

College of Education

Ann C. Candler Lotven, Ed.D., *Dean and Director of Professional Education*

Adrienne Hyle, Ph.D., *Associate Dean for Administrative Affairs and Director of Extension*

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Wayne Lanning, Ed.D., *Associate Dean for Graduate Studies and Research*

The College of Education (COE) includes the schools of Applied Health and Educational Psychology, Curriculum and Educational 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 common schools or in institutions of higher education. Additionally, programs in adult education and technical education prepare individuals for careers as human resource development specialists in business, industry and agency settings. There are a variety of degrees within the College at the bachelor's, master's, specialist and doctor's levels that prepare individuals for productive lives in the global community (see the "Degrees Offered" section of the *Catalog*). The Office of Extension within the College of Education concentrates its efforts on fulfilling the College's commitment of the land grant university to inform and educate the citizens of Oklahoma. In order to better serve the citizens, Education Extension offers diverse programs through video conferences, weekend and evening courses for staff development, credit and non-credit courses, and conferences. These formats allow undergraduate, graduate, and other constituents to come together to discuss pertinent issues related to such topics as public schooling, higher education, parental involvement, health, human performance, and leisure behavior, aeronautics, aviation education and space sciences. Education Extension offers ACT preparation workshops for high school students and the Summer Reading Fun Club for area school children. The School of Curriculum and Educational Leadership offers a master's degree through Education Extension by compressed video.

Accreditation

In the College of Education, the aviation programs are accredited by the Federal Aviation Administration. OSU was the first university in Oklahoma with a program receiving this designation. The counseling psychology program and the School Psychology Program are accredited by the American Psychological Association. The leisure studies program is accredited by the National Recreation and Park Association, in cooperation with the American Association for Leisure and Recreation with options in leisure service management and therapeutic recreation. All professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), Oklahoma State Board of Education, Oklahoma Commission for Teacher Preparation, and the North Central Association of Colleges and Secondary Schools. Business education, as well as technical and industrial education professional education programs, are also accredited by the Oklahoma State Department of Vocational-Technical Education.

Statement on Diversity. The College of Education is committed to the promotion and affirmation of diversity in the broadest sense. This commitment is consistent with the ethical principles of the various professions represented in the College. These principles place a high value on the dignity and worth of individuals regardless of their gender, race, ethnicity, sexual/affective orientation, age, physical abilities, religious beliefs, and socioeconomic class. Appreciation of the value of diversity also extends to diversity of thought and perspective. Faculty make every effort to promote an atmosphere of respect and trust in which individuals feel free to 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 the student be involved in clubs and organizations as well as have had some experiences working with children and youth, depending on the chosen field.



Admission Requirements

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

Criteria for students wishing to transfer into the College of Education include a required minimum grade-point average based on the University graduation and retention grade-point average policy.

<i>Total hours attempted</i>	<i>Minimum GPA required</i>
fewer than 31	1.70
31 or more	2.00

Students pursuing degree options in aviation education or leisure are required to maintain a 2.00 GPA. Students pursuing a degree option in health (athletic training) are required to maintain a 2.75 GPA. 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 provisional education programs and seek licensure.

Requests from students seeking readmission after having been placed under probation/suspension should be submitted to the Office of Student Academic Services 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 with recommendation for Licensure/Certification, the following minimum GPAs are required: (1) a 2.50 overall GPA; (2) a 2.50 GPA in the Major Requirements; (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 student teaching for recommendation for Licensure/Certification.

Scholarships

The College of Education offers scholarships for undergraduate and graduate students in the program areas of aviation, the School of Applied Health and Educational Psychology, School of Curriculum and Educational Leadership and the School of Educational Studies. The College of Education will offer the following scholarships in 2000-2001:

Blair, Mary Francis Endowed Scholarship in Aviation Fund
Branstetter, Paula G. Aviation Scholarship Fund
Brown, Ray E. Memorial Scholarship Fund
Broyles-Willard Family Scholarship Fund
Chauncey, Vera Jones Memorial Scholarship Fund
Christiansen Aviation Scholarship Fund
College of Education Alumni Association/General Scholarship
College of Education Alumni Association Undergraduate Centennial Scholarship
College of Education Alumni Association Freshman Scholarship
College of Education Alumni Association Minority Scholarship
College of Education Alumni Association Graduate 21st Century Scholarship
College of Education Special Leadership Award
Colvin, Valerie Scholarship Award
Cumberledge, Gretchen Lynette Air Traffic Control Association Scholarship
Dotson, Rachel Scholarship Fund
Earls, Lacrisha Diane Stephens Memorial Scholarship Fund

Education Student Council Scholarship
Esslinger, Charles "Adam" Outdoor Recreation Fellowship Fund
Harrison, Aix B. Endowed Scholarship Fund
Hedrick, Frank E. & Harriet E. Aviation Scholarship Endowment Fund
Henderson, Ora A. Memorial Endowment Fund
Herd, Daniel & Mary Memorial Scholarship Fund
Herd, Daniel C. & Mary L. Memorial Freshman Scholarship Fund
Holley, J. Andrew Memorial Scholarship Fund
Horner, Jo Griffith Endowed Scholarship Fund
Intel-Joe Kitchens Scholarship Fund
Jeskey, Arlene Starwalt Scholarship Fund in Math Education
Jones, Helen M. Scholarship Fund
Jordan, Henry S. Humanitarian Scholarship
Jungers, Richard & Edna Endowed Scholarship Fund
Kamm, Robert & Maxine Distinguished Graduate Fellowship Fund
King, Kenneth & Peggy Endowed Scholarship Fund
Knaub Family Endowed Scholarship Fund
Linehan, John C. & Caroline S. Endowed Scholarship Fund
Locke, Wright, Foster, and Cross Educational Scholarship Fund
Long, Hal & Jean Endowed Scholarship Fund in Elementary Education
Looper, Lura Schoenleber Memorial Endowed Scholarship Fund
Lotven Family Endowed Scholarship Fund
McMaster, James H. Memorial Scholarship
Morsani, Frank L. & Carol D. Endowed Scholarship Fund
Mosier, Richard Harper Leadership in Higher Education Scholarship Fund
Munson, Leon L. Memorial Scholarship Fund
Oaks, Mable Marietta Macey Memorial Art Scholarship
Oaks, Percy W. Sr. Memorial Art Scholarship
Oklahoma State Regents for Higher Education Future Teacher Scholarship
Oklahoma State Teacher of the Year (OKSTOY) Endowed Scholarship Fund
Prince, James Leonard Memorial Scholarship Fund
Sharpton, Wendell Family Scholarship Fund

Shepard, Shelly M. President's Distinguished Scholarship Fund
Sorenson, Helmer & Frances Endowment in Educational Leadership
St. Clair, J. Kenneth Endowed Scholarship Fund
Stone, Lana B. Diversity Scholarship Fund
Trammell, Jane Memorial Scholarship Fund in Aviation
Vandegrift, James R. Memorial Scholarship
Wagner, Amy Louise Scholarship
Walkup, Hoyt E. Scholarship
Watson, Kim R. Endowed Scholarship Fund in Education
Watson, Kim R. President's Distinguished Scholarship
Wentz Advancement of Teaching Scholarship
Wiggins, Lloyd L. Endowed Scholarship Fund
Wiggins, Kenneth & Margaret Aviation Endowed Scholarship Fund
Xerox Corporation Scholarship Endowment Fund
Zuber Bittle, Patricia Memorial Scholarship Fund

In addition to these scholarships, Oklahoma State University is allocated, on an annual basis, Oklahoma State Regents for Higher Education scholarships. These scholarships are available in teaching fields identified by the Oklahoma State Board of Education and are available to Oklahoma residents attending or desiring to attend OSU.

Privately funded scholarships are also available. Information concerning these scholarships may be obtained through the office of the appropriate school head or in the College of Education Scholarship Office.

Academic Advising

Academic advisement for undergraduate students is coordinated through the Office of Student Academic Services, located in 325 Willard, in the College of Education. Students are assigned to a particular academic adviser in the Office of Student Services or to the faculty in the academic departments, depending on the student's declared major. Faculty academic advisers are nominated by their School heads and appointed by the dean of the College. Academic advisers may confer with their advisees on such matters as vocational counseling, 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.

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 nontraditional students may be met by working with academic advisers in selecting a specially-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*.

Applied Educational Studies. The applied educational studies, Ed.D., is an interdisciplinary, cross-departmental degree program, coordinated by the Office of the Dean of the College of Education, to combine the traditional priority of preparing leaders in education with the nontraditional degree needs related to education.

The research core may include a combination of two or more course work areas offered by the schools of Applied Health and Educational Psychology, Curriculum and Educational Leadership, and Educational Studies.

Students interested in such an interdisciplinary degree should contact the associate dean for graduate studies for information on degree requirements and the application process.

Tutoring Program. The Reading and Math Learning Center within the School of Curriculum and Educational 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.

OSU-Frontier Alliance. OSU-Frontier Alliance, initiated in 1990, provides OSU

professional education students the opportunity to be involved in a joint institutional effort designed as a proactive approach for meeting the needs of students and teachers in a culturally diverse environment. This alliance allows OSU to have a continuing collaboration with the Native American tribal community and the Frontier School District.

Professional Development Conferences. Professional education students and alumni are encouraged to attend the annual Celebration of Teaching Conference on the OSU campus held the first Monday in April. Additional outreach conferences 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. Most conferences have graduate credit and CEU's available for attendance and completion of projects through the College of Education Extension office.

Graduation Check. The College of Education Office of Student Academic Services prepares a graduation check that indicates the undergraduate's status for completion of degree requirements. For those students in Professional Education, licensure as a teacher is included in the graduation check. Undergraduates may request through their academic advisers that the graduation check be completed.

Career Services. The College of Education has a career consultant available in the Office of Student Academic Services. The career consultant provides seminars and one-on-one advisement in career-related topics such as job search strategies, resume development, interviewing skills, and career transitions. The services are available to undergraduate, graduate and OSU 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.

Alumni Association. The College of Education Alumni Association distributes a quarterly newsletter to its 3,000 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 convocation 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: communication skills, mathematics, United States history and government, science, behavioral studies, arts and humanities, 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

American Association of Airport Executives
Education Student Council
Elementary Educators of Tomorrow
Flying Aggies
Health Promotion Club
Kappa Delta Pi (education honor society)
Leisure Club
Multicultural Educators of Tomorrow
Phi Epsilon Kappa (health, physical education, leisure honor society)
Physical Education Club
Student Art Education Association
Student Council for Exceptional Children
Student Education Association

School of Applied Health and Educational Psychology

Associate Professor and Head Sue C. Jacobs, Ph.D.

Professor and Associate Head Betty Edgley, Ed.D.

The School of Applied Health and Educational Psychology is a multi-faceted organizational unit encompassing undergraduate and graduate academic programs in health promotion, physical education, leisure studies, counseling, counseling psychology, educational psychology, school psychology, and gifted and talented education. The School seeks to fulfill the traditional functions of teaching, research, extension, and public service that are consistent with 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 strive to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

Course Prefixes. Courses that support educational 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. Courses in health and human performance are listed in the *Catalog* under the HHP prefix. Undergraduate and graduate leisure courses continue to use the LEIS prefix. Undergraduate courses in physical education and health now also carry the HHP prefix.

Degree Opportunities. A student may earn a degree of Bachelor of Science (B.S.), Master of Science (M.S.), Specialist in Education (Ed.S.), Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.) with emphasis in one of the following:

Programs/Areas of Emphasis

Degrees

<i>Counseling/Counseling Psychology</i>	
Community Counseling Elementary School Counseling	M.S.
Secondary School Counseling	M.S.
Counseling Psychology	Ph.D.
<i>Educational Psychology and School Psychology</i>	
Educational Psychology	M.S., Ph.D.
Gifted Education	M.S.
School Psychology	Ph.D., Ed.S.
<i>Health and Human Performance</i>	
Health Promotion	B.S., M.S., Ed.D.
Physical Education Pedagogy	B.S., M.S., Ed.D.
Athletic Training	B.S.
<i>Leisure Studies</i>	
Leisure Service Management	B.S., M.S., Ed.D.
Therapeutic Recreation	B.S., M.S., Ed.D.

Counseling and Counseling Psychology

Associate Professor and Coordinator
Carrie Winterowd, Ph.D.

The *counseling and counseling psychology* program areas offer graduate programs in community counseling and school counseling leading to the M.S. degree in counseling and student personnel, and counseling psychology leading to the Ph.D. degree in applied behavioral studies.

The *M.S. program in community counseling* 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 specification such as youth counseling, substance abuse counseling and mental health counseling.

The *M.S. programs in elementary and secondary school counseling* are intended for individuals who wish to provide counseling services to children, youth, and consulting services to the children's teachers and parents in the school setting. Each program meets academic requirements for state certification as a school counselor.

Both M.S. programs are designed to meet academics and practical requirements for licensure as licensed professional counselors in Oklahoma. Applications for M.S. programs are reviewed in April and October.

The *Ph.D. program in counseling psychology* is accredited by the American Psychological Association and 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, child guidance centers, youth and family centers, hospitals, business settings, and mental health clinics. 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 full-time internship. Application materials for the counseling psychology program are due by January 15 for the following fall enrollment.

Educational and School Psychology

Associate Professor and Coordinator
Terry Stinnett, Ph.D.

Educational Psychology Programs.

M.S. Program. A master's degree in educational psychology is available as an area of specification within the M.S. in applied behavioral studies. 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 a concentration area of either education/ instructional psychology or human development.

Ph.D. Program. The Ph.D. in applied behavioral studies with specialization in educational psychology includes specialization 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 Ph.D. is designed to provide students with maximum opportunity to individualize their programs according to their own interests, needs and professional goals. Applications for the Ph.D. program in educational psychology are due by February 1 for the following fall enrollment.

M.S. Program in Gifted Education. The master's degree program, with emphasis in gifted and talented education, is designed to provide experiences, skills and knowledge that facilitate the development of program options for and the education of individuals who are gifted and talented in the areas of general intellectual ability, specific academic ability, and creativity. The program is characterized by its applied nature and includes a broad general preparation in gifted education including identification and behavioral characteristics, teaching models and strategies, program and curricular development, creativity; counseling the gifted, social, emotional and cultural needs of students who are gifted; working with parents; and identification and recruitment of community resources. An endorsement in gifted education is available through the State Department of Education.

The NASP-approved (National Association of School Psychologists) *Ed.S. program in school psychology* is available through the School of Applied Health and Educational Psychology. The Ed.S. 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. Specialist-level school psychologists typically work in school systems and function in diverse roles including consultation, psychological and psychoeducational assessment, and intervention to facilitate success for all children. The Ed.S. program at OSU is approximately 70 hours, consistent with the National Association of School Psychologists (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 the NASP National Certification in School Psychology (NCSP). Applications for the Ed.S. program are due March 1 for consideration for admission the following semester.

The APA-accredited (American Psychological Association) *Ph.D. program in school psychology* is based on the scientist-practitioner model that emphasizes the application of the scientific knowledge base and methodological rigor in the delivery of school psychological services and in conducting research. Training in the scientist/practitioner model is for the purpose of developing a Science-Based Child/Learner Success orientation in students. Doctoral level school psychologists function in diverse and important roles including consultation, assessment, counseling/therapy, supervision, program evaluation, and research to facilitate success for all learners. They add to the understanding of children and their families by contributing to the scientific knowledge base related to all aspects of child development. They are employed in many different settings including elementary and secondary schools, private practice, university, hospitals and mental health centers. School psychologists work with diverse populations and provide psychological services to children, youth, families, caregivers, school personnel, adult learners, and individuals with special needs, as well as to the systems in which these individuals need to be successful. Applications for the Ph.D. program in school psychology are due February 1 for the following fall semester.

Health and Human Performance

Associate Professor and Coordinator
Paula Dohoney, D.A.

The programs in health and human performance prepare students at the

undergraduate level for careers in athletic training, health promotion, and physical education.

The *health promotion track* prepares students for careers in a variety of settings including corporate, hospital-based, community, government and entrepreneur enterprises. Students culminate their degree requirements with an on-site internship during their last semester. This degree track prepares students for American College of Sports Medicine certificates and National Commission for Health Education Credentialing for the Health Education Specialist.

The *physical education program* includes a curriculum designed for professional preparation as a certified teacher of physical education. Specifically, students obtain certification that qualifies them to teach physical education and health in grades kindergarten through grade 12. Core courses for all physical education students include the following courses: an introduction to the discipline, eight hours of methodology in sport activities, applied anatomy and kinesiology, biomechanics, motor learning, exercise physiology, motor development, and physical education pedagogy. Students engage in two formal field-based experiences designed to better prepare them to become certified teachers: (1) a 45-hour practicum consisting of on-site observational experiences in one or more public school settings; and (2) a student teaching experience that includes on-site experiences as both an elementary and a secondary physical educator.

The *athletic training program* includes a curriculum designed for professional preparation as a certified athletic trainer by the National Athletic Trainers Association. In addition to core course requirements, students are required to complete 1500 hours of clinical experience in accordance with the National Athletic Trainers Association. The track in athletic training prepares students to work in a variety of allied health settings including secondary or post-secondary academic institutions, hospitals, rehabilitation or sports medicine centers, and professional sports teams.

Beyond the baccalaureate level the health and human performance program provides preparation at the master's and doctoral levels in health and human performance.

Leisure Studies

Professor and Coordinator Lowell
Caneday, Ph.D.

The program in leisure studies at Oklahoma State University prepares students at the undergraduate and graduate lev-

els for careers in leisure service management and therapeutic recreation. Both undergraduate options are accredited by the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR). Students completing the programs are eligible to sit for respective national certification examinations. *Leisure service management* prepares students for employment in a variety of settings such as municipal, commercial, and industrial recreation; state and national park services; YMCAs and YWCAs; 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.

Beyond the baccalaureate level, the program in leisure studies provides preparation at the master's and doctoral level in leisure service management and therapeutic recreation.

School of Curriculum and Educational Leadership

Professor and Head Pamela G.
Martin-Fry, Ph.D.

Associate Professor and Assistant
Head James Gregson, Ed.D.

The broad mission of the School of Curriculum and Educational Leadership is the study of schooling and the education of professionals for meaningful life-long work with diverse individuals in schools, industry, higher education, and clinical settings at the state, national and international levels. This mission is focused on the integrated study of curriculum, instructional process, professional development, and educational leadership. Consistent with the goals of OSU's Professional Education Council's Core Concepts and Goals Statement, faculty strive to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

Undergraduate Programs

Associate Professor and Elementary Education Coordinator, Kay Reinke, Ph.D.

Associate Professor and Secondary Education Coordinator, Pat Lamphere-Jordan, Ph.D.

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

Completion of the Bachelor of Science in Elementary Education degree qualifies the student for an Oklahoma elementary teaching license (1-8). This program of study includes course work in general education, in a field of specialization, and in professional education accompanied by substantial field-based practicum experiences.

The Bachelor of Science in Secondary Education degree is available in the following discipline areas: English, foreign language, mathematics, science and social studies. Completion of this program emphasizing English, math, science, or social studies qualifies the student for a secondary Oklahoma license. Students emphasizing foreign language, also receive a degree in secondary education and qualify for an elementary/secondary Oklahoma license. Professional Education course work in art education for College of Arts and Sciences majors is also offered. Each of these secondary degree programs includes general education courses, extensive specialization course work in the discipline area, and professional education courses accompanied by substantial field-based practicum experiences.

The Bachelor of Science in Technical and Industrial Education (TIED) is designed with two distinct options: the noncertification option, for students interested in adult technical education, and the certification option for students interested in secondary vocational education.

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

The noncertification option is designed primarily for graduates of technical programs in technical institutes and community junior colleges. Qualified students from preprofessional 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.

TIED Certification Option. Students selecting this option are prepared to serve as teachers, supervisors and coordinators for vocational trade and industrial 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 vocational education. Students completing this option are qualified to teach in vocational departments of high schools and area vocational-technical centers.

The certification option includes area specializations selected from but not limited to the industrial fields of air conditioning heating and refrigeration, automotive technology, aviation technology, building and grounds maintenance, carpentry, commercial art, commercial photography, computer repair technology, cosmetology, diesel engine technology, drafting, electronics, individualized cooperative education, laboratory technology, machining, masonry, printing, plumbing, television production, and welding technology. The 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 a vocational trade program in an approved high school, area vocational school, technical college, community junior college, and by apprenticeship training, by actual experience in the field of specialization, or a combination of these. See the section "Professional Education Unit" for details regarding state certification requirements and procedures.

Graduate Programs

Associate Professor and Coordinator
James Gregson, Ed.D.

The School offers graduate degree programs at the master's, specialist and doctoral levels. While specialization is required, maximum program flexibility enables students to meet their individual goals. These degree programs are designed to prepare individuals to serve in educational and industrial settings as teachers, curriculum leaders, administrators, reading coordinators, professional development specialists, special educators, and research specialists. In addition, graduate programs prepare persons to assume faculty positions in colleges and universities.

Programs in the School offer the Master of Science (M.S.), Specialist in Educa-

tion (Ed.S.), Doctor of Education (Ed.D.), or Doctor of Philosophy (Ph.D.) as follows:

<i>Teaching, Learning and Leadership</i>	M.S.
<i>Curriculum and Instruction</i>	Ed.D.
Curriculum Studies/Supervision (curriculum, supervision, instruction, and curriculum administration)	
Elementary Education (including early childhood education)	
K-12 Education (art, foreign language)	
Reading Education (including reading specialist certification)	
Secondary Education (English/language arts, mathematics, science, and social studies)	
<i>Educational Leadership</i>	Ed.S.
(principalship, superintendency, and related roles)	
<i>Occupational Education Studies</i>	M.S. Ed.D.
(vocational education, vocational education administration, technical education, trade and industrial education)	
<i>Special Education</i>	M.S., Ph.D.
(mild-moderate, severe-profound, and behavior specialist)	

Curriculum and Instruction

The curriculum and instruction (CIED) program area offers graduate degree programs at the master's and doctoral levels. While specialization is required, maximum program flexibility enables students to meet individual goals. Programs are designed to prepare persons to enter public or private elementary and secondary schools as curriculum directors, department heads, reading specialists and instructional team leaders. Doctoral programs provide preparation for university teaching and research, as well as for K-12 roles, such as curriculum administrators.

A student may earn the degree of Master of Science (M.S.) in teaching, learning and leadership with emphasis in one of the following: curriculum studies/supervision, elementary education, reading, K-12 education, and secondary education. Students specialize in such areas as art, curriculum/instruction, early childhood education, elementary education, English/language arts, foreign language, mathematics, reading, science, secondary education or social studies. Students planning an emphasis in K-12 and secondary education may incorporate graduate course work from an academic discipline. The master's degree

program is also frequently designed to qualify persons for certification in a specific area. Certification in school building administration may be incorporated into a master's degree emphasis.

A student may earn the degree of Doctor of Education (Ed.D.) in curriculum and instruction with emphasis in one of the following: curriculum/supervision, elementary education, K-12 education, reading, or secondary education.

Educational Leadership

Professor and Coordinator
Adrienne Hyle, Ph.D.

The Specialist in Education (Ed.S.) degree, with an emphasis in educational leadership, is a program of study beyond the master's degree, that is designed for students who seek to earn certification in administration at the building or district level. The program's primary purpose is to provide a well-articulated plan of study leading to a graduate degree in educational leadership while fulfilling requirements for certification in school administration.

The Ed.S. program includes a sequence of 33 credit hours—21 hours in an administrative leadership core, six hours in a planned internship during a fall and spring semester, three hours of practicum (a field-based study integrating course work and experiential learning activities), and a three hour elective.

Students must be admitted to either the Ed.S. program or another graduate program of study at OSU to enroll in most Ed.S. courses. (Upon completion of the required courses for certification, students may seek certification.) If students choose to complete the degree program, OSU will recommend certification.

To be considered for admission to the Ed.S. program, students must meet the following prerequisites: hold a standard teaching certificate; hold a master's degree in education or a related field; have at least two years of teaching experience at an appropriate level in an accredited elementary, secondary, or post-secondary school; have completed a course in student exceptionalities; have taken either the MAT or GRE and earned an acceptable score; have written a statement of goals; and have submitted a writing sample.

The majority of the course required for this program are currently listed under the EDLE prefix.

Occupational Education Studies

Associate Professor and Coordinator
James Gregson, Ed.D.

Occupational education studies consists of areas in technical and industrial education, and graduate studies related to vocational-technical and industrial education. In addition occupational education studies provides programs to prepare vocational administrators, workplace education leaders and occupational professional development personnel who may work in secondary, post-secondary or international education arenas.

The degrees offered include the Master of Science degree in occupational and adult education, vocational education, trade and industrial education and technical education. Most master's programs have the option of a thesis, creative component or internship and report. Admission requires an undergraduate degree in an appropriate field, together with academic qualification indicative of potential success at the graduate level. Experience related to the degree sought is desirable. Work experience is necessary in the vocational-technical education emphasis.

The master's degree in occupational and adult education is intended for individuals who wish to prepare for broader education roles relating to all vocational education disciplines, adult and continuing education and human resource development. The emphasis in vocational education prepares teachers, curriculum development specialists, professional development specialists and administrators in secondary or post-secondary vocational-technical institutions and government agencies. The emphasis in adult and continuing education prepares teachers and administrators in public and vocational-technical schools, community and junior colleges, universities, medical, correctional, and religious organizations as well as volunteers to facilitate effective learning for continuing education and returning adult students. The emphasis in human resource development prepares trainers, training managers, human resource executives, and related personnel in business, industry, government, military, health care service agencies and other environments to improve organizational performance by improving human performance.

The master's degree in trade and industrial education is designed to develop leadership and expertise in a wide variety of trade areas and industrial program design, implementation and assessment. The program builds and in-

creases the competency of teachers, supervisors, and coordinators in instructional, occupational, and supervisory settings for advanced leadership opportunities in trade and industrial education programs. Plans of study can be designed for those who wish to qualify for state trade and industrial teacher certification credentials.

The master's degree in technical education is offered for persons who are preparing for employment in junior and community college or technical institute technician education programs, and teachers or administrators of technical education programs in domestic and international education settings. An adequate background in a major technical field and undergraduate program with technical course work are required for admission.

The Doctor of Education degree in occupational and adult education is offered with specializations in teacher education and personnel development, vocational education administration, curriculum and instruction, and research. This degree is for individuals who serve in occupational education roles such as university teacher educators, state and national vocational-technical education agency leaders, and vocational-technical agency leaders, and vocational technical education school administrators. Other potential roles include leadership positions adult and continuing education and private sector human resource development organizations. A doctoral application folder and interview must be successfully completed to gain full admission.

The majority of courses required for this program are listed under the OCED prefix.

Special Education

Associate Professor and Coordinator
Pauline Holloway, Ph.D.

M.S. Programs. The academic preparation program in the special education area includes special techniques and arrangements to facilitate the education of individuals with disabilities. At the master's level, students may pursue sub-area emphases in mild-moderate disabilities, severe-profound disabilities, and behavior specialist.

Ph.D. Programs. Graduates pursue careers in university teaching and in the administration of special education programs in public and private settings.

The majority of courses required for this program are listed under the SPED prefix.

General Program Requirements, Application Procedures and Financial Aid

Master's Programs. Students elect one of three plans for completion of the master's degree: Plan I (minimum of 30 hours including a required thesis), Plan II (minimum of 32 hours including a required formal report), or Plan III (minimum of 32 hours including a required creative component). Application to the Graduate College precedes program admission decisions. Neither letter of recommendations nor standardized tests are required for admission.

Specialist and Doctoral Programs. The Ed.S. requires a minimum of 39 hours beyond the master's degree. The Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) degrees require a minimum of 60 semester hours beyond the master's degree or 40 hours beyond the Ed.S. 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. 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 can be obtained from the School of Curriculum and Educational Leadership. A limited number of graduate fee waivers and College of Education scholarships are available to eligible graduate students.

School of Educational Studies

Associate Professor and Interim Head
Katie Perry, Ph.D.

The School of Educational Studies offers programs or majors in nine areas: adult education, aviation and space education, higher education, human resource development, organization and leadership, research and evaluation, social foundations, student personnel, and technology. These programs con-

duct scholarly inquiry into and educate professionals about topics that are foundational to educational thought and practice in a wide variety of occupational 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 strive to demonstrate and perpetuate teaching that is based on theory and research-driven educational practices.

These programs or majors provide specialized training at the undergraduate and graduate levels yet permit flexibility to enable students to meet individualized goals. Additional 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" section 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 in the undergraduate curriculum. 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.

Adult Education

Within the occupational and adult education program, adult education offers the M.S. and Ed.D. degrees for professionals working with adult learners in a wide variety of formal and informal educational settings.

Master's Degree Program. Each student's program of study is individually designed according to the needs of that student, of the academic program, and of the field. Plans of study may include either a thesis or a nonthesis option. The following courses are required as a core to provide a foundation in the nature of the learner, in the art of teaching, in program development and in the background of the field: HRAE 5203–Foundations of Adult and Continuing Education, HRAE 5213–Characteristics of Adult Learners, HRAE 5233–Needs Analysis, and HRAE 5253–Instructional Strategies for Adults.

Each student is expected to identify courses to support the core courses that provide a complete program for satisfying the student's educational goals in the program. These courses may include additional courses in adult education or human resource development, additional foundation courses as needed, a block of courses in another area that represents a cognate area of study, and courses from any department in the University.

Research requirements include three credits in basic research design or quantitative analysis. These may be satisfied by AGED 5980–Research Design in Occupational Education or REMS 5013–Research Design and Methodology. Basic statistics can be satisfied with a course such as REMS 5953–Elementary Statistical Methods in Education. In addition, the research component must include either (1) six credits of thesis, (2) an internship with a formal report, or (3) an identified creative component.

Doctoral Program. Each student's program of study is individually designed according to the needs of that student, of the academic program, and of the field. Plans of study for the Ed.D. degree are required to include a minimum of 60 hours beyond the master's degree. In this plan, adult education students are expected to have strong foundations in multiple areas including philosophy and psychology. The following courses are required as a core to provide a foundation in the nature of the learner, in the art of teaching, in program development, and in the background of the field: HRAE 5203–Foundations of Adult and Continuing Education, HRAE 5213–Characteristics of Adult Learners, HRAE 5233–Needs Analysis, HRAE 5253–Instructional Strategies for Adults, HRAE 6871–Doctoral Seminar I, HRAE 6881–Doctoral Seminar II.

Each student is expected to identify courses to support the core courses that will provide a complete program for satisfying the student's educational goals in the program. These courses may include additional courses in adult education or human resource development, additional foundation courses as needed, a block of courses in another area that represents a cognate area of study, and courses from any department in the University.

Research requirements include the three areas of (1) a basic knowledge of research design, (2) quantitative research methods, and (3) qualitative research methods. In addition, one other course in either quantitative or qualitative methods is required.

In order to tailor the doctoral program to meet the specific needs of each stu-

dent, students may include self-directed activities in their plans of study. These include directed independent study of special topics under HRAE 5340 and internships under HRAE 5880 or HRAE 6880. Students should work with their committee chair and program committee members in designing these self-directed activities. Since conducting independent research is a requirement of the Ed.D. degree and an expectation of all doctoral students, the plan of study must contain 10 dissertation hours.

Application Procedures and Admission Requirements. Information is available from the School.

Aviation and Space Education

Aviation Education. The aviation education program prepares students for careers in the aerospace industry. A bachelor's degree on aviation sciences offers three options: professional pilot, aviation management, and technical services management. Each option is tailored to meet specific needs for skilled individuals in the air carrier, air manufacturing and sales, and general aviation segments of the industry.

Students in the *professional pilot* option complete all flight requirements for private pilot. Commercial pilot with instrument, multi-engine, and certified flight instructor ratings. Flight instructor-instrument and multi-engine instructor ratings are available as electives. Students are prepared for careers as general aviation, corporate, commuter, and airline pilots. Flight labs are conducted at the OSU Aviation Center located at the Stillwater Municipal Airport and all other aviation courses are on the main campus. Both flight and ground school courses are conducted under Federal Air Regulation Part 141. Advanced standing credit may be awarded for flight ratings earned prior to enrollment. OSU is one of the two universities in the nation to operate a high-altitude chamber that is used to supplement aviation safety education. Aviation research using the high altitude chamber is conducted in conjunction with the College of Osteopathic Medicine. The *aviation management* option prepares students for management positions in some component of 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. The *technical services management* option builds on an individual's technical experience in aircraft maintenance or avion-

ics to prepare the student 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.

Aviation education has an extensive industry-based management internship program established with major and regional air carriers and a variety of other companies within the aerospace industry. In addition to receiving academic credit, those students who qualify gain practical experience, and learn networking and other valuable interpersonal skills.

Space Science Education. The space science education program presents and supports courses primarily designed for pre- and in-service teachers. The program serves as regional teacher resource center for reference and printed materials, and audiovisual aids relating to national projects in aviation and space research.

A major responsibility of the program is the coordination of the Aerospace Education Services Program. Oklahoma State University, under contract to the National Aeronautics and Space Administration, provides aerospace education specialists and support staff for the delivery of educational visits to public schools and the delivery of space-related information via satellite. In addition to school programs, the specialists support teacher workshops, and work with professional organizations and civic groups.

Graduate Degree Requirements. The program offers M. S. and Ed. D. degree programs.

M.S. Degree Program. Aviation and space sciences within the natural and applied science M. S. degree is a unique program designed to address the needs of the student who desires an emphasis in aviation and space education. The goal of the program is to provide the student with breadth and depth in aviation and space education. The plan of study developed by the student and the advisory committee is determined, in part, by the student's educational experiences.

All M.S. students select core courses from research, organizational theory, and administration and management. The remaining courses, to total a minimum of 32 semester hours, are selected from a suggested list of courses.

Ed. D. Degree Program. The interdisciplinary nature of the applied educational studies program meets the needs of the university aviation education professional. The cross-departmental research core of a student's program might include a combination of two or more

course work areas appropriate for the student's needs.

As an interdisciplinary plan of study, course work and dissertation research is developed by the student and the advisory committee, based on the student's educational background and goals.

Application Procedures. Applications to the program are received upon arrival from the Graduate College. These applications are reviewed by the program graduate review committee.

Higher Education

The higher education program has emphases in three areas: administration, academic leadership, and college teaching. In the administration emphasis, the master's and doctoral degree are offered; academic leadership and college teaching offer only the doctoral degree.

The *administration* emphasis prepares individuals for administrative positions in all levels of post-secondary education. Course work emphasizes a thorough foundation in administrative theory, a multidisciplinary approach to understanding the administrative process, and extensive consideration of administrative functions and problems unique to particular higher education contexts. In *academic leadership*, course work focuses on developing leaders who work or practice in college and university units specializing in student learning and services. *College teaching* prepares two- and four-year college teachers in a cooperative arrangement between the student's disciplinary field and the higher education program. Students take a majority of their course work in their academic field and selected courses in higher education to prepare them to be skilled college and university instructors. College teaching majors are expected to have an undergraduate or master's degree in the discipline they plan to teach at the college level. Persons interested in college teaching should contact the School for further information about specific cooperative arrangements with selected disciplinary fields. Some course work for these degrees have an EDLE prefix.

Application Procedures. Student applications are reviewed after receipt of all materials including an application essay, resume/vita, samples of written work, a current score on the GRE or MAT, and three letters of recommendations. College teaching applicants also must be admitted to graduate study in their disciplinary areas. Completed folders are reviewed twice a year, after October 1 and February 15.

Human Resource Development

Within the occupational and adult education program, human resource development (HRD) offers undergraduate, M.S., and Ed.D. degrees. These programs emphasize the professional training and development of prospective and practicing trainers, human resource development professionals, and performance improvement technologists.

These degrees are offered in collaboration with adult education and with occupational studies programs in the School of Curriculum and Educational Leadership.

Undergraduate Degree Program. Students choosing this degree, titled B.S. in Technical and Industrial Education, obtain the knowledge and skills needed to analyze, design, develop, implement, and evaluate HDR efforts in workplace education. Qualified students from pre-professional programs can be accepted with advanced standing. In addition, students desiring to prepare for careers in this area may enter the program directly from high school and complete the technical major requirements at OSU. Specific information about degree requirements are available at the School.

Master's Degree Program. Each student's program of study is individually designed according to the needs of that student, of the academic program, and of the field. Plans of study may include either a thesis or nonthesis option. The following courses are required as a core to provide a foundation in the nature of the learner, in the art of teaching, in program development and in the background of the field: OAED 5213–Characteristics of Adult Learners, OAED 5233–Needs Analysis, OAED 5253–Instructional Strategies for Adults, and OAED 5533–Human Resource Development.

Each student is expected to identify courses to support the core courses that provide a complete program for satisfying the student's educational goals in the program. These courses may include additional courses in human resource development or adult education, additional foundation courses as needed, a block of courses in another area that represents a cognate area of study, and courses from any department in the University.

Research requirements include three credits in basic research design or quantitative analysis. These may be satisfied by AGED 5980–Research Design in Occupational Education or REMS 5013–Research Design and Methodology. Basic statistics can be satisfied with a course such as REMS 5953–Elementary

Statistical Methods in Education. In addition, the research component must include either (1) six credits of thesis, (2) an internship with a formal report, or (3) an identified creative component.

Doctoral Program. Each student's program of study is individually designed according to the needs of that student, of the academic program, and of the field. Plans of study for the Ed. D. degree are required to include a minimum of 60 hours beyond the master's degree. In this plan, HDR students are expected to have strong foundations in multiple areas including philosophy, psychology, economics, organization theory, and technology. The following courses are required as a core to provide a foundation in the nature of the learner, in the art of teaching, in program development and in the background of the field: HRAE 5213–Characteristics of Adult Learners, HRAE 5233–Needs Analysis, HRAE 5253–Instructional Strategies for Adults, HRAE 5533–Human Resources Development, HRAE 6553–Critical Issues in Human Resource Development, HRAE 6871–Doctoral Seminar I, HRAE 6881–Doctoral Seminar II.

Each student is expected to identify courses to support the core courses that provide a complete program for satisfying the student's educational goals in the program. These courses may include additional courses in human resource development, or adult education, additional foundation courses as needed, a block of courses in another area that represents a cognate area of study, and courses from any department in the University.

Research requirements include the three areas of (1) basic knowledge of research design, (2) quantitative research methods, and (3) qualitative research methods. In addition, one other course in either quantitative or qualitative methods is required.

In order to tailor the doctoral program to meet the specific needs of each student, students may include self-directed activities in their plan of study. These include directed independent study of special topics under HRAE 5340 and internships under HRAE 5880 or HRAE 6880. Students work with their committee chair and program committee members in designing these self-directed activities. Since conducting independent research is a requirement of the Doctor of Education degree and an expectation of all doctoral students, the plan of study must contain 10 hours of dissertation.

Application Procedures and Admission Requirements. Information is available from the School.

Organization and Leadership

Graduate work is offered at the master's and doctoral level. The program prepares individuals for positions as faculty and administrators in public and private schools, and for positions in state and federal education agencies. The programs emphasize a thorough foundation in administrative theory, a multidisciplinary approach to understanding the administrative process, and extensive consideration of administrative functions and problems unique to particular organizational and educational contexts.

Degree Requirements. The Ed. D. program requires a minimum of 64 hours of course work in core, administration, minor, and research courses, as well as dissertation hours. In conjunction with the School of Curriculum and Educational Leadership, the program supports the Specialist in Education (Ed.S.) with an emphasis in educational administration. Applicants entering the doctoral program after completing the Ed.S. must earn a minimum of 40 hours, including dissertation hours, from Oklahoma State University. Some course work for these degree programs has an EDLE prefix.

Application Procedures. Student applications are reviewed following receipt of all materials including an application essay, resume/vita, samples of written work, a current score on the MAT or GRE, and three letters of recommendation. Complete folders are reviewed twice a year, after October 1 and February 15.

Research and Evaluation

The research and evaluation program offers the M.S. and Ph.D. degrees. The M.S. 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 consultants, and professional employees for test publishers and local, state and federal government agencies.

Degree Requirements. The M.S. requires a minimum of either (Plan I) 41 hours of course work including a written thesis for which six hours will be received or (Plan II) 43 hours of course work including a written report. Course

work includes core courses (e.g., educational foundations), specialization courses (e.g., research in education, statistical methods, program evaluation) and elective courses that define a collateral area of study consistent with or complementary to the undergraduate degree emphasis. Students must take two qualifying examinations that cover the program core and the area of professional specialization. The Ph.D. degree requires a university determined minimum of 60 semester hours beyond the master's degree or a minimum of 90 semester hours beyond the bachelor's degree. The typical doctoral student in the program completes nine hours of common core course work in educational foundations (educational psychology, human development, special populations), 33 professional course hours (e.g., statistical methods, psychometric theory, applied multivariate research, program evaluation), 18 hours in one or two collateral areas (e.g., mathematical statistics, computer science) and 15 dissertation hours. Students also select two applied experiences from a list of suggested experiences with the assistance and approval of their committee chair.

Many opportunities exist for graduate students to consult, teach, and collaborate with faculty on research projects. Research collaborations often lead to conference presentations and scholarly publications.

Admission Requirements. Criteria for full admission to the master's program include an undergraduate GPA of at least 2.50, GRE score of at least 900, and three positive letters of reference. For the doctoral program, criteria include a graduate GPA of at least 3.50, a minimum GRE score of 1000, three positive letters of reference on SES forms, and a master's degree from an accredited institution.

Application Procedures. Applicants must submit a completed portfolio consisting of a Graduate Application for Admission form, three positive letters of recommendation, a signed Confidentiality of Reference form, minimum Graduate Record Exam scores, 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. Applications are reviewed as they are received.

Social Foundations

Within the curriculum and instruction program, social foundations offers spe-

cializations at the M.S. and Ed.D. levels. The roles for which this program prepares individuals are:

Field Based. The program assists practicing classroom teachers in understanding the social, historical, international and philosophical underpinnings of the institution called the school.

University Based. At the Ed.D. level, the program prepares individuals who wish to become teacher education professors in the fields of social foundations. Students traditionally have minors in content areas from the College of Arts and Sciences or the College of Business Administration.

Degree Requirements. The basic structure of the M.S. degree requires social foundations and research (12 hours), minor (12 hours) and thesis (six hours). The M.S. may also include additional course work in social foundations and the minor in lieu of the thesis. In this case, students are required to present a creative component or report (two hours). The basic structure of the Ed.D. degree require a core area in social foundations (12 hours), research (12 hours), supporting course work (nine hours), minor area (18 hours) and dissertation (10 hours). This program is multidisciplinary. Some course work for these degrees has a CIED prefix.

Admission Requirements and Application Procedures. Information concerning admission requirements and application procedures are available from the School.

Student Personnel

The program offers the M. S. and the Ph.D. degrees. The M.S. program in student personnel services prepares students for entry level positions in service delivery and administration in colleges and universities. This program offers practical experience in various student personnel areas to enhance the student's professional development. The program focuses on student development and counseling. The Ph.D. program in student personnel administration prepares students to administer student personnel programs at institutions of higher education. The curriculum is sufficiently flexible to permit individuals to develop an area of expertise, such as training and development, organizational behavior, or research. The program focuses on student development and administration.

Degree Requirements. The master's program is a 48-hour program that includes two internships. The doctoral program is a 105-hour post-baccalaureate program that includes a core of re-

search courses, a specialized course component, and a 36-week internship.

Admission Requirements. Master's applicants must complete a file that includes: official transcripts, MAT or GRE scores, three letters of recommendation, and a statement of professionally-related experiences and goals. A doctoral applicant's file should include: official transcripts, a GRE score, four letters of recommendation, proof of written work, and a statement of professionally-related experiences and goals. Doctoral applicants must possess a master's degree from an accredited institution. Complete criteria for admission to the programs are available from the School.

Application Procedures. Application deadlines for the master's program are October 15 and April 15. Applications for the doctoral program are due February 1.

Technology

Within the curriculum and instruction program, information and communication technology offers both M.S. and the Ed.D. degrees. It is designed to be an interdisciplinary approach to assist in the integration of information and communication technologies in the teaching/learning process. Its focus is on the utilization of such technologies in elementary and secondary school settings by teachers and administrators as well as in such areas as business, industry, vocational education, and health sciences. Central to the program is the routine assessment of the efficacy of innovative technological systems in the form of research and the broad-based application of that research.

The program is conducted in an educational environment well-equipped to allow students to investigate and participate in applications of leading technologies. Both Oklahoma State University and the College of Education's facilities offer students access to well-equipped computer laboratories, linear and non-linear video production equipment, distance learning television studios, satellite capabilities, and multimedia systems. Close interaction with faculty and other talented graduate students create an atmosphere at collegiality and support for achieving individual goals.

Degree Requirements. The M.S. degree requires a core curriculum consisting of at least one graduate course in each of the following areas: educational foundations, curriculum studies, instructional theory, psychological foundations, and educational research. The M.S. program may also be closely allied with the Oklahoma State Department of Education's requirements for the

graduate conversion certificate as a library media specialist.

The Ed.D. may be pursued with an emphasis in information/communication technology. The Ed.D. requires the completion of a minimum of 60 graduate hours beyond a master's degree, 10 hours of which must be dissertation hours.

Admission Requirements and Application Procedures. Entrance requirements for admission to the M.S. degree are based upon acceptable grade-point averages (3.00 for all courses taken for the bachelor's degree or 3.25 for all upper-division and graduate course work or 3.50 for OSU graduate course work included in the initial nine hours of study). All plans require a three-person faculty committee.

For admission to the Ed.D. program. Applicants must complete a folder that is reviewed by faculty. This folder must contain copies of undergraduate and graduate transcripts, written statement of goals and objectives, example(s) of applicant's written expression, letters of reference, and current results of the Miller Analogies Test or the Graduate Record Examination. An interview may be required.

Professional Education Unit

Officers of the Professional Education Council

Ann C. Candler Lotven, *Director of
Professional Education*

Margaret Scott, *Interim Associate
Director of Professional Education*

Anne Pautz, *Coordinator of
Professional Education Services*

Robert E. Knaub, *Coordinator of Field
Relations*

The College of Education coordinates all professional education programs offered at Oklahoma State University. All programs are operated in collaboration with the colleges of Agricultural Sciences and Natural Resources, Arts and Sciences, Human Environmental Sciences and the Graduate College. The dean of the College of Education serves as the director of the Professional Education Unit. The Professional Education Council has been established as the governance and oversight structure for the Professional Education Unit. The Unit

has a mission statement and goals that guide the operation of its programs.

Professional Education Council Core Concepts and Goals Statement. Oklahoma State University's Professional Education faculty seek to prepare individuals who believe everyone deserves the opportunity to learn and can learn; who act on the principle that diversity is to be valued; and who are committed to the belief that professional educators providing quality education are the backbone of society.

OSU's professional education programs are devoted to the concept of *integration*. Professional education students learn to integrate personal experience with fields of knowledge and with teaching based on sound theory and research-driven educational practice.

Students' attainment of unit and program goals is assisted and assessed in schools and communities in which continuous professional development for pre-service candidates, in-service school professionals, and university faculty is valued.

All Professional Education programs are administered by the dean of the College of Education and are coordinated through the Office of Professional Education. Upon completion of an approved program or degree, passing the appropriate Certification Examinations for Oklahoma Educators, and upon the recommendation of the University, the candidate will be eligible for licensure/certification to serve in the schools of Oklahoma. All candidates completing an approved program or applying for a teaching license are subject to all rules and regulations specified by the OSU Professional Education unit, the Oklahoma State Board of Education, and the Oklahoma Commission for Teacher Preparation. State-mandated changes in teacher certification may result in additional course requirements for licensure/certification.

Certification programs are offered at various levels, but all require the earning of at least a bachelor's degree for recommendation for a standard certificate. Graduate programs leading to the master's degree, the education specialist degree, and both the Doctor of Education and the Doctor of Philosophy degrees are offered in several areas. In addition, there are programs at the graduate level that lead to certification but which may or may not lead to graduate degrees. Professional Education programs at Oklahoma State University are accredited by the National Council for Accreditation of Teacher Education (NCATE), Oklahoma Commission for Teacher Preparation and the Oklahoma State Department of Education.

Undergraduate Professional Education programs are offered in the College of Education as well as in the colleges of Agricultural Sciences and Natural Resources, Arts and Sciences, and Human Environmental Sciences. The student must meet the requirements of the OSU Professional Education Unit as well as the degree requirements of the particular college. Each student who desires to enter a Professional Education program must make formal application to do so and must meet the admission standards specified.

Students classified by the Graduate College as "special" or "provisionally admitted" who are pursuing teacher certification must be admitted to the Professional Education Unit. Information regarding admission requirements may be obtained from the Office of Professional Education.

Inquiries concerning any aspect of Professional Education programs at Oklahoma State University should be addressed to the head of the School or Department offering the program or the Office of Professional Education, 325 Willard.

There are increasing opportunities in business, industry and state and federal agencies for persons with unique preparation in several education specialties. The Unit also provides academic preparation for a wide range of certification and teaching areas:

Undergraduate Certification Teaching Programs

Early Childhood Education
Elementary Education

*Elementary/Secondary Level (PK-12)
Programs*

Art Education
English as a Second Language
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
Speech and Drama
Trade and Industrial Education

Graduate Certification Programs

Elementary School Principal
Secondary School Principal
School Superintendent
Reading Specialist
School Counselor
School Psychologist
School Psychometrist

School Speech/Language Pathologist
Special Education (Mild/Moderate, Severe/Profound, and Gifted and Talented.)

Graduate Programs

Master's degrees are available in conjunction with all of the above programs and doctorates are available in many. Areas of concentration in several of these fields may be included as part of master's and doctoral degree programs if approved by the department 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. The student 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 courses in the professional sequence, teaching methods and the student teaching internship. Certain vocational programs may vary from this requirement due to state guidelines. Students should apply for admission to the Professional Education Unit as early as possible in their programs.

Professional Portfolio. The Oklahoma Commission for Teacher Preparation requires candidates for certification and licensure in Oklahoma to present professional portfolios as a portion of their professional documentation. Candidates in Professional Education are required to submit a professional portfolio for review at three checkpoints during the academic career.

Criteria for Admission to Undergraduate Professional Education Programs

During the first semester of the academic program, the student must complete the Application for Admission to Professional Education. This form can be obtained in the Office of Student Academic Services, 325 Willard, for College of Education students. Students wishing to enter Professional Education programs

within the College of Education 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 Environmental Sciences, the student should check with the office of the department head for further information.

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

1. *Basic Skills Competency.* Teacher candidates are expected to demonstrate competency in basic reading, writing and mathematics. The Preprofessional Skills Test (PPST) is offered to all Professional Education students and is designed to assess mathematics, reading, English grammar and writing skills. A student may pass the PPST with the OSRHE established Standard Test scores (mathematics 171, reading 173, writing 172) or Computerized Test scores (mathematics 316, reading 320, writing 318); or meet the alternative criteria by earning a 3.00 GPA in all hours of liberal arts and sciences courses (minimum of 20 hours). Contact the Office of Professional Education for specific information relative to alternative criteria. Information and registration for the PPST can be obtained from the University Testing and Evaluation Service and the Office of Professional Education. A study guide for the test is available on reserve in the Library and the Curriculum Materials Library.
2. *Interview for Admission to Professional Education.* All candidates for full admission to undergraduate Professional Education must satisfactorily complete a formal interview with designated OSU Professional Education faculty. The program interview policy form and guidelines may be obtained from the Office of Student Academic Services located in 325 Willard. Professional Education interviews are generally scheduled during the first early laboratory and clinical experience.
3. *Orientation to Professional Education Course and Laboratory and Clinical Experiences.* An appropriate orientation to Professional Education course must be completed with a grade of "C" or better. One semester credit hour of early laboratory and clinical experiences must be completed with a grade of "C" or better or grade of "P."
4. *Oklahoma General Education Test (OGET).* Students must receive a passing score on the OGET prior to admission to Professional Education.

5. *Minimum Overall Cumulative GPA of 2.50.* A minimum overall cumulative 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 form Application for Admission to Professional Education Program—Post-baccalaureate and 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 license or Provisional, Standard, or Professional Certificate; or
2. Students in a master's program must (a) satisfy the departmental requirements for unqualified admission to the master's degree program; (b) have a minimum overall GPA of at least 2.50; (c) complete the interview for Professional Education; and (d) complete one semester credit hour of early laboratory and clinical experiences with a grade of "C" or better or a grade of "P," and (e) complete an orientation to Professional Education course with a grade of "C" or better or a grade of "P."
3. Students classified by the Graduate College as "special" or "provisionally admitted" must (a) have a minimum overall GPA of at least 2.50; (b) complete the interview for Professional Education; and (c) complete one semester credit hour of early laboratory and clinical experiences and an orientation to Professional Education course with a grade of "C" or better or a grade of "P."

Transfer Students

Transfer students must work toward meeting the criteria for full admission to Professional Education established by Oklahoma State University as soon as possible during the first semester at OSU. It may be possible to transfer admission from another Oklahoma institution. For information see the Office of Professional Education.

Calculating Grade-point Average for Professional Education

The 2.50 GPA for all Professional Education purposes is calculated based on the University graduation and retention GPA policy. Grades of "I," "NP," "P," "X," "W" or the mark of "AU" or "N" do not affect the overall GPA.

Retention in Professional Education

For participation in all courses requiring full admission to and for continued acceptability in the Professional Education unit, an undergraduate student must maintain a grade-point average required for graduation of at least 2.50. If this GPA falls below 2.50, the student is placed on probation. When the required graduation GPA is raised above 2.50, the student is removed from probation. If the student fails to meet the graduation GPA requirement in that probationary semester or fails to have at least a 2.50 GPA for that semester, the student will be suspended from the Professional Education Unit. A student not satisfying the probation requirements at the end of the semester following the initial probationary 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 student 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 students earn and maintain a 3.00 GPA at Oklahoma State University following admission to Professional Education.

Additional Professional Education Requirements

Students in Professional Education programs may be required to document competency in a foreign language at the novice high level and to complete a professional portfolio.

These requirements are dependent upon college matriculation, graduation dates, continuous enrollment, and ad-

mission to the Professional Education program. Students must contact their advisers for details.

Student Teaching Requirements

In order to participate in student teaching, all teacher candidates must complete the Student Teaching Profile Application form during the semester prior to the student teaching semester. Student teaching information is distributed at the "Intent to Student teach" meeting each semester. Students are notified of this meeting through consultation with advisers, the "Official Bulletins" section of *The Daily O'Collegian* student newspaper, signs on bulletin boards across campus and in residence halls, and by announcements made in Professional Education classes. Students must submit their Student Teaching Profiles to the Office of Professional Education prior to specified dates in September and February. These dates will be announced to students in the same manner as mentioned above. Students will be notified in writing of their placements as soon as the coordinator of field relations has received confirmation from the cooperating schools.

Criteria for student teaching placement for all Professional Education students are:

1. Continued full admission to a Professional Education unit (see the "Retention in Professional Education" section above);
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 licensure/certification in the areas of professional core, major, and college/departmental requirements. No grade lower than a "C" or a "P" in either of these areas;
4. Completion of all preprofessional education course work that includes at least one course in sociological foundations, all early laboratory and clinical experiences (45 clock hours minimum), exceptional child, 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.

Required Grades in Student Teaching.

A student must receive grades of "P" in all sections of student teaching in order to be recommended for a teaching license. A student assigned a grade of "F" in any section of student teaching will *not* qualify for a recommendation for a license or any level of certification.

Out-of-Area/Out-of-State Placements

A student requesting an out-of-area/out-of-state placement due to extenuating circumstances must have the approval of the coordinator of field relations and the department program coordinator. Students granted an out-of-area/out-of-state placement must meet all 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., reimbursement for cooperating teacher, supervisor, etc.). These fees are payable to the Office of Professional Education and/or out-of-state university at the beginning of the semester in which the placement is sought.
2. If a recommendation for licensure/certification is to be made by Oklahoma State University, the student is responsible for reimbursing visits performed by the cooperating institution. All other criteria pertaining to in-state student teaching placements apply as previously stated.

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 students 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, the student has the right to pursue an appeal to the Admission and Retention Committee. For more detailed information pertaining to the appeals process, students are encouraged to contact the Office of Undergraduate Studies.

Certification Examinations for Oklahoma Educators

All students 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 endorsement can be issued. The examinations, which include a General Education Test, Subject Area Tests, and a Professional Teaching Exam, are administered by the National Evaluation Systems for the Oklahoma Commission for Teacher Preparation five times each year. Registration booklets are available in the Office of Professional Education.

Copies of the *Objectives and Study Guides for the Oklahoma Teacher Certification Testing Program* have been placed on reserve in the Library and are listed as "Objectives for Oklahoma Certification Testing Program."

Teacher candidates should plan to take 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 booklet and are generally about seven weeks prior to the testing date.

Personnel in the Office of Professional Education will process and deliver the registration form and required fees to the National Evaluation Systems.

Recommendations for License, Certificate, or Endorsement

Applications for an Oklahoma license or certificate can be obtained in the Office of Professional Education 325 Willard. Students seeking advisement concerning teacher licenses or certificates can be assisted by the coordinator of teacher certification in the Office of Professional Education. Oklahoma State University does not make a recommendation for a license, certificate or endorsement until all criteria have been met for the Professional Education program and a passing score has been achieved on the Oklahoma Teacher Certification Test(s). Applicants recommended by Oklahoma State University for a license, certificate or endorsement must have achieved grades of "P" in all sections of student teaching. A successful recommendation for certification by the Residency Committee at the end of the first year of employment as a teacher will result in a recommendation for the standard certificate. A student assigned the grade of "F" in any section of student teaching will *not* qualify for a recommendation for a license or any level of certification.

Residency Program

A candidate with a license will serve at least one, and in some cases two years, as a resident teacher under the guidance of a Residency Committee consisting of a mentor teacher and an administrator within the local district where the beginning teacher is employed, and a higher education representative. Upon completion of the residency experience (120-180 days) the candidate may be recommended either for certification by the Residency Committee or for an additional year of teaching under the guid-

ance of either the same or a new Residency Committee. If the candidate does not satisfactorily complete the second year as a resident teacher, the Residency Committee will recommend noncertification for the candidate.