

COLLEGE OF EDUCATION SELF-STUDY REPORT
STANDARD TWO: ACADEMIC PROGRAMS
Final Draft – January 15, 2007

A. Description

Pacific University has been preparing teachers since it first offered the baccalaureate degree in 1863. In 1995, the School of Education was established by reorganizing the professional teacher education programs that had been part of the College of Arts and Sciences. Seven years later (2002) the school moved to college status and now is one of four colleges (Arts and Sciences, Health Professions, Optometry, and Education) at Pacific University.

The College of Education (COE) embraces the mission of Pacific University and its commitment to the liberal arts and sciences as it seeks to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community committed to equity and diversity. The key elements of our teacher education program are embodied in the following phrase: "Transforming education through communities of learners, with a focus on promoting cultural competence, creating student-centered classrooms, and enhancing learning through technology."

The COE offers programs leading to the master's degree, an undergraduate education major and licensure program, and non-degree programs for teachers who wish to add endorsements and/or authorizations to existing licenses. The majority of the students seek an Oregon Initial Teaching License through one of these programs. Programs are offered at two Pacific University campuses (Eugene and Forest Grove) during the fall, spring, and summer semesters.

The specific programs offered by the COE reflect the changes in licensure requirements by the Oregon Teacher Standards and Practices Commission (TSPC) and the federal requirements by the No Child Left Behind legislation during the past 10-15 years. Though the state of Oregon allows people to earn a teaching license at the undergraduate level, preparation at the master's level has proven to be the best model for ensuring that new teachers are highly qualified, especially at the secondary level. Thus, the COE offers an opportunity to earn the early childhood (ECE) and elementary authorizations at the undergraduate and graduate levels and the middle school and high school authorizations at the graduate level.

The Alternative Pathways to Teaching (APT)/Special Education began in April of 2001, in order to meet an acute need for special education teachers. The university, in partnership with 24 Oregon school districts, recruited candidates from the ranks of instructional assistants with baccalaureate degrees and from a variety of social service agencies to participate in a 15-month special education program. This very intensive program includes a first summer of coursework, a paid full year internship, and a second summer of coursework. At the end of the second summer the students graduate from the program with an Initial Teaching License and a master's degree. The program is offered on the Forest Grove and Eugene campuses.

The Master of Arts in Teaching (MAT) three-semester program (MAT 5th) has successfully operated at the Eugene and Forest Grove campuses for more than 10 years. However, to accommodate the needs of prospective teachers who cannot attend school full time, the COE offers the MAT Flex program. Offered at both campuses, this program features evening and

weekend classes designed for students with work and family commitments. A program offered at the Eugene campus, in collaboration with Lane Community College (LCC), allows LCC students with an Associate Arts of Teaching (AAOT) to complete Pacific University's undergraduate Education and Learning major and fulfill the requirements for an initial teaching license.

When TSPC decided to make the Continuing Teaching License (CTL) optional in 2005 the College of Education adapted the educational offerings for licensed teachers. The Advanced Programs are designed to allow students to earn one or more of the following: CTL, additional subject endorsements, additional authorization levels, endorsements requiring a TSPC-approved program (reading, English as a Second Language, special education), and certificate programs designed by Pacific University faculty (talented and gifted, cultural competence, and technology). These additional licenses, authorizations, endorsements, and certificates can be earned within a master's degree or as stand-alone graduate programs.

In addition to the TSPC-approved licensure programs embedded within the undergraduate and graduate degrees, the COE offers two non-licensure programs: the Master of Arts in Education/Curriculum Studies and the Master of Education/Visual Function in Learning. The MAE/Visual Function in Learning is uniquely designed to give optometry doctoral students an opportunity to specialize in visual problems as they relate to reading and the learning process of children.

Programs for the Preparation of Teachers and other School Personnel at Pacific University

Name of Program	Degree Awarded	Where Offered
Education and Learning Major – Early Childhood and Elementary Authorizations	Bachelor of Arts	Forest Grove and Eugene
MAT/Fifth Year	Master of Arts in Teaching (MAT)	Forest Grove and Eugene
MAT/Flex	Master of Arts in Teaching (MAT)	Forest Grove and Eugene
MAT/Special Educator	Master of Arts in Teaching (MAT)	Forest Grove and Eugene
Advanced Programs <ul style="list-style-type: none"> • Continuing Teaching License (CTL) • Reading Endorsement • ESOL Endorsement • ESOL/Bilingual Endorsement • Special Education Endorsement • Additional Authorization Level • Additional Subject Endorsements • Cultural Competence Certificate • Talented and Gifted Certificate 	CTL, endorsements, additional authorization levels, and certificates can be earned in a stand-alone program (post bachelor's or master's) that leads to an addition to a license or can be embedded in a Master of Education Degree	Forest Grove and Eugene
Master of Arts in Education/Curriculum Studies	Master of Arts in Education (MAE/CS)	Forest Grove
MAE/Visual Function in Learning	Master of Education (Med/VFL)	Forest Grove

B. Significant Changes Since 1997

The number of students who enroll in COE programs has consistently risen during the past ten years. During 2006 (spring, summer, and fall semesters) 762 students took 12,642 credits, an average of 18.75 credits per student per year or 6.25 credits per semester. The 687 students admitted to the College of Education took 98% of these hours. These 687 COE-admitted

students are the equivalent of 790 graduate-FTE students in a traditional two-semester a year program. Of the 762 students, 286 attended classes at the Eugene campus and 486 attended classes at the Forest Grove campus. The chart below shows the COE credit history for 2006:

2006 COE Credit History				
Campus	# of Students	% of Total COE Students	# of Credit Hours	% of Total COE Credit Hours
Eugene	286	37.5%	6,067	48%
Forest Grove	401	52.6%	6,322	50%
Non-admitted UG	75	9.9%	253	2%
	762		12,642	

As a result of the steady increase in credit hours the revenue has increased more than three-fold during this ten-year period. In 1996-97 the COE had gross revenues of \$1,702,756. In 2005-06 the COE gross revenues were \$6,231,167.

During the last ten years the College of Education has adapted its curriculum to meet the emerging teacher needs of Oregon’s public schools. Specifically this resulted in the APT Special Education program, development of the Continuing Teaching License program, certificates in cultural competency and talented and gifted teaching, and the specialized endorsement programs. Except for the certificate programs (on-campus approval only) all of these changes in curriculum were approved by College of Education faculty members, Pacific University faculty members, and the Oregon Teachers Standards and Practices Commission (TSPC) licensing agency. TSPC has developed a set of state-required program competencies that institutions must follow to ensure that teacher candidates fully meet before attaining licensure. To further deepen program quality, the COE has taken initial steps to become nationally accredited through the National Council for the Accreditation of Teacher Education (NCATE). The COE is now a candidate member and will have its accreditation visit in March 2008.

C. Analysis

The process for seeking national accreditation through NCATE has caused the COE to sharpen its focus and evaluate performance by analyzing data collected against the standards. This has resulted in the following:

1. **Development of the COE conceptual framework, vision statement, and focus themes.** The COE exemplifies the values of the University by emphasizing academic rigor, integrity, individual growth, deep understanding, close community and ethical responsibility. Since there are several programs in the COE there are various program goals and objectives. Uniting all our programs is the intersection of the COE vision statement (Transforming education through communities of learners) and three focus themes that capture our COE conceptual framework: 1) Promoting cultural competence; 2) Creating student-centered classrooms; and, 3) Enhancing learning through technology.
2. **Alignment between the COE conceptual framework and COE values.** Coursework in all programs—Initial and Advanced—is grounded in the constructivist philosophy of teaching and learning; thus the curriculum supports the candidates’ construction of understanding, promotes critical thinking, and encourages the self-regulation of learning. Constructivist philosophy is embedded in the overall COE goals, including reflective

- practice, promoting self-regulated learning, use of pedagogical content knowledge, and the belief that all students can learn. Ultimately the constructivist philosophy is evident in student-centered classrooms in which our candidates encourage k-12 students to develop their personal understanding of the world through active experiences.
3. **Development of teaching competencies in three areas: dispositions, knowledge goals, and skills goals.** All candidates for the Oregon Initial License must meet six standards that encompass these three large competency goals.
 4. **Development of an assessment system to ensure that candidates meet the standards for licensure and program completion.** For candidates in the licensure programs there are four key assessment areas of competency: evidence that candidates know their content; evidence that candidates know how to teach that content; evidence that candidates have the dispositions to teach; and evidence that k-12 students can learn while being taught by the candidates.
 5. **Evidence that COE candidates know their content.** COE licensure program completers score significantly above the Oregon TSPC minimum standards on content-area tests. Though this is more a reflection of the quality of the college or university where they completed their content-area program it is also a reflection of admission quality. However, in gathering this data we discovered that a few admitted students have not passed content-area tests prior to completion of the program. They cannot earn an Oregon license until they do so. As a result, we now require that they pass these exams prior to student teaching.
 6. **Evidence that COE candidates know content knowledge, have the dispositions to teach, and that k-12 students learn under their care.** Evidence for these competencies is measured during student teaching through two important assessment instruments: work samples and summative evaluation of student teaching. The evidence from field-based performance indicators overwhelmingly reveals that COE candidates meet these standards.
 7. **Evidence that better assessments are needed for two key areas: the ability to teach second-language learners and the ability to use technology to enhance learning.** Preliminary analysis seems to indicate that we need to do a better job in preparing our teachers with strategies to work with English-as-a-second-language learners. The evidence also shows that we need better measures to analyze how well our candidates use technology to enhance learning. We are working to address both of these issues.
 8. **Expectations for faculty scholarship have increased during the past ten years.** With the adoption in September 2005 of new standards for faculty members on tenure-track and term positions the expectations for teaching, service, and scholarship have been clarified. As a result, COE faculty members under the direction of the COE Personnel Committee have been fostering ways to enhance scholarly activities. This resulted in anxiety at first, but now there is much positive energy towards engaging more robustly in scholarly activity to enhance teaching. This has resulted in the naming of the first COE Tommy Thompson Distinguished Scholar. The person named for this distinction will hold the title for three years at which time another COE faculty member will be named.
 9. **Analysis of revenue and expenditures shows a need to reinvest in the COE.** As stated earlier the amount of annual revenue generated by the COE during the past ten years has increased more than three-fold. However, the percentage of revenue available for use by the COE has declined from 71% of total revenue in 1996-97 to 47.5% in 2005-06. While

this increase in revenue has helped Pacific University grow in quality the COE has had to rely on a higher percentage of adjuncts.

10. **Pacific University Board of Trustees have approved the building of Berglund Hall.** In June 2006 the board approved the building of Berglund Hall, a new three-story academic building on the Forest Grove campus that will house the COE, the business department, the Oregon Holocaust Resource Center, and the Child Development Learning Center. The building will be completed in December 2007.
11. **The Eugene campus is operating near capacity.** Due to the fine work of dedicated faculty at the Eugene campus the number of students taking classes at that site has increased more than four-fold. This causes scheduling challenges.

D. Next Steps

During the next few years the College of Education will work towards the following goals:

1. Promote cultural competency through recruiting students of color, implementing strategies for teaching English-as-a-second language students into the teacher preparation curriculum, and enhancing the Touch the Future program.
2. Continuously align COE programs with NCATE expectations.
3. Integrate the Oregon Holocaust Resource Center into the College of Education.
4. Implement the Child Learning and Development Center on the Forest Grove campus as a model program for learning to teach early childhood students.
5. Develop an enlarged and permanent Eugene campus site.
6. Develop a permanent scholarship endowment for students recruited through the COE's Touch the Future program.
7. Create a faculty-development program that encourages COE faculty to actively engage in scholarship that increases the COE's sphere of influence.
8. Make a fiscal commitment to the COE that ensures quality programs and outcomes.
9. Develop an active COE Advisory Board made up of friends and constituents who are willing to support the COE with gifts of time and money.
10. Ensure that the COE Forest Grove and Eugene campuses are outfitted with the latest technologies in order to ensure that candidates know how to use technology to enhance learning.
11. Develop new programs in order to diversify the revenue and not be dependent upon any one source of income.

These improvement goals connect to the approved College of Education Strategic Plan:

Goal 1: The COE will promote cultural competence in order to respond to the needs of diverse learners.

Goal 2: The COE will monitor its programs to sustain academic excellence and financial viability and to ensure responsiveness to the education community.

Goal 3: The COE will advance the quality of teacher education, thus enhancing our national, regional /statewide, local & university-wide reputation.

Goal 4: The COE will solidify our regional leadership role in the use of information & communication technology in education.

Goal 5: The COE will advance the quality of teacher education through creation of the Child Learning and Development Center.