

Teacher Education Accreditation Council (TEAC)

**Summary of the Case
Ohio Christian University
Teacher Education Program¹
Audit Dates: March 2-4, 2010**

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty is making for accreditation.

Ohio Christian University was established in 1948 as Circleville Bible College, with the mission of preparing students for the ministry and other church-related vocations. The institution was accredited by the Higher Learning Commission of the North Central Association in 2005 and changed its name to Ohio Christian University in 2006. In the fall of 2009, 340 students were enrolled in six "traditional" programs: business, general education, music, psychology and counseling, religion, and teacher education.

OCU's most current mission statement reads as follows: "Ohio Christian University prepares students to serve effectively in the church and society by providing a holistic, Christ-centered, biblically-integrated education in the Wesleyan tradition. The university has identified six core values that are integral to its mission: Christ centered, biblically based, student oriented, ministry motivated, leadership focused, and academic excellence."

The teacher education program began in 1983. As more students desired credentials that would allow them to qualify for state licensure, the university entered into articulation agreements, first with Mt. Vernon Nazarene University, then Ashland University. The program grew steadily, and since June 2009 graduates of OCU's early and middle childhood programs have been eligible for state licensure, pending TEAC accreditation. [Ohio requires accreditation by either NCATE or TEAC as a stipulation of approval, and the university chose to go with TEAC as a better fit.] Upon the strong encouragement of the Ohio Board of Regents' vice chancellor, the music education program was included in the TEAC accreditation process and is also approved for state licensure upon TEAC accreditation. Until recently, students graduating from the OCU Teacher Education Program who qualify for Ashland University's "Bachelor Plus" Program complete the final requirements for teacher education preparation, including student teaching, and receive state licensure through the Columbus Campus of Ashland University. The Ohio Board of Regents has now authorized the degree options in Music Education, Early Childhood Teacher Education, and Middle Childhood Teacher Education. Once initial accreditation is secured from TEAC, all qualifications for state licensure will be completed on the OCU campus.

The Teacher Education Department (TED) at OCU offers study in early childhood education (pre K – grade 3), middle childhood education (grades 4 – 9), and music education (K – 12). All are considered to be part of the teacher education program. Graduates have completed a general education core of 48 hours, a religion core of 30 hours, and a program concentration of 40 to 78 hours

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depending on concentration. Students must also complete more than 300 hours of field experience plus 15 weeks of student teaching. The program's philosophy places a heavy emphasis on:

1. "Valuing the individual pupil;
2. "Active student learning through developmentally appropriate teaching; and
3. "Promotion of constructivist philosophy of education and higher order thinking among all learners."

An additional focus of the program is reading education, "a major concern and a high priority."

In the fall of 2009, 69 students were enrolled in education programs, 18% of the traditional student body. Enrollment has held steady since 2004-2005, with an average of 64 students per year. Most are female (71%) and Caucasian (87%).

The program has six claims: that students will demonstrate

1. "An understanding of a strong Christian worldview;
2. "Professional ability to reflect on and evaluate one's teaching and teaching philosophy;
3. "Broad-based knowledge in core general education subjects with focus in their teaching area;
4. "A holistic approach to teaching that promotes students' construction of understanding and higher order thinking;
5. "Relevant learning for students of varied educational, cultural, economic, and language backgrounds;
6. "The ability to use technology in their learning and utilize available technology to enhance students' learning."

In its IB Proposal, the program relates these claims to TEAC's quality principles and cross-cutting themes. Sources of evidence are specified for each claim; these include the Measure of Academic Progress and Proficiency (MAPP) administered to all graduates, local knowledge tests, Praxis scores, GPAs, papers from capstone courses, an alumni survey, reflective essays, student journals, a Personal Technology Growth Plan, and evaluations of teaching experiences. Recital performances are additional sources of evidence for music students. Most of these measures have standards attached to them (for example, "at least 50% of those who graduated four years prior will have completed graduate or certificate credits"), and the program has in place a plan for evaluating the validity and reliability of each assessment measure. Some pilot tests of the measures are currently underway and some preliminary data from the graduate survey are available. In addition, the program employs a "Growth Over Time" project, in which students undertake a pre-post assessment of their own students while they are student teaching.

An internal audit of the program's quality control system was completed in the summer of 2008. Results indicated a need for clearer policies on adjunct faculty, regular faculty meetings to discuss at-risk students, more consistent recording of

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student data, and better ways of handling student complaints.

¹ Program options include:

Option Name	Level	Number of students enrolled in current academic year (2009-2010)	Number of completers in previous academic year (2008-2009)
Early Childhood	UG	33	6
Middle Childhood	UG	21	
Music Education	UG	15	