with the name change, course requirements were changed to add more reading courses to replace those in Severe/Profound special education. This brings our program in line with recommendations from the Council for Exceptional Children.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

1. Candidates in the Secondary Principal program do not achieve the state pass rate on the licensing exam.	(ADV)
--	-------

**Please indicate how the unit has addressed these Areas for Improvement.**

During the 2008-9 academic year, 27 of 45 candidates passed the Secondary Principal certification exam (60%). This compares to the state wide pass rate of 53% for the same time period. The pass rate for the Principal Common Core exam (also required) during the same time period was 88% (48 out of 54) which also exceeded the state average. The average of SWOSU candidates on both exams would be 75%. This is significantly better than the 44% pass rate on the Secondary Principal exam reported for 2005-6.

**Standard 2. Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Survey data from students in the Educational Administration Master's Degree Program indicated that the orientation meeting on a week night required each semester for all students enrolled in EDAD 5413 Educational Administration Internship was not effectively preparing students to complete the numerous requirements of the Internship. Faculty determined that the required orientation meeting would be scheduled for a Sunday on campus to avoid conflicting with school district activities and to facilitate the commute that, for some students, was as much as 5 to 6 hours one-way. All 50 Fall 2009 interns were present and their responses on written evaluations were overwhelmingly positive with 100% assigning a rating of "Agree" or "Strongly Agree" for items rating the day's benefit, helpfulness, effectiveness and need to continue in the future. Results from student teacher exit interviews indicated the need for more instruction in the area of classroom management. A half day seminar on classroom management was added on Student Teacher Return Day. A new unit of study on classroom management theories has been added to the Principles Of Teaching Elementary School (ELEM 4833). As a result of feedback from student teacher exit interviews, split student teacher assignments are made for Early Childhood majors. This would typically involve six weeks in PK and six weeks in 1st grade classrooms.

**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

1. Data for some programs are not systematically collected, summarized, or analyzed by the unit or shared to improve program quality, or unit operations.	(ITP)	(ADV)
2. The unit does not coordinate information technologies to maintain its assessment system.	(ITP)	(ADV)

**Please indicate how the unit has addressed these Areas for Improvement.**

The economic downturn during the past academic year has resulted in budget deficits for our institution and most local, state and federal governments. We continue to seek an affordable software package that would enable us to implement an electronic portfolio for our candidates. Our recently implemented Desire to Learn electronic instructional platform, used across campus, has a separate ePortfolio module we want to adopt but the start up cost (over \$11,000 for the first year) is prohibitive. The unit has collaborated with the SWOSU Office of Assessment to electronically collect and analyze data from student teacher summative evaluations and the Culminating Performance Assessment (teacher work sample). The NCATE Coordinator maintains a web page with relevant information that faculty can access to make informed decisions on program improvement. It includes aggregated and disaggregated data such as certification exam scores, Culminating Performance Assessment scores, Level 4 portfolio scores, student teacher evaluations and follow-up survey results from graduates and administrators (who supervise student teachers) for the past five years. The Unit continues to use the Educational Benchmarking Inc. exit survey for student teachers each semester. This data is returned to the Unit in electronic format that allows the data to be aggregated and disaggregated as needed.

**Standard 3. Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard

3 that occurred in your unit this year:

Four additional field trip opportunities are offered to candidates enrolled in EDU courses each semester in large, medium and small public schools. Transportation is provided for students. Several faculty members have provided professional development presentations in public schools during the past year. The Cooperating Teacher Advisory Board meets once or more each academic year. Ten public school teachers serve on this Board which provides a forum for discussions on how to improve student teaching and other field experiences for our candidates. The annual public forum (required by OK statute) was conducted on the same day as interviews for Admission to Teacher Education and resulted in valuable input from public school teachers and administrators. Over 20 public school personnel participate in the interviews of our teacher candidates for admission to teacher education each semester. Our Director for Field Experiences has made arrangements for student teachers to have the opportunity to begin their placement when the school year begins in August (2 or 3 weeks before the fall semester begins). A majority of student teachers are taking advantage of this opportunity to start the school year with their students and gaining invaluable experience as a result. All cooperating public school teachers who supervise student teachers are asked to attend a training session in order to serve in this capacity. Since student teacher placements cover a wide geographic area, streaming video of the training session is made available to cooperating teachers who may be unable to attend the on-campus session at <http://mediasrv.swosu.edu/mymedia/education/ctseminar1.wmv>

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

[Redacted]

Please indicate how the unit has addressed these Areas for Improvement.

[Redacted]

### Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

[Redacted]

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Candidates have limited opportunities to interact with faculty from ethnically diverse groups.	(ITP)	(ADV)
---	-------	-------

Please indicate how the unit has addressed these Areas for Improvement.

The University advertises faculty vacancies in national publications. However, the number of minority applicants remains very small. The Unit invites several minority guest speakers each semester to compensate for the lack of ethnic diversity in our EDU faculty. These minority guest speakers are public school teachers and administrators from our service area. They are invited to activities such as Student OK Education Association meetings and Student Teacher Return Day. Field experience opportunities are made available for candidates to visit schools with high percentages of student racial diversity each semester. Transportation is provided.

### Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

All faculty members without terminal degrees were enrolled in doctoral course work during the 2008-9 academic year. A focused visit on Standard 5 was conducted by the OK Commission for Teacher Preparation in September of 2008. The State Board of Examiners team recommended that Standard 5 had been met. All full-time education faculty and Arts & Sciences faculty teaching part-time in the Unit documented participation in at least six hours of professional development and more than 10 hours of public school service during 2009. Arts and Sciences faculty serving as instructors for teaching methods courses are invited to attend EDU faculty meetings. Some of these faculty members also serve on the Admissions/Retention Committee which is responsible for reviewing candidates for admission to teacher education. Collaboration with Dept. of Music faculty resulted in modification of

course requirements for music education majors. Those candidates will now take a Media and Technology course taught by music faculty instead of the Media and Technology course taught by Dept. of Education faculty. Department of Education faculty have also collaborated with faculty in Arts & Sciences (English, Science and Physical Education) in 2009 to revise their program reports and compile Response to Conditions in those cases where the original report was Recognized with Conditions.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement.



### Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

The 2009 SRA 6 Report to the OK State Regents for Higher Education listed \$63,454 - ITS Allocation to the Education Department. This included three SMART Boards (interactive whiteboards) that were purchased during the summer of 2009 for use in the Media and Technology course and other courses required for all teacher education majors. SMART notebook software was purchased and installed on computers in the lab located in the Education building. The software was also installed on the personal workstations of several faculty members. This software allows students and faculty to create interactive lessons and presentations for use on the SMART Boards.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1.	The unit does not effectively govern, manage and coordinate all of its programs or operations.	(ITP)	(ADV)
2.	Excessive faculty workloads impact the unit's ability to consistently engage in best professional practice.	(ITP)	(ADV)

Please indicate how the unit has addressed these Areas for Improvement.

1. Discussions with the Dean, Associate Dean and Department Chairs have resulted in policy changes that demonstrate the unit's ability to effectively govern and manage our programs. One change in policy which remains in effect is the requirement for dual supervision of some student teachers. This policy ensures that at least one faculty member supervising every student teacher has public school teaching experience. In addition, all faculty teaching Methods and Materials courses are required to have public school teaching experience. All full-time education faculty and Arts & Sciences faculty teaching part-time in the Unit documented participation in the required hours of professional development and public school service during 2009. As mentioned under Standard 5, collaboration with Dept. of Music faculty during the past year resulted in modification of course requirements for music education majors.

2. Faculty workloads remain high but not excessive. The average full-time Education faculty load for the Spring 2009 semester was 13 hours (157 hrs. divided by 12 faculty) and Fall 2008 was 13.7 (178 hrs. divided by 13 faculty). This is comparable to other academic units across campus and is consistent with the academic load policy found in the University's faculty handbook. Faculty may request an additional three-hour reduction for scholarly activities. The teaching load for graduate faculty is somewhat higher because each course counts as four (instead of three) hours of teaching load. No faculty member teaches more than five courses per semester which equates to fifteen hours of undergraduate teaching load. The Unit continues to hire qualified, adjunct faculty whenever possible in an effort to reduce excessive teaching loads. We have made progress in our efforts to equalize the advisement load of faculty members. All faculty members with at least one year of experience are assigned candidates for advisement. Faculty do not typically meet with all their advisees each semester once their program of study is approved (requirement for admission to teacher education). At this point, most candidates go online themselves to enroll without advisor assistance.

If you have another comments, use the space below:

