The College of Education (COE) includes the schools of Applied Health and Educational Psychology, Teaching and Curriculum Leadership, and Educational Studies. The College offers a wide range of undergraduate and graduate programs to prepare individuals for careers in teaching, administration or research in the professional field of education either in the public schools or in institutions of higher education. There are a variety of degrees within the College at the bachelor’s, master’s, and doctor’s levels that prepare individuals for productive lives in the global community (see the “Degree Programs” section of the Catalog).

Accreditation

In the College of Education, the aviation programs are accredited by the Aviation Accreditation Board International (AABI). The counseling psychology program and the school psychology program are accredited by the American Psychological Association. The school psychology program also is accredited by the National Association of School Psychologists. The counseling program with options in Community Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The leisure studies program, with options in leisure service management and therapeutic recreation, is accredited by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation. Athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All professional education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) formerly named the National Council for Accreditation of Teacher Education (NCATE), Oklahoma Commission for Teacher Preparation, and the North Central Association of Colleges and Secondary Schools. Career and Technical education professional education programs are also accredited by the Oklahoma State Department of Career and Technical Education.

Statement on Diversity

The College of Education is committed to the promotion and affirmation of diversity in the broadest sense. We highly value the dignity and worth of individuals inclusive of their gender, race, ethnicity, nationality, sexual orientation, age, physical and mental abilities, religious beliefs, socioeconomic class, and other identities. Valuing diversity also extends to diversity of thought and perspective. We promote and create a dynamic community for personal transformation and social change with an atmosphere of respect and trust in which individuals explore, discuss, and express their beliefs with one another.

High School Preparation

Students are expected to satisfy the high school curriculum requirements as determined by the Oklahoma State Regents for Higher Education. It is recommended that students be involved in clubs and organizations as well as have had some experiences working with children and youth, or other experiences related to their chosen fields.

Admission Requirements

Freshman students are admitted to the College of Education consistent with criteria published for admission to the University.

<table>
<thead>
<tr>
<th>Total hours attempted</th>
<th>Minimum GPA required</th>
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<tbody>
<tr>
<td>fewer than 31</td>
<td>1.70</td>
</tr>
<tr>
<td>31 or more</td>
<td>2.00</td>
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</tbody>
</table>

Students pursuing degree options in career and technology education non-certification option, education non-certification option or leisure are required to maintain a 2.00 GPA. Students pursuing a degree in Athletic Training, Pre-professional Option are required to maintain a 3.00 and Athletic Training, Clinical Option or Health Education and Promotion are required to maintain a 2.75 GPA. (Students wishing to declare athletic training as their major must apply and be accepted into the Athletic Training Education Program. Check the website for the most current information on application, fees, requirements, etc.) All other degree options require a 2.50 GPA.

For continuing enrollment in good standing, the Professional Education Unit and some other programs require a minimum of 2.50 GPA for admission to Professional Education, student teaching, and graduation. This requirement is consistent with state standards for students in the state of Oklahoma who complete professional education programs and seek certification.

Requests from students seeking readmission after having been placed under probation/suspension should be submitted to the Watson Family Student Success Center in the College of Education and will be reviewed by the Director of Student Academic Services prior to readmission. All student grades are reviewed at the end of each semester to determine whether appropriate academic progress is being made.

For graduation, recommendation for Certification in Professional Education, the following minimum GPAs are required: (1) a 2.50 overall GPA; (2) a 2.50 GPA in the Major Requirements except Secondary Education English which requires 2.75; (3) a 2.50 GPA in Professional Core Requirements; and (4) where noted, a 2.50 GPA in the College/Departmental Requirements. The student must earn minimum grades of "C" or "P" in each course in the Major Requirements, the Professional Core Requirements, and where noted, the College/Departmental Requirements. The student must earn grades of "C" or "P" in all sections of observation (lab and clinical experience) courses and clinical practice for recommendation for Certification.

Scholarships

The College of Education offers scholarships for undergraduate and graduate students in the School of Applied Health and Educational Psychology, School of Teaching and Curriculum Leadership and the School of Educational Studies. An up-to-date listing for COE Scholarships can be found at education.okstate.edu/students/scholarships.

- Abercrombie, Betty Memorial Endowed Scholarship
- Adkins, Mike Memorial Scholarship
- Albers, L. Mignon Scholarship
- Allgood Family Scholarship
- Bellmon, George D. and Edith Eleanor Caskey Endowed Memorial Scholarship
- Benson, Ann and Gene Endowed Scholarship
- Berlin, Grace, James and Tammy Scholarship
- Bird, James and Gary Bird Memorial Endowed Scholarship
- Blair, Mary Francis Endowed Scholarship in Aviation
- Bliss Family Aviation Management Scholarship
- Boeing Company Aerospace Logistics Scholarship
- Branstetter, Paula G. Aviation Endowed Scholarship
- Brown, Ray E. Memorial Endowed Scholarship
- Broyles-Willard Family Endowed Scholarship
- Buckles, William R. and Billie D. Endowed Scholarship
- Burke, Jim and Linda Scholarship
- Burson, Jerry and Mary Endowed Scholarship
- Cashel, Christine Endowed Professional Scholarship
- Chauncey, Vera Jones Memorial Endowed Scholarship
- Christiansen Aviation Scholarship
- Close, Bryan, Transfer Student Scholarship
- College of Education Alumni Association Undergraduate Endowed Scholarship
- College of Education Alumni Association Freshman Endowed Scholarship
- College of Education Alumni Association Minority Endowed Scholarship
- College of Education Alumni Association Graduate Endowed Scholarship
- College of Education Associates Endowed Scholarship
- College of Education Dean's Academic Excellence Scholarship
- Collins, W. Opal Eastrop Endowed Scholarship
- Colvin, Valerie Endowed Scholarship
- Cooper, Dr. Donald Endowed Scholarship in Athletic Training
- Cornoirth, Patricia Scholarship
- Cumberledge, Gretchen Lynette Memorial Scholarship
- Cunningham, Mary Marie Memorial Endowed Scholarship
- Cusick Family Endowed Scholarship
- Dickman, Marcia Endowed Scholarship
- Dorsey, Billy J. Endowed Scholarship for Aviation Education
- Dotson, Rachel Endowed Scholarship
- Dugger, Tom J. and H. Ann Endowed Scholarship
- Earls, Lacrisita Diane Stephens Memorial Endowed Scholarship
- Ebert, Bill and Nita Scholarship
- England, Paul and Martha Family Scholarship
- Eriksson, Alice R. Memorial Endowed Scholarship
- Eskimo Joe's Future Teacher Endowed Scholarship
- Esslinger, Charles A. Outdoor Recreation Endowed Scholarship
- Frye, Drs. Mary & Moses Endowed Scholarship
- Gilcrease, Thomas Foundation Endowed Scholarship in Aviation

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Harrison, A.B. Endowed Scholarship
Harry, Robert Endowed Scholarship
Hayner, Dr. Roberta R. Memorial Endowed Scholarship in Career and Technical Education
Hedrick, Frank E. & Harriett E. Aviation Endowed Scholarship
Henderson, Ora A. Memorial Endowed Scholarship
Herd, Daniel & Mary Memorial Endowed Scholarship
Holley, J. Andrew Memorial Endowed Scholarship
Holmes, Viola Lacher Endowed Scholarship
Horn, Jo Griffith Endowed Scholarship
James, Johney and Kevin Aviation Endowed Scholarship
Jameson Family Endowed Scholarship
Jeskey, Arlene Stawartt Scholarship in Math Education
Jewell, Jan Endowed Scholarship
Jones, Helen M. Endowed Scholarship
Jordan, Henry S. and Wanda Family Endowed Scholarship
Jordan, Martha Endowed Scholarship
Jungers, Richard & Edna Endowed Scholarship
Kamm, Robert & Maxine Distinguished Graduate Endowed Fellowship
King, Kenneth & Peggy Endowed Scholarship
Kinkead Family Endowed Scholarship
Knaub Robert & Patricia Endowed Scholarship
Kunce, Antonio and Pearl Scholarship
Kunze, Lawana Scholarship
Leddbetter, Myron C. Diversity Endowed Scholarship
Leid Family Endowed Scholarship
Lentz, Gary Memorial Flight Scholarship
Linehan, John C. & Caroline S. Endowed Scholarship
Locke, Wight, Foster, & Cross Educational Endowed Scholarship
Long, Hal & Jean Endowed Scholarship in Elementary Education
Looper, Lura Schoenleber Memorial Endowed Scholarship/Elementary
Lotven Family Endowed Scholarship
Luinstra, Brian Memorial Endowed Scholarship in Athletic Training
Lynn, Harry and Betty Memorial Endowed Scholarship
Marsh, Anne Endowed Scholarship
Martin, Joe E. Scholarship
McGeehe, Janet Bourland Family Endowed Scholarship
McMaster, James H. Flynng Apies Endowed Scholarship
McMullen, Colleen & George Endowed Scholarship
Mills, Ted Endowed Scholarship in Environmental Education
Morgan, Clayton A. Excellence Endowed Scholarship
Morison, Jaydene Scholarship
Morsani, Frank L. & Carol D. Endowed Scholarship - Undergraduate
Morsani, Frank L. & Carol D. Endowed Scholarship - Graduate
Mosier, Richard Harper Leadership in Higher Education Endowed Scholarship
Munson, Leon L. Memorial Endowed Scholarship
Nelison, Tracey Waterfield Memorial Endowed Scholarship
Nemecek, Col. Glen Aviation Endowed Scholarship
Noble, Judy Endowed Scholarship
Oaks, Mable Marietta Macey Memorial Art Endowed Scholarship
Oaks, Percy W. Sr. Memorial Art Endowed Scholarship
Oklahoma Teacher of the Year (OKTOY) Endowed Scholarship
Parrack, Doyle Endowed Scholarship
Peacher, Lynn Endowed Scholarship
Phillips, D.E. Family Endowed Scholarship
Pitts, Joel G. Aviation Endowed Scholarship for Professional Pilot Training
Poe, Ron and Carolyn Scholarship
Poorman, Mary Elizabeth Choate and Ralph U. Poorman Memorial Scholarship
Price, Emma Ingersoll Scholarship
Prince, James Leonard Endowed Memorial Scholarship
Reitmeyer, Georgiaw Wallace Endowed Scholarship
Rezabek, Frankie Bohanan Endowed Scholarship
Rollins-Wade, Myr-Lou Endowed Scholarship
Schwarz, Donna Scholarship
Seidle Family Foundation Endowed Scholarship in Education
Sharpton, Wendell Family Endowed Scholarship
Shaw, Thelia Sewell Memorial Scholarship
Smith, Kathryn, Alumni, Doug and Davis Wilson Endowed Scholarship
Shriver, Madeline D. Endowed Scholarship
Smith, Stephen and Rebecca Endowed Scholarship
Smith, Thomas J. Endowed Scholarship
Sorensen, Helmer & Frances Endowed Scholarship in Educational Leadership
Spradling, Scott and Suzanne Science Education Endowed Scholarship
St. Clair, J. Kenneth Endowed Scholarship
Stone, Ana B. Diversity Endowed Scholarship
Stone, Toni and Bill Endowed Scholarship
Student Development Endowed Scholarship
Sumpter, Mildred H Endowed Scholarship
Sutton, Eddie Endowed Scholarship in COE
Trammel, Jane Memorial Scholarship
Ulrich, John Memorial Endowed Scholarship
Vandegrift, James R. Memorial Endowed Scholarship
Vermillion, Robert, Francille, Harry, and Jon Endowed Scholarship
Wagner, Amy Louise Endowed Scholarship
Waits, Gene Endowed Scholarship
Walker, Don and Jackie Endowed Scholarship
Waterfield, R. Bruce and Robert D. Raab Athletic Training Endowed Scholarship
Watson, Kim R. Endowed Scholarship in Education
Watson, Kim R. President's Distinguished Endowed Scholarship
Wheeler, Mary Echo Endowed Scholarship
White Endowed Scholarship
Wiggins, Lloyd L. Memorial Endowed Scholarship
Wiggins, Kenneth & Margaret Aviation Endowed Scholarship
Williams, John K. and Beverly D. Family Trust Scholarship
Winter, Pauline Endowed Professional Scholarship
Xerox Corporation Endowed Scholarship

Watson Family Student Success Center

Academic Advising

Academic advising for undergraduate students is provided by the Watson Family Student Success Center, located in the College of Education. Students are assigned to a particular academic adviser in the Watson Family Student Success Center depending on the student's declared major. Academic advisers confer with their advisees on such matters as course selection, academic problems, long-range professional goals, and semester by semester enrollment.

The requirements for the degree being sought are made known to the student when he or she first enrolls at Oklahoma State University. While the curriculum may change before a student graduates, a student who makes normal progress toward graduation (no more than two years beyond the normal four-year bachelor's degree requirements) will be held responsible for the degree requirements at the time of matriculation and any changes that are made, so long as these changes do not result in semester credit hours being added or delay graduation.

Collegiate Success Program. The goal of the Collegiate Success Program is to assist students with their success in the classroom. This program individualizes assistance for those students who have been placed on academic probation. The Collegiate Success Program has three objectives which include:

- Assisting students in identifying individual strengths and needs.
- Assisting students in establishing academic goals based on those strengths and needs.
- Providing students with the skills necessary to succeed at the collegiate level.

For more information logon to education.okstate.edu.

Graduation Check. The College of Education Office of Student Academic Services prepares a graduation check that indicates the undergraduate's status toward completion of degree requirements. For those students in Professional Education, teacher licensure requirements are included in the graduation check. Undergraduates may request, through their academic advisers, that the graduation check be completed. Students can review degree progress on the web (SIS web for students).

Career Services. The College of Education has a career consultant available. The career consultant provides seminars and one-on-one advice on career-related topics such as job search strategies, resume development, interviewing skills, and career transitions. The services are available to undergraduate and graduate students and alumni. The career consultant also partners with many employers, including school districts, hospitals, non-profit organizations, and corporations, encouraging them to hire OSU graduates from the College of Education.

Special Academic Programs

Bachelor of University Studies. The College of Education utilizes the Bachelor of University Studies degree program along with the other colleges in the University. Unique career objectives of students may be met by working with a faculty committee and academic advisers in selecting a specialty-tailored program that ultimately leads to a degree.

The Honors College. Outstanding students in the College of Education who meet the requirements of the Honors College may earn the Honors College degree while completing their undergraduate degree in this college. For more information, please refer to the Honors College information in this Catalog.

Tutoring Program. The Reading and Math Learning Center within the School of Teaching and Curriculum Leadership offers elementary education undergraduate and graduate students a faculty-supervised opportunity to tutor school-age children interested in improving their reading and math skills.

Professional Development Conferences. Professional education students and alumni are encouraged to attend the annual Celebration of Teaching Conference on the OSU campus held in April. Additional outreach conferences may include the Oklahoma Association of Elementary School Principals, the Oklahoma Association of Environmental Educators; the Oklahoma Education Association Annual Leadership Academy, the Oklahoma Technology Administrator's Conference and the Adult Basic Education Conference.
College of Education    •

Alumni Association. The College of Education Alumni Association distributes a quarterly newsletter to its over 3,000 active members. The organization provides professional support and an immediate network of professional contacts. The Alumni Association provides scholarships for students in the College of Education. Graduates attending commencement receive an invitation for a one-year complimentary membership to the Alumni Association. The organization also sponsors a Homecoming reception and other welcome events for students and faculty gatherings.

General Education Requirements
All undergraduate degrees in the College of Education require a minimum of 40 semester hours in general education that include the following: English Composition, analytical and quantitative thought, United States history and government, natural science, social and behavioral studies, arts and humanities, diversity, international dimension and electives. All degrees are consistent with the current University General Education requirements and the Oklahoma State Board of Education standards.

Departmental Clubs and Honor Societies
- Athletic Training Student Association
- College of Education Graduate Student Association
- Education Student Council
- Elementary Educators of Tomorrow
- Flying Aggies
- Health Promotion Club
- Kappa Delta Pi (education honor society)
- Kappa Kappa Iota
- Leis Club
- Phi Epsilon Kappa (health, physical education, leisure honor society)
- Physical Education Club
- School Psychology Graduate Student Organization
- Student Ambassadors
- Student Education Association

Education Outreach and International Studies
Education Outreach and International Studies work together to facilitate the delivery of COE course work and academic programs. Consistent with the OSU mission and in conjunction with faculty and academic programs in the COE, Education Outreach and International Studies provide support, services and programs to meet the professional needs of educators advancing the state of Oklahoma and the nation while promoting and facilitating engagement of the college and university with state, national, and international communities.

The goals of Education Outreach and International Studies are to reflect the expertise and promote the accomplishments of the College of Education faculty and staff and to foster activities and learning that develop faculty and students for multiple futures. Specifically, these offices work to:
- facilitate campus-based degree credit which enables students to pursue their academic goals in ways that fit their schedule and personal situations;
- extend off-campus degree programs to individuals pursuing degrees and professional certifications through a variety of different methods;
- provide opportunities for international experiences linking campus faculty and students to a wide range of global locations through travel trips, student teaching, and cohort programs;
- assist workforce development initiatives through non-credit educational opportunities for employed adults in educational and governmental environments;
- coordinate professional conferences for the educational community, including school professionals and administrators, educational associations, and state organizations; and
- offer a wide array of community development and cultural enrichment opportunities.

School of Applied Health and Educational Psychology
Steve Harriott, Ph.D.—Associate Professor and Interim School Head
The School of Applied Health and Educational Psychology encompasses undergraduate and graduate academic programs in athletic training, health and physical education, leisure studies, community counseling, counseling psychology, educational psychology, school counseling, school psychology, and health and human performance. The School seeks to fulfill the traditional functions of teaching, research, outreach, and public service that are consistent with the mission of Oklahoma State University. The mission is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the goals of the University’s Professional Education Council’s Core Concepts and Goals Statement, faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

Course Prefixes. Courses that support educational psychology and school psychology and gifted education are listed in the Catalog under the EPSY prefix. Courses that support counseling and counseling psychology are listed in the Catalog under the CPSY prefix. Undergraduate programs in Recreation Management and Therapeutic Recreation use the RMTR prefix while activity and graduate leisure courses use the LEIS prefix. Courses in health and human performance are listed in the Catalog under the HHP prefix. Undergraduate courses in physical education, health education and promotion, and athletic training also carry the HHP prefix.

Degree Opportunities. A student may earn a degree of Bachelor of Science (BS), Master of Science (MS), Specialist in Education (EdS), or Doctor of Philosophy (PhD) with emphasis in one of the following:

Programs/Areas of Emphasis Degrees
- Counseling/Counseling Psychology
  - Community Counseling MS
  - School Counseling MS
  - Counseling Psychology PhD
- Educational Psychology
  - Educational Psychology MS, PhD
- School Psychology
  - School Psychology EdS, PhD
- Health and Human Performance
  - Health Education and Promotion BS, MS, PhD
  - Physical Education BS
  - Applied Exercise Science MS, PhD
  - Athletic Training MS
- Leisure Studies
  - Recreation Management BS
  - Therapeutic Recreation BS
  - Leisure Studies MS
- Health, Leisure & Human Performance PhD

Counseling and Counseling Psychology
Carrie Winterowd, Ph.D.—Professor and Coordinator
The counseling and counseling psychology program areas offer graduate programs in community counseling and school counseling leading to the MS degree in counseling as well as a PhD degree in educational psychology, with an option in counseling psychology.

Community Counseling
Hugh Crethar, PhD.—Associate Professor and Program Director
MS Program. This program is intended for individuals who wish to serve as professional counselors in a variety of human service and community mental health agencies. Students may choose elective courses in selected areas of specialization such as youth counseling, substance abuse counseling and mental health counseling. The program is designed to meet the academic requirement for licensure as a professional counselor in Oklahoma and the standards set byCACREP for national accreditation. Application materials for this program are due February 1st for the following summer or fall enrollment.

School Counseling
Hugh Crethar, PhD.—Associate Professor and Program Director
MS Program. This program prepares students to work as counselors in public schools, serving students, teachers and parents. The role of the school counselor is to coordinate the comprehensive school counseling program, focusing on the educational, career, personal and social development of students. Within this comprehensive school counseling program, school counselors provide counseling, consulting, coordinating, and appraisal services. The school counseling program is designed to meet the certification requirements for the State of Oklahoma as well as requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Application materials for this program are due February 1st for the following summer or fall enrollment.

Counseling Psychology
Julie M. Koch, PhD.—Assistant Professor and Training Director
PhD Program. This program is accredited by the American Psychological Association and is based on the scientist-practitioner model of training. The program is designed to prepare students for counseling, consulting, teaching and research roles in various settings such as university counseling centers, academic departments, hospitals, public service settings such as prisons and Jail Reentry, Medical Centers, business settings, mental health clinics, and community settings. Students are required to follow a specified sequence of study in which academic course work and practicum experiences are integrated. Students must also complete one year of full-time internship. Application materials for the counseling psychology program are due by December 1st for the following summer or fall enrollment.
Educational Psychology

Yeol-Jung Cho, PhD—Professor and Coordinator

MS Program. A master's degree in educational psychology is available as an option within the MS in educational psychology. Educational psychology emphasizes the application of psychological theory and research in the field of education. Every educational psychology master's student takes basic courses in educational psychology and research. Each student also takes additional courses in an emphasis area of developmental/instructional psychology or gifted and talented education. education.okstate.edu/index.php/educational-psychology-ms

PhD Program. The PhD in educational psychology includes areas of study in instructional psychology, human development, and education of the gifted. The programs prepare students for the role of teacher and researcher in educational and non-educational settings such as higher education, business, government, and communities.

The educational psychology PhD program is designed to provide students with maximum opportunity to individualize their programs according to their own interests, needs and professional goals. Applications for the PhD program in educational psychology are due by February 1 for the following fall enrollment. education.okstate.edu/index.php/educational-psychology-phd

School Psychology

Gary Duhon, PhD—Associate Professor, Coordinator and EdS Program Training Director

MS Program. A degree in educational psychology with an option in school psychometrics is awarded to students who are en route for either the EdS or PhD degree in school psychology. Students must be admitted to the EdS or PhD program to receive the MS. (Students are not admitted directly to the MS degree.)

EdS Program. The NASP-approved (National Association of School Psychologists) specialist program is available. The EdS is the appropriate level of training for those who are interested in applying psychology to a variety of child-related learning and adjustment problems, and for the improvement of children’s mental health in school settings. Specialist-level school psychologists typically work in school systems and function in diverse roles including consultation, psychological and psycho-educational assessment, and intervention to facilitate success for all children. The EdS program at OSU is approximately 77 hours, consistent with the NASP standards for training, and meets the Oklahoma State Department of Education certification requirements. Successful completion of this program leads to eligibility for certification by the Oklahoma State Department of Education as a school psychologist and also in many different settings including elementary and secondary schools, private and corporate recreation; state and national park services; YMCAs andYWCA's; and armed services recreation. Therapeutic recreation prepares students to work with persons with disabilities in a variety of settings including hospitals, work sites, health care facilities, community agencies, schools/universities, and governmental agencies. Students culminate their degree requirements with a semester-long internship during their final semester. This degree track prepares students for credentialing opportunities such as the Certified Health Education Specialists and certifications offered through the American College of Sports Medicine.

Physical Education

Patricia Hughes, PhD—Associate Professor and Program Coordinator

The undergraduate program includes a curriculum designed for professional preparation as a certified teacher of physical education, PK-12. Core courses for all physical education students include science-based courses, teaching methods, health and content-specific courses. Students engage in two formal field-based experiences: (1) a 45-hour practicum consisting of on-site observational experiences in one or more public school settings; and (2) a clinical experience (student teaching) in elementary and secondary schools during the final semester.

Graduate Program

Doug Smith, PhD—Associate Professor and Graduate Coordinator

MS in Health and Human Performance. The health and human performance program provides preparation at the master's level with three option choices: health promotion, applied exercise science, and athletic training.

PhD in Health, Leisure and Human Performance. The purpose and focus of this program is to prepare excellent entry level research scholars for formal and informal learning organizations. They may serve in such roles as faculty members at colleges and universities and scholar practitioners in the workplace. The options included in the degree program help students to develop expertise which will allow them to meet career needs and goals through (1) interactive, collaborative research, (2) teaching experience, (3) university and professional service, and (4) outreach and extension appropriate to a land-grant university. The options in (1) health and human performance and (2) leisure studies are designed to permit flexibility within the disciplines encompassed by the degree while assuring that all students in the program are provided the opportunity to develop research skills which facilitate functioning as future faculty members or scholar practitioners.

Recreation Management and Therapeutic Recreation (Undergraduate Program)

Leisure Studies (Graduate Program)

Tim Passmore, CTRS, PhD—Associate Professor and Program Coordinator

The program in leisure studies at Oklahoma State University prepares students at the undergraduate and graduate levels for careers in recreation management and therapeutic recreation. Both undergraduate options are accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions, sponsored by the National Recreation and Park Association (NRPA). Students completing the programs are eligible to sit for respective national certification examinations. Leisure services management prepares students for employment in a variety of settings such as municipal, commercial, and corporate recreation; state and national park services; YMCA’s andYWCA’s; and armed services recreation. Therapeutic recreation prepares students to work with persons with disabilities in a variety of settings including hospitals, rehabilitation centers, day programs, institutions and within the community. Leisure services management is a growing field and is a multi-billion dollar industry. Students work in a variety of settings and can emphasize management, campus recreation, or outdoor pursuits. Therapeutic recreation is a valued part of the health care and human services. Individuals with illnesses, disabilities or limitations are helped to restore, enhance or maintain their health, independence and well-being through recreational activities. Non-majors may complete a 21 credit minor in Recreation Management and Therapeutic Recreation.

Graduate Programs

Lowell Canevey, PhD—Regents Professor and Coordinator

Master of Science in Leisure Studies. Beyond the baccalaureate level, the program in leisure studies provides preparation at the master's level across the...
discipline. Students develop a plan of study, under the advisement of a graduate committee and may focus on various emphasis areas in recreation, parks and leisure services. Graduates of the master's degree are typically employed in management and administrative positions in a wide variety of recreation, parks, and leisure service settings such as campus recreation, municipal parks and recreation, military recreation, directorships of therapeutic recreation units in clinical settings, YMCAs, state parks, and others. The master's degree is 36 credit hours beyond the bachelor's degree and many graduate assistantships are available for qualified students.

PhD in Health, Leisure, and Human Performance, with an option in Leisure Studies. Students seeking the terminal degree in Leisure Studies engage in the PhD in HLHP. Those completing this program are well prepared for entry-level positions as faculty members in a wide range of colleges and universities. To facilitate student readiness to work in academia, doctoral students work closely with faculty, engage in course work and examinations, and participate in opportunities for experiences in teaching, scholarship, and service. Core learning experiences include an understanding of curriculum, applied ethics, and administration as well as developing an understanding of the common tripartite mission of most universities - scholarship, teaching, and service. The PhD requires 60 hours of course work beyond the master's degree; many graduate assistantships are available for qualified students.

School of Teaching and Curriculum Leadership Pam Brown, EdD—Professor and Interim School Head

The School of Teaching and Curriculum Leadership prepares educational professionals to work with diverse populations in various settings. As a community of scholars, we generate knowledge, promote learning and understanding, and foster personal and professional growth through teaching, research, service, and outreach. Programs in the School of Teaching and Curriculum Leadership (STCL) include curriculum studies, elementary education, secondary education, literacy education, occupational/workforce education, and special education. Consistent with the University’s Professional Education unit conceptual framework, all programs lead to teacher certification at both initial and advanced levels incorporate the L.E.A.D.S. framework based on leadership, ethics and professionalism, academic and professional roles, diversity, and service orientation/community outreach. Graduate program goals in STCL focus on the concepts of agency, pedagogy, diversity, and research.

Course Prefixes. Most courses in STCL programs carry the CIED (Curriculum and Instruction) prefix. Other course prefixes include SPED (special education), OCED (occupational education), and CTED (career and technical education).

Degree Opportunities. Degrees offered through STCL programs include Bachelor of Science (BS), Master of Science (MS), and Doctor of Philosophy (PhD).

Bachelor of Science degrees and options include:

- Career and Technical Education (CTED)
- Business and Information Technology Education
- Health Occupations Education
- Marketing Education
- OCED (certification)
- CTED (non-certification)
- Technology Education
- Elementary Education
- Secondary Education
- English Education
- Foreign Language Education (PK-12)
- Mathematics Education
- Science Education
- Social Studies Education

Master of Science in Teaching, Learning, and Leadership (options and emphasis areas) include:

- Curriculum and Leadership Studies
  - Elementary/Middle/Secondary (PK-12)
  - Elementary and Middle Level
- Secondary
- Initial Certificate in Elementary Education
- Math/Science
- Mathematics Education
- Science Education
- Integrated Math/Science Education
- Occupational Education (OCED)
- OCED Teaching
- OCED Administration
- OCED Workforce Development
- OCED Pre-Engineering Education
- Reading/Literacy
- Special Education
- Special Education Certification
- Literacy
- Secondary Education for Teachers Non-Traditionally Certified or Seeking Initial License

Non-Traditionally Certified

- Initial Certification in Art (PK-12), English, Foreign Language (PK-12), Math, Science, or Social Studies
- Doctor of Philosophy in Education (options and emphasis areas):
  - Curriculum Studies
  - College Teaching
- *Educational Technology
- Occupational Education
- Professional Education Studies
- Arts and Humanities
- Literacy
- Mathematics and Science
- *Social Foundations of Education

*Options housed in the School of Educational Studies

Undergraduate Programs

Juliana Utley, PhD—Associate Professor and Elementary Education Coordinator
Mary Jo Sel, EdD—Associate Professor, Secondary Education Coordinator and CTED Coordinator

The School offers undergraduate degrees in elementary, secondary, and K-12 education, and career and technical education.

The Bachelor of Science in Elementary Education degree qualifies the student for an Oklahoma elementary teaching license (grades 1-8). The program is intended to provide students with 1) a breadth of knowledge reflecting the broad traditions of general education, and 2) a depth of knowledge in the area of specialization. The degree includes four field experiences, culminating in a full-senior clinical internship, through which students work in diverse school settings and demonstrate and strengthen their pedagogical knowledge. This degree is offered on both the Stillwater and Tulsa campuses, and Tulsa students have an opportunity to participate in the Urban Education Program, a cooperative effort between OSU and Tulsa Public Schools. Stillwater students can apply to the ExCEL program, providing site-based course work in one of two Stillwater elementary schools for the final two semesters of enrollment.

The culminating clinical internship placement opportunities include placement through the Urban Education Program, placement in accredited schools in Stillwater and the surrounding area, or international placement. All students complete a Professional Portfolio with three separate submissions (The Portfolio Submission I must be successfully completed during the semester before the block semester). It should be noted that all previous course work must be successfully completed prior to participation in the final two semesters, (the block semester and student teaching semester). Oklahoma certification also mandates the Certification Examinations for Oklahoma Educators.

The Bachelor of Science in Secondary or K-12 Education degree is designed to prepare teacher candidates who are life-long learners, emerging professionals, and subject matter specialists with strong liberal arts backgrounds. Each secondary K-12 degree and certification program includes general education courses, extensive specialization course work in the discipline area, and professional education courses accompanied by at least four school-based field experiences. Tulsa students have an opportunity to participate in the Urban Education Program, a cooperative effort between OSU and Tulsa Public Schools. Degree options leading to licensure for teaching grades 6-12 are English, mathematics, science, and social studies. The foreign language option leads to certification in grades K-12. Secondary or K-12 certification (with degrees from the College of Arts and Sciences) are available in art, English, foreign language, mathematics, science, and social studies. Students complete a Professional Portfolio with three separate submissions. Oklahoma licensure also mandates Teacher Certification Examinations.

The Bachelor of Science in Career and Technical Education (CTED) is designed with two distinct options: the non-certification option, for students interested in adult technical education, and the certification option for students interested in secondary career and technical education.

CTED Non-certification Option. Students choosing the non-certification option are prepared to become instructional personnel for technical programs in community and junior colleges, technical institutes and industry. Graduates with this option also accept technical employment of various types in business, industry and government.

The non-certification option is designed primarily for graduates of technical programs in technical institutes and community colleges. Qualified students from pre-professional programs can be accepted with advanced standing. In addition, students desiring to prepare for careers in technical education may enter the program directly from high school and complete their technical major requirements at OSU.

CTED Certification Option. Candidates selecting this option are prepared to serve as teachers, or in other related professional roles for career and technical education programs. Plans of study leading to the bachelor’s degree are offered for those wishing to qualify for teaching under the approved state plan for career and technical education. Candidates completing this option are qualified to teach in career and technical departments of high schools and area career and technology centers.

The certification options include business information technology, marketing
education, health occupations education, technology education, and technical and industrial education. The specializations in technical and industrial education are selected from but not limited to the trade and industrial fields of air conditioning heating and refrigeration, automotive technology, aviation technology, building and grounds maintenance, carpentry, commercial art, computer repair technology, computer repair technology, cosmetology, engine technology, drafting, electronics, laboratory technology, law enforcement training, machining, masonry, printing, plumbing, telecommunications, and welding technology. For the technical and industrial option, specific field is determined by the specialization proficiency and teaching aspirations of the student. Since specialization competency normally is required for admission, students are accepted into this option by consent of the program faculty. The required specialization competency may be acquired by completing the technology program in an approved high school, area vocational school, technical college, community junior college, by apprenticeship training, by actual experience in the field of specialization, or by a combination of these. See the section “Professional Education Unit” for details regarding state certification requirements and procedures.

Graduate Programs

Kathryn Castle, EdD—Professor and Graduate Coordinator

The School offers graduate degree programs at the master's and doctoral levels. While specialization is required, maximum program flexibility enables students to meet individual needs. Programs are designed to prepare personnel for public or private elementary and secondary schools as curriculum directors, department heads, reading specialists and instructional team leaders or enter other educational institutions and community agencies as educational leaders. Doctoral programs are designed for university teaching and research, as well as for K-12 roles, such as curriculum administrators.

Programs in the School offer the Master of Science (MS) in Teaching, Learning, and Leadership, and a Doctor of Philosophy (PhD) in Education.

Master of Science in Teaching, Learning and Leadership (TLL)

A student may earn the degree of Master of Science (MS) in Teaching, Learning, and Leadership. Students specialize in several areas highlighted below as TLL options. All options include at least one research course. Students planning an emphasis in K-12, secondary education, or math/science education may incorporate graduate course work from an academic discipline. The master's degree program is also frequently designed to qualify graduates for certification in a specific area.

The Curriculum and Leadership Studies option provides a sound foundation in curriculum knowledge including the social, philosophical, ethical, political, historical, and psychological aspects of curriculum, curriculum planning, pedagogy, and curriculum leadership. The degree program will deepen one's knowledge of curriculum and will prepare graduates for positions as curriculum leaders, curriculum planners, curriculum administrators, curriculum consultants, teacher leaders, and teacher researchers. Program content will benefit those teachers pursuing National Board Certification. Many classes are offered on both Stillwater and Tulsa campuses.

The Elementary, Middle, Secondary, or K-12 option (EMSK12) provides choices for students to include course work to enhance their understanding of teaching and learning at their chosen level, and in the case of secondary or K-12 to include content area course work. This option also includes a plan designed for students seeking licensure in elementary education (grades K-6). This initial licensure plan includes a semester-long clinical internship in the schools, preparation of a professional portfolio as required by the state, and mandated Teacher Certification Examinations.

The Math/Science Education option provides extended course work in both content area and pedagogy as students take courses in math or science education and additional math or science courses through the College of Arts and Sciences. The option also includes course work integrating math and science pedagogy so that graduates will be skilled in content integration between the two areas. The option is designed to prepare teacher leaders in math education and/or science education. This option asks applicants to either hold an undergraduate major or minor in mathematics or science or post a satisfactory score on the quantitative portion of the Graduate Record Exam.

The Occupational Education Studies option is flexible in content coverage, offering course work appropriate for a wide range of people, including Career Tech educators, technical educators, and other personnel in higher education, career and occupational counselors, adult trainers in business and industry, and workforce development professionals from all fields. Courses are offered using a variety of delivery options, including evening face-to-face classes, two-way video broadcast, online, and weekends.

The Reading and Literacy option provides students with experiences to develop knowledge of comprehensive, K-12 literacy curriculum and instruction including regular education reading instruction, assessment, language arts/writing instruction, and the roles of children’s literature. The program also supports candidates’ development in the areas of education theory and research, curriculum design, creating literate environments, appreciating and including diverse learners, and providing quality professional development as program administrators or literacy coaches. Students who complete the Reading Specialist requirements can be recommended for the Oklahoma State Department of Education for K-12 Reading Specialist certification.

The Secondary Education for Teachers Non-Traditionally Certified option is intended to strengthen research activities for improving practice in occupational education, provide graduate programs that reflect transformative roles in occupational education and the workplace, strengthen leadership and outreach services to the discipline, expand activities in international workforce development, and strengthen the career and technical university in the field of occupational education studies. The focus is to prepare persons for leadership positions in higher education; international occupational education and workforce development organizations, national, state, and community agencies; as well as public and private educational institutions. This option is housed in the School of Teaching and Curriculum Leadership.

The Professional Education Studies option includes areas of specialization in Arts and Humanities (arts, English, ELL, foreign language, and the social studies/sciences), Literacy, Mathematics and Science, and Special Education.
Professional Education faculty members work to make scholars of educational theory and research who advance knowledge fundamental to teaching and learning in a diverse and global society and fundamental to social justice and equity in education. Diverse perspectives include but are not limited to in-depth study of theories used to advance social justice and equity in education, teaching, and learning; analyses of diverse teaching and learning contexts; application of inquiry-based teaching-learning theory; use of research methodologies (qualitative, quantitative, mixed methods, and conceptual/theoretical methodologies) for studies in education; and conceptualization and reconceptualization of the meaning and value of social justice and equity in education, teaching, learning, and teaching-learning contexts. This option is housed in the School of Teaching and Curriculum Leadership.

The Social Foundations option is intended to prepare future scholars and educators to emphasize different disciplines perspectives to analyze critically and evaluate policies and practices within and outside education to understand better how such policies and practices shape educational institutions. This approach is intended to heighten students' abilities to examine, understand, and explain educational arrangements, processes, and practices to develop a disciplined sense of policy-oriented educational responsibility. Scholars in social foundations are expected to contribute to advancing the educational enterprise at national and international levels. This option is housed in the School of Educational Studies.

General Program Requirements, Application Procedures and Financial Aid

Master's Program. All TLL master's degree options require 36 hours of course work. All students write a comprehensive exam and complete either a Creative Component or Thesis. The Creative Component can take a variety of forms from an advanced paper to a creative demonstration of expertise gained through the degree. The thesis is original research. The student's Advisory Committee (three members) exists throughout the significant aspects of the program. Application to the Graduate College precedes program admission decisions. For unqualified admission an applicant must have completed an undergraduate degree in Education or a related field and must submit a curriculum vita and goals statement aligned with the option area chosen. Option areas have minimum grade point requirements for the undergraduate degree and may have additional materials that make up the admissions packet.

Doctoral Program. The Doctor of Philosophy (PhD) degree requires a minimum of 69 semester hours beyond the master's degree. Application to the Graduate College precedes program admission decisions. For program admission candidates prepare a folder to be evaluated by faculty. This folder is to include a score from the Graduate Record Exam or the Miller Analogies Test, a Statement of Goals and Objectives, references, and examples of written expression. An interview may be required.

Financial Aid. Some support is available each year for research assistantships and for qualified graduate students to assume teaching responsibilities in the undergraduate curriculum. Selections are usually made in the spring semester for the following academic year. Interested persons are encouraged to apply at any time. Applications may be obtained from the School of Teaching and Curriculum Leadership. A limited number of graduate fee waivers and College of Education scholarships are available to eligible graduate students.

School of Educational Studies

Jesse Mendez, PhD—Associate Professor and School Head
Katy Perry, PhD—Associate Professor and Associate School Head

The School of Educational Studies offers degrees or options in the following areas: aviation and space, school administration, higher education, college student development, research and evaluation, curriculum social foundations and educational technology. These areas of emphasis conduct scholarly inquiry and educate professionals in areas foundational to thought and practice in a wide variety of professional roles associated with business, educational and industrial settings. Consistent with the goals of OSU's Professional Education Council's Core Concepts and Goals Statement, faculty strives to demonstrate and perpetuate teaching that is based on theory and research-driven educational practice.

We provide specialized training at the undergraduate and graduate levels yet permit flexibility to enable students to meet individualized goals. General information about undergraduate degrees may be found under the "University Academic Regulations" section of the Catalog. Additional general information about graduate degrees may be found in the "Master's Degree," "Doctor of Education," or "Doctor of Philosophy" areas of the "Graduate College" section of the Catalog.

Financial support is available for research assistantships and for qualified graduate students to assume teaching responsibilities under faculty supervision. Selections for assistantships are usually made in the spring semester for the following academic year. However, interested individuals are encouraged to apply at any time. Applications can be obtained from the School. A limited number of graduate fee waivers and College of Education scholarships are available to eligible students. This information can be obtained from the School.

Aviation and Space Education

Chad Depperschmidt, EdD—Assistant Professor and Undergraduate Program Coordinator
Timm Bliss, EdD—Associate Professor and Graduate Program Coordinator, Roger Hardesty Endowed Chair in Aviation Science

Aviation and Space Program. The Aviation and Space Program prepares students for careers in the aerospace industry. The BS in Aerospace Administration and Operations degree program offers five options: Professional Pilot, Aviation Management, Technical Services Management, Aerospace Security, and Aerospace Logistics.

The Professional Pilot option prepares students for careers in flight operations in both the general aviation and the air carrier segments of the aviation industry. In addition to related high quality coursework and flight training, students may opt to include FAA certifications for Private Pilot, Commercial Pilot-Instrument Rated for both single-engine and multi-engine aircraft and Certified Flight Instructor. The Professional Pilot option is compliant with Title 14 CFR of the Code of Federal Regulations Part 141 and accredited by Aviation Accreditation Board International (AABI).

The Aviation Management option prepares students for management positions in the aerospace industry. Employment opportunities include positions with fixed-base operators, air carriers, corporate flight departments, commuter and air taxi operations and a variety of career areas associated with airport operations, manufacturing, maintenance and government aviation and aerospace organizations. The Aviation Management option is accredited by Aviation Accreditation Board International (AABI).

The Technical Services Management option builds on an individual's technical expertise in aircraft maintenance or avionics to prepare the students for management positions in all segments of the industry. Twenty-five hours of technical training may be credited toward this option if received from an accredited institution.

The Aerospace Security option prepares students for careers in aerospace security fields. Employment opportunities include governmental agencies and private industry that deal with aerospace security operations.

The Aerospace Logistics option prepares students to work in the aerospace logistics sector. Employment opportunities include positions with military and civilian maintenance, repair and overhaul (MRO) facilities worldwide as well as those involved in supply-chain management activities.

The Aviation and Space Program has an extensive industry-based management internship program established with aerospace industries, major and regional air carriers and a variety of other companies within the aerospace industry. OSU is an educator member of the Aviation Accreditation Board International (AABI). The AVED Program is also an institutional member of University Aviation Association (AAA).

Graduate Degree Requirements

Aerospace Security Certificate. The Aerospace Security Certificate prepares students for careers in aerospace security fields. Employment opportunities include governmental agencies and private industry that deal with aerospace security operations. To be considered for admission to the Aerospace Security Graduate Certificate students must be admitted to both the College of Education and the AVED Program. Students who want to pursue their AVED Master's must also make application to the AVED Master's degree.

MS Degree Program. The Master of Science in Aviation and Space degree emphasizes aviation/aerospace management and leadership, legal and regulatory issues, aviation finance and economics, labor relations in aviation/aerospace, issues in the airline industry, and additional content regarding the aviation/aerospace industry and related government programs and missions. Students participating in this program come from a variety of academic and/or professional backgrounds including aviation, military, and government. The scope of this degree program is designed to prepare professional leaders for positions in the aviation/aerospace industry. To be considered for admission to the master's program, students must be admitted to both the OSU graduate college and the AVED program. Applicants are required to provide a statement of personal goals and objectives, two letters of recommendation addressing the applicant's abilities, interest, motivation, etc., and a current resume. All MS students must complete coursework from research, core requirements, program emphasis, and elective courses to total 33 hours. At least 21 hours must be completed at the graduate level (5000 or above) and no pass/fail courses may be used. Master's students must also complete a Creative Component for committee approval.

EdD Degree Program. The Doctor of Education (EdD) in Applied Educational Leadership with the Aviation and Space Education emphasizes aviation leadership and executive development, administration of aviation institutions, aviation law, air carrier industry, international aviation issues, and applied aviation and space research. The Space portion emphasizes the development of air and space technologies in both single-engine and multi-engine aircraft and the earth's air, land and water systems to include the sun, planets, and probes. Aviation & Space Program seeks doctoral candidates with strong intellects, proper educational preparation, breadth and depth of Aviation & Space experiences and the capacity for disciplined
investigations. The Aviation and Space program provides advanced courses in the specific field of aviation and space for successful practice in the aerospace industry. Applicants should have at least three full years of work experience in the aerospace industry, government, and/or higher education area(s). Either the MAT or GRE test must be taken within five years prior to application to the program. All applicants must submit a letter of personal experiences, abilities, interest, motivation, etc., and a current resume/vita. Course work must be completed from the professional core, program emphasis, field experiences, and research in addition to 10 hours of Doctoral Dissertation, for a total of 60 hours of course work beyond the Master's degree. The EdD degree requires a dissertation that is research-based in the field of specialization of the practitioner-student. Basic principles are used to emphasize the practical application of research.

The mission of the Aviation and Space program has three essential components:
1. Cultivate exemplary undergraduate and graduate instruction through a professional atmosphere in which students learn, develop, promote industry, and contribute to the broader aerospace community.
2. Engage in applied aerospace research and scholarly initiatives that benefit industry, general aviation, government, and the public.
3. Provide leadership, expertise, and professional development opportunities for aviation and aerospace professionals and the aerospace industry and to promote a greater understanding of aerospace among the general public.

OSU NASA Education Projects. The faculty in the Aviation and Space Program are the principal investigators for five NASA education projects and work in partnership with Texas A & M University to deliver an additional NASA education project.

1. NASA Teaching From Space Project (TFSP). The NASA TFSP provides opportunities for educators and students to become involved with real NASA missions and research, gain access to NASA experts, and use NASA equipment. In addition to unique hands-on activities that sometimes include real-time interaction with astronauts onboard the ISS, TFSP offers electronic resources on a variety of topics such as rocketry, robotics, spacesuits, and living and working in space.
2. NASA Interdisciplinary National Science Project Incorporating Research and Education Experience (INSPIRE). The NASA INSPIRE provides for 9-12 grade students an online learning community that engages them and their parents in weekly live chats with NASA experts and participation in individual activities and individual/group challenges.
3. The NASA Explorer Schools Project (NES). The NES project provides opportunities for educators of grades 4-12 to participate in a virtual campus of educational activities for use in science, technology, engineering and mathematics instruction. NASA Now Weekly online video program for students, and recognition opportunities for teachers, students and schools including research experiences for educators at NASA Centers, student symposium, and reduced gravity flight opportunities.
4. The NASA Digital Learning Network (DLN). The NASA DLN supports K-12 students and educators with interactive, specialized education video-conferences to support science, technology, engineering and mathematics instruction.
5. NASA Kennedy Space Center (KSC) Educator Resource Center (ERC). The NASA KSC ERC is located at KSC which has over a million visitors each year. The ERC serves educators throughout the region, including Florida, Georgia, Puerto Rico, and the U.S. Virgin Islands.
6. NASA Johnson Space Center Strategic Education Allians (JSC SEA). The JSC SEA provides opportunities for educators and students from Texas and across the nation to directly engage with NASA missions and research. OSU in partnership with Texas A&M University, encourages students to consider careers in science, technology, engineering, and mathematics (STEM) by implementing various educational projects that utilize NASA's unique capabilities, facilities and expertise including the Pre-Service Teacher Institute, Middle School Aerospace Scholars, High School Aerospace Scholars, Women in STEM High School Aerospace Scholars, Community College Aerospace Scholars, National Community College Aerospace Scholars, and the Reduced Gravity Educational Flight Projects.

Additional information can be found at the FLYOSU.okstate.edu website.

Educational Leadership
Bernita Krumm, PhD—Professor and Coordinator (School Administration)
Tami Moore, PhD—Program Coordinator (Higher Education Administration and College Student Development)

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Educational leadership emphasizes three areas: School Administration, Higher Education, and College Student Development. The PhD in Educational Leadership and Policy Studies is offered with options in Higher Education Administration and Educational Administration; the Doctorate in Education (EdD) is offered in School Administration. The Master of Science degree is offered with options in Higher Education Administration—a 36-hour program that prepares individuals for leadership positions in all levels in post-secondary institutions; School Administration—a 36-hour program designed for those who aspire to the principalship, and College Student Development—a 42-hour program that prepares individuals for positions in service delivery areas of student affairs.

Admission to the graduate programs in Educational Leadership is competitive and based upon multiple factors.

Three degrees are offered with a specialization in School Administration:

- M.S. in Educational Leadership with a specialization in School Administration: To be considered for admission to the M.S. program in Educational Leadership, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale), a minimum two years of teaching experience, and career goals that match the program. Applicants must provide appropriate recommendation essays (3), the required essay, and a recent Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. Students currently enrolled in the program have an average MAT score of 57/410 or GRE scores of Verbal 149 (437) and Quantitative 145 (541). Applicants may be asked to complete an interview with program faculty. Applications for doctoral programs for the M.S. in School Administration are accepted on a rolling basis; an applicant's file will be reviewed when all materials have been received by the College of Education Graduate Studies Office, and notification of the admission decision will follow shortly thereafter.

- Ed.D. in Educational Leadership with a specialization in School Administration: To be considered for admission to the Ed.D. program in School Administration, applicants must possess an earned master's degree with a minimum 3.00 GPA (on a 4.00 scale) and career goals consistent with SA program goals. Applicants must submit a career objectives statement, a current vita or resume, a description of relevant work experience, samples of scholarly work, a critical issues essay, three letters of recommendation, and a recent MAT or GRE score. Students recently admitted to the Ed.D. program have an average MAT score of 414 or GRE scores of Verbal 152 (483) and Quantitative 145 (541). Review of applications for doctoral programs will begin after March 15, the deadline for submission of all application materials; all materials must be received by the COE Graduate Studies office on or before the application deadline. Notification of decisions will follow soon thereafter.

- Ph.D. in Educational Leadership and Policy Studies/Educational Administration: Applicants for Ph.D. program in Educational Administration must provide a current academic vita/resume, a career objective essay, a critical issue essay, two examples of written work, three letters of recommendation, and GRE (Graduate Record Exam) scores. The expected minimum scores are Verbal - 153, Quantitative - 149, and Writing - 4.5 for exams taken on or after Aug. 1, 2011. For exams prior to Aug. 1, 2011, expected minimum scores are Verbal - 500, Quantitative - 610, and Writing - 4.5. GRE scores must not be over five years old at the time of application review. Additionally, potential program candidates are expected to request an interview with the applicant. The Ph.D. requires a one year residency of at least nine hours for two semesters during coursework review. Review of applications for doctoral programs will begin after March 15, the deadline for submission of all application materials; all materials must be received by the COE Graduate Studies office on or before the application deadline. Notification of decisions will follow soon thereafter.

Two degrees are offered with a specialization in Higher Education Administration:

- M.S. in Educational Leadership with a specialization in Higher Education. To be considered for admission to the M.S. program in Higher Education, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale) and career goals that match program learning objectives. Applicants must provide a career objective essay, current academic vita or resume, critical issue essay, two examples of written work, and GRE (Graduate Record Exam) scores. The expected minimum scores are Verbal - 153, Quantitative - 149, and Writing - 4.5 for exams taken on or after Aug. 1, 2011. For exams prior to Aug. 1, 2011, expected minimum scores are Verbal - 500, Quantitative - 610, and Writing - 4.5. GRE scores must not be over five years old at the time of application review. Additionally, the program may request an interview with applicants. The Ph.D. requires a one year residency of at least nine hours for two semesters during coursework completion; review of applications for doctoral programs will begin after March 15, the deadline for submission of all application materials; all materials must be received by the COE Graduate Studies office on or before the application deadline. Notification of decisions will follow soon thereafter.

More information about the Higher Education Administration program, course requirements, other pertinent information, and an electronic copy of the
application packet, can be found at http://hied.okstate.edu.

One degree is offered with a specialization in College Student Development:
• M.S. in Educational Leadership with a specialization in College Student Development

To be considered for admission to this program, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale) and career goals that match program learning objectives. Applicants must provide a personal statement, current resume or academic vita, appropriate recommendations, and a recent Graduate Record Exam (GRE) or Miller’s Analogies Test (MAT), and pertinent essays. Students currently enrolled in the program have an average MAT score of 57/410 or GRE scores of Verbal 149 (437) and Quantitative 145 (541). Applicants may be asked to complete an interview with program faculty. Applications to all EDLE master’s programs are accepted on a rolling basis; however, for fullest consideration, please submit all materials by January 15. An applicant’s file will be reviewed when all materials have been received. Information related to the Graduate Studies website at http://education.okstate.edu/graduate-studies

Educational Technology
Susan Stansberry, EdD—Associate Professor and Coordinator

The goal of the Educational Technology program is to facilitate educators in becoming highly qualified educational technologists and school library media specialists. Our focus on instructional design, information management, and multimedia design and development along with core technology integration enables candidates to become leaders in a variety of settings in education, business, and industry. The program website, edtech.okstate.edu, offers greater detail. The MS in Educational Technology is for students interested in furthering their knowledge, skills, and opportunities in the areas of educational technology and library media. This degree will enhance their marketability and, in the case of the School Library Media option, provide credentials necessary for recommendation for this particular area of teacher certification. In addition to the core focus on educational technology, candidates pursuing School Library Media certification will also be immersed in the areas of information literacy, curriculum leadership, and professional development, meeting NCATE accreditation standards. To be considered for admission to the master’s program, applicants should have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale), a professional goals statement and three letters of recommendation providing information related to past academic ability, potential for graduate study, and writing ability. Applications will be reviewed upon receipt of all materials.

The Graduate Certificate in Online Teaching offers students the opportunity to add pedagogical and technological skills to their existing content knowledge within a model online learning environment and emerge prepared to design, develop, deliver, and sustain online learning in an educational institution. For those seeking a doctoral level degree emphasizing educational technology, we offer the PhD in Education with an option in Educational Technology. The focus of the program is on the core areas of the field: design, development, utilization, production, and evaluation of instructional systems, human computer interaction, and technology applications to support learning and teaching.

The doctoral program emphasizes research using educational technology in applied settings. The PhD degree in Educational Technology prepares students for a variety of professional positions. Graduates are typically employed as university faculty, educational technologists in universities, community colleges, and schools or as training managers or instructional designer/developers in corporate settings. The PhD in Education degree requires a minimum of 69 credit hours beyond the master’s degree. Applicants must apply to the OSU Graduate College. The MS degree requires a recent score from the Graduate Record Exam or the Miller Analogies Test, a Statement of Goals and Objectives, references, and examples of scholarly writing. An interview may be requested.

The student association for this program is the Educational Media and Technology Student Association. The purpose of this group is to engage undergraduate and graduate students interested in this field in activities that will serve to enhance their academic experience through special speakers, service projects, and social activities. The Educational Technology faculty is committed to involving students in a variety of experiences that will enhance their professional careers. Faculty work with students to present papers at national conferences and to submit manuscripts to professional journals. Students participate in Educational Technology courses, grant projects, and service and outreach to educational groups. Graduate assistantships in teaching and research are often available. Each student has the opportunity to engage in rich internship and practicum experiences designed with the individual learner’s goals in mind.

Educational Research and Evaluation
Janice Miller, PhD—Professor and Coordinator

The educational research and evaluation program offers the MS and PhD degrees. The MS program prepares students to function as staff members in research and evaluation units in school districts, governmental agencies, and private corporations and foundations. Graduates of the doctoral program are prepared to serve as college or university professors, directors of research and evaluation for public schools and universities, researchers for funded projects, state department of education and government employee test writers for publishers and local, state and federal government agencies.

Degree Requirements. The MS degree requires a minimum of 36 credit hours. There are three options: either 36 hours of coursework plus a creative component; 32 hours of course work plus a report (four thesis hours); or 30 hours of course work plus a thesis (six thesis hours). The student’s advisory committee may recommend additional course work or thesis hours. Required courses include six hours in educational psychology and 24 hours in research and evaluation including a practicum. Students taking a non-thesis option must take additional courses from an approved list of electives. Masters students must take two qualifying examinations that cover the program core and the area of professional specialization.

The PhD degree requires a university determined minimum of 60 hours beyond the master’s degree or a minimum of 90 semester hours beyond the bachelor’s degree. The typical doctoral student completes nine hours of common core courses in educational psychology, and 15 hours of common core course work in integrated and extended inquiry; 18 hours of professional course hours (e.g., psychometric theory, applied multivariate research), a minimum of nine hours in a cognate area defined by the student and committee chair (e.g., mathematical statistics, institutional research, student development), and at least 15 dissertation hours. Students also select two applied experiences from a list of suggested experiences with the assistance and approval of the committee chair. PhD students must take two comprehensive examinations that cover the program core and the area of professional specialization.

Admission Requirements. For both the masters and PhD programs, admissions decisions are competitive and based on a combination of multiple criteria. Criteria for admission to the master’s program include a minimum GPA of at least 2.75; Miller Analogies Test (MAT) or Graduate Record Exam (GRE); 3 positive letters of reference (preferably from previous instructors or employers); and evidence of potential for professional development (e.g., proof of written work). For the doctoral program, admissions criteria include telephone or personal interview, GRE scores, undergraduate, such as: GRE is a positive letters of reference on SES forms, relevant experience, statement of career goals, and evidence of potential for professional development (e.g., proof of written work). Students considering admission to the doctoral program must have a master’s degree from an accredited institution. Doctoral applicants should have an undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50.

Application Procedures. Applicants must submit a completed portfolio consisting of a Graduate Application for Admission form, the required number of positive letters of recommendation (3), present either a Graduate Record Exam (GRE); 3 positive letters of reference (preferably from previous instructors or employers); and evidence of potential for professional development (e.g., proof of written work). For the doctoral program, admissions criteria include telephone or personal interview, GRE scores, undergraduate, such as: GRE is a signed Confidentiality of Reference form, official score report for required tests (GRE or MAT for master’s, GRE for doctoral), two official transcripts from each institution attended, Statement of Purpose, and the Graduate College application fee. International applicants must include TOEFL scores and a signed Confirmation of Resources form. Completed applications are reviewed as they are received.

Social Foundations
Guoping Zhao, PhD—Associate Professor and Coordinator

Social foundations of education are the interdisciplinary study of schooling and other forms of schooling and educationalization. Ever since it began in the 1930s at Teachers College of Columbia University, social foundations has brought together scholars who situate education in historical, philosophical, economic, and social contexts. Using the tools of the humanities and the social sciences, social foundations scholars ask perennial questions, such as: What is the purpose of schooling in a democracy? What knowledge and values should be taught and to whose benefit? How are issues of race, ethnicity, social class, gender and ability manifested in schools? Drawing from history, philosophy, sociology, anthropology, international studies, and other disciplines to teach the courses, faculty within the Social Foundations program area ask that educators reflect critically on the social and cultural dynamics in educational settings and how policy and practices might be improved. Students from other human service professions and other disciplines are invited to make similar use of the content of these courses for their professional practice.

Doctoral Program. The mission of the PhD in Education with social foundations option is to educate scholars who have the abilities to discover, integrate, and apply knowledge about the culture in which the institutions called school reside, and to use the culture the institution underlies. In the and master’s, the foundations option is intended to educate scholars so they can disseminate new knowledge to the education, government, economic social and other scholarly communities interested in the advancement of the educational enterprise at the national and international levels.

To be considered for admission to the PhD program, applicants are expected to have an earned master’s degree with minimum GPA averages of 3.50 on a 4.00 scale, and have career goals that match the program. Applicants must provide appropriate recommendations (3), present either a Graduate Record Exam

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The Unit also provides academic preparation for a wide range of certification and teaching areas:

Undergraduate Certification Teaching Programs
- Early Childhood Education (PK-3)
- Elementary Education (1-8)

Elementary/Secondary Level (PK-12) Programs
- Art Education
- Foreign Language (French, German, Spanish)
- Music-Instrumental
- Music-Vocal
- Physical Education/Health/Safety

Secondary Level Programs
- Agriculture Education
- Secondary English
- Secondary Mathematics
- Secondary Science
- Secondary Social Studies
- Career and Technical Education
- Family and Consumer Sciences

Graduate Certification Programs
- Elementary School Principal
- Secondary School Principal
- Library/Media Specialist
- Reading Specialist
- School Counselor
- School Psychologist
- School Speech/Language Pathologist
- Special Education

Additional Certification Programs
- Initial Certification in Elementary or Secondary at the MS level
- Add-on Programs in:
  - Elementary Education
  - Early Childhood Education
  - Special Education

Graduate Programs
- Master's degrees are available in conjunction with all of the above programs and doctorates are available in many. Options and areas of emphasis in several of these fields may be included as part of master's and doctoral degree programs if approved by the head of the school or department offering the program and the dean of the Graduate College.

Admission to Professional Education
The criteria for admission to Professional Education programs are based on University-wide policies recommended by the Director of Professional Education through the Professional Education Council. Requirements are applicable to all Professional Education administrative units of the colleges preparing teachers. Students should submit an Application for Admission to Professional Education Form to the Professional Education Unit as early as possible in their programs. The candidate is not considered a fully eligible participant in a Professional Education program until formally admitted to the Professional Education Unit.

Full admission is required to enroll in the restricted courses in teaching methods and the clinical practice internship. Career and Technical programs may vary from this requirement due to state guidelines.

Criteria for Admission to Undergraduate Professional Education Programs
For admission to the Professional Education Unit, the student must complete the Application for Admission to Professional Education. To be admitted to Professional Education programs within the College of Education, students must meet the required minimum grade-point average. (See "College of Education Admission Requirements.") If the student is enrolled in the Professional Education program in the College of Agricultural Sciences and Natural Resources, Arts and Sciences, or Human Sciences, the student should check with the office of the department head for further information.

The student must meet all of the following criteria to be fully admitted to Professional Education:

1. Orientation to Professional Education Course and Field Experiences. An appropriate orientation to Professional Education course must be completed with a grade of "C-" or better. One semester credit hour of early field experiences must be completed with a grade of "C" or better or grade of "P-"
2. Basic Skills Competency. Basic skills competency must be demonstrated by successful completion of the Oklahoma General Education Test (OGET).

3. Minimum cumulative overall GPA of 2.50. A minimum cumulative overall GPA of 2.50 must be earned based on no fewer than 40 credit hours of courses to include lower-division general education requirements as specified in the student's program.

Add-on Programs in:
- Elementary Education
- Early Childhood Education
- Special Education

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2. Basic Skills Competency. Basic skills competency must be demonstrated by successful completion of the Oklahoma General Education Test (OGET).

3. Minimum cumulative overall GPA of 2.50. A minimum cumulative overall GPA of 2.50 must be earned based on no fewer than 40 credit hours of courses to include lower-division general education requirements as specified in the student's program.
Criteria for Admission to Graduate (post-baccalaureate) Professional Education Programs

Graduate (post-baccalaureate) students must complete the application for Admission to Professional Education form. Post-baccalaureate candidates must meet one of the following criteria for full admission to Professional Education:

1. The student must have completed an approved Professional Education program and hold a valid Oklahoma certificate or Provisional, Standard, or Professional Certification; or a valid certificate from a state with which the Oklahoma State Department of Education has an interstate contract. The certificate or Provisional, Standard, or Professional Certification must have included successful completion of (a) one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P" and (b) an orientation to professional education course with a grade of "C" or better or a grade of "P". If the graduate student does not hold a valid credential and did not successfully complete the criteria listed above, he or she must meet one of the following:
   (1) Professional Education established by Oklahoma State University as soon as possible following the initial probationary semester will be administratively withdrawn.
   (2) The candidate not satisfying the probation requirements at the end of the semester will be suspended from the Professional Education Unit. A candidate not satisfying the probation requirements at the end of the semester will be administratively withdrawn from the Professional Education Unit and all courses having full admission as a prerequisite. Readmission to the Professional Education Unit will require a new application. Advisers are available to assist the candidate in regularly reviewing continuing retention or reinstatement in Professional Education programs. A retention review prior to enrollment and again prior to the beginning of classes each semester is encouraged when continuing retention is in question.

Graduate students, including those classified as graduate special students, admitted to the Professional Education unit must meet and maintain the requirements of the Graduate College to remain in good academic standing with the Professional Education Unit. This will require that graduate candidates earn and maintain a 3.00 GPA at Oklahoma State University following admission to Professional Education.

Program Completers. In Oklahoma, a program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. OSU requirements include a degree, program credentials as documented on the transcript and written proof of having met the program's requirements which include successful completion of all certification examinations and a professional portfolio.

Background Check for Field Placements

The OSU Professional Education Unit requires ALL non-certified candidates to complete a state level background check (name check) prior to placement in any field experience. (In most cases this would be an Oklahoma check, however, in the case of an out-of-state transfer student it could be a check from their originating state.) This process if facilitated by the Office of Professional Education (325 Willard).

Diverse Placement in Field Experiences

NCATE Statement

"America's classrooms are becoming increasingly diverse; more than one-third of the students in P-12 classrooms are from minority groups. The families of an increasing number of students speak languages other than English and from diverse religious backgrounds. Growing numbers of students are classified as having disabilities. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, dispositions that respect and value differences, and skills for working in diverse settings."

The Professional Education Unit at Oklahoma State University shares the NCATE vision of providing field experiences that prepare our students for careers as educators in an increasingly diverse world. Our intent is to provide opportunities to experience diversity in the communities we serve in Oklahoma; whether that is diversity in ethnicity, socio-economic level, and geography or in grade level, department level, course offerings, or school day schedule. We recognize that opportunities to experience diversity vary within each program and inherent difficulties may exist in meeting all of these needs in some programs. We also recognize that diversity exists in many different forms and aspects and each program is committed to providing as much diversity as possible in its field experience placements.

The Professional Education Council of Oklahoma State University strives to ensure that teacher education students complete field experiences in schools meeting some or all of the following criteria:

1. Are urban, suburban, and rural;
2. Exceed the minority percentage for the state of Oklahoma;
3. Exceed the average low income status for Oklahoma school children;
4. Are diverse in scheduling, grade level, departments, course offerings, and teachers.

Clinical Practice Requirements

In order to participate in clinical practice, all teacher candidates must complete the Teacher Candidate Profile Application form during the prior semester. Clinical practice information is distributed at the "Intent to student teach" meeting each semester. Candidates are notified of this meeting through consultation with advisers, by e-mail notifications, via the PEU website, and by announcements made in Professional Education classes. Candidates must submit their applications to the Office of Professional Education prior to specified dates in September and February. These dates will be announced to candidates in the same manner as mentioned above. Candidates will be notified by e-mail of their placements after the coordinator of field experiences has received confirmation from the cooperating schools.

Criteria for clinical practice placement for all Professional Education candidates are:

1. Continued full admission to a program in the Professional Education unit (see "Retention in Professional Education" on the previous page);
2. A current overall grade-point average of at least 2.50;
3. A grade-point average of at least 2.50 in courses listed on the current approved program for certification in the areas of professional core, major, and college/departmental requirements (Exception - Secondary Education English requires 2.75 in major requirements). No grade lower than a "C" or a "P" in either of these areas;
4. Completion of all professional education course work that includes at least one course in social foundations, all early field experiences (45 clock hours minimum), exceptional learners, and human growth and development, with no grade lower than "C" or "P" in any of these courses. It is recommended that all professional sequence course work be completed.
5. Successful completion of submission II requirements for the Professional Education Program portfolio. The exact submission date for portfolio is set by the program certification area. Portfolios should contain the materials listed in the Portfolio Handbook (www.okstate.edu/peu/portfolio.htm) for the pre-internship submission and any additional items required by a specific program. The portfolio is completed in conjunction with the internship and should not be separate.

Required Grades in Clinical Practice. A candidate must receive grades of “P” in all sections of clinical practice in order to be recommended for a clinical placement. A candidate assigned a grade of “F” in any section of clinical practice will not qualify for a recommendation for any level of certification.

Placements in clinical practice are made based on program faculty recommendation, availability of a qualified cooperating teacher, school district and site preferences, availability of a university supervisor, and candidate request. Candidates do not contact schools to secure their own placements. Candidates will not be placed in a school where a relative(s) attends or is employed or where the candidate has developed personal relationships with teachers or administration. In addition, candidates will not be placed in the school system from which they graduated. Finances cannot be considered when determining the internship placement.

Out-of-Area/Out-of-State Placements
A candidate requesting an out-of-area/out-of-state placement due to extenuating circumstances or seeking an assignment that provides exceptional professional experiences that would not be afforded by a local placement must submit a written request and receive the approval of the degree program area coordinator, the unit head, the Coordinator of Clinical Practices, and the PEU Field Experiences Committee. Securing placements and supervision are the responsibility of the Office of Clinical Practice and the program area coordinator.

Extenuating circumstances may include, but are not limited to, medical or health issues that would impede the progress of the pre-service candidate’s internship, family issues that would cause a hardship in the pre-service candidate’s ability to successfully complete the student teaching assignment, or an issue of personal concern that cannot be addressed through a change in local placement site. Financial exigency alone is not grounds for an out-of-area/out-of-state placement.

Candidates granted an out-of-area/out-of-state placement must meet all clinical practice deadlines and requirements, including attendance of on-campus meetings and are required to pay the following fees:

1. All necessary and appropriate fees required in securing and finalizing the placement (e.g., such as reimbursement for cooperating teacher, supervisor, etc.). These fees are payable to the Office of Professional Education or designated office and/or out-of-state university at the beginning of the semester in which the placement is sought.

2. If a recommendation for certification is to be made by Oklahoma State University, the candidate is responsible for reimbursing visits performed by the cooperating institution. All other criteria pertaining to in-state clinical placements apply as previously stated.

3. OSU fees - A non-refundable administrative fee to cover time and extra work related to securing an out-of-area placement may be assessed when an approved request is submitted to the Clinical Practices office. The fee is due upon approval of designated sites.

4. Supervising teacher fees - The out-of-area/out-of-state supervising fee is determined by each supervising university, and the Field Experiences and Clinical Practices Office and typically ranges from $400 to $800 to cover the expenses incurred to conduct the required observations and student teaching evaluations. Candidates are responsible for all costs related to their out-of-area/out-of-state supervision. The fee is to be paid to the cooperating institution, who will then pay the supervising university.

5. Cooperating teacher fees - Where local cooperating teachers are compensated with free tuition vouchers, an out-of-area/out-of-state cooperating teacher may not benefit from such compensation.

6. Additional fees - The local (out-of-area/out-of-state) cooperating university may require a fee for supervision for student not enrolled in their university or require co-registration in additional credits as a student at their university to attend their student teaching seminars.

Exceptions to this policy are permitted for students who are enrolled in programs that have a specific out-of-area/out-of-state placement policy and for students who participate in special placements abroad.

Qualifications for consideration of out-of-state/out-of-area placement request:

1. Minimum cumulative 3.0 GPA and 3.0 GPA in content/certification area classes.

2. Successful interview with Program Area Coordinator presenting your request for an out-of-area placement.

3. Recommendation from Program Area faculty

4. Agreement from local (out-of-area/out-of-state) university to supervise the student teacher.

5. Availability and willingness of qualified university-affiliated supervisor to observe and evaluate student teacher.

6. A memorandum of understanding signed by the student, the Program Area Coordinator, and the Coordinator of Clinical Practice must be on file prior to the request for placement being sent to the school district. The out-of-area/out-of-state university may require additional signed documentation.

Appeals
By enrolling in Professional Education programs at Oklahoma State University, students accept the responsibility for complying with all applicable Professional Education Council policies and procedures that allow them to maintain good academic standing. If the student believes that the established policies of the Professional Education Council have not been fairly or consistently followed, he/she has the right to pursue an appeal to the Student Affairs Committee. For more detailed information pertaining to the appeals process, students are encouraged to contact the Office of Professional Education.

Certification Examinations for Oklahoma Educators
All candidates who graduate or are seeking recommendation for certification from a Professional Education program are required to complete the Certification Examinations for Oklahoma Educators before a license or area of certification can be issued. The examinations, which include a General Education Test, Subject Area Tests, and a Professional Teaching Exam (OGET, OSAT, and OPTE), are administered by the Evaluation Systems, Pearson for the Oklahoma Commission for Teacher Preparation five times each year. Registration materials are available at www.ceoe.nesinc.com.


Teacher candidates must successfully complete the OGET prior to admission to Professional Education, and the OPTE and OSAT at or near completion of their program.

Registration deadlines are indicated on the registration materials and are generally about four weeks prior to the testing date.

Recommendations for Certificate or Additional Certification Areas
Application information for an Oklahoma certificate can be obtained in the Office of Professional Education, 325 Willard. Candidates seeking advisement concerning teacher certificates can be assisted by the Certification Specialist in the Office of Professional Education. Oklahoma State University does not make a recommendation for a certificate or additional certification area if all criteria have not been met for the Professional Education program and a passing score has been achieved on the Certification Examinations for Oklahoma Educators (CECE). Applicants recommended by Oklahoma State University for a certificate or additional area of certification must have achieved passing grades in all sections of clinical practice.

A candidate assigned the grade of “F” in any section of clinical practice will not qualify for a recommendation for a license or any level of certification. Requirements for certification and degrees are not necessarily the same thing. Candidates must meet all other certification requirements, including portfolio and foreign language proficiency if appropriate.

Requirements for exit from administrator preparation programs include:

1. successful completion of an administrator assessment that evaluates administrator candidates’ knowledge and skills regarding legal, organizational, and financial concepts related to schools, reading comprehension, mastery of writing and verbal skills and child and adolescent growth and development.

2. A culminating portfolio which includes the future administrator’s knowledge and skills regarding legal, organizational, and financial concepts related to schools, reading comprehension, mastery of writing and verbal skills and child and adolescent growth and development.

3. A memorandum of understanding signed by the student, the Program Area Coordinator, and the Coordinator of Clinical Practice must be on file prior to the request for placement being sent to the school district. The out-of-area/out-of-state university may require additional signed documentation.