

College of Education

Pamela G. Fry, Ed.D., *Interim Dean*

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The College of Education (COE) includes the schools of Applied Health and Educational Psychology, Teaching and Curriculum Leadership, and Educational Studies. The College offers a wide range of undergraduate and graduate programs to prepare individuals for careers in teaching, administration or research in the professional field of education either in the public schools or in institutions of higher education. Additional 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 Education Outreach has a long history of facilitating the delivery of COE course work and academic programs. Consistent with the OSU mission and in conjunction with faculty and academic programs in the COE, the office serves the state, national and international communities by providing its students with exceptional academic experiences. In addition, the office meets the OSU mission by dissemination of "new knowledge . . . to the people of Oklahoma and throughout the world." These founding assumptions of a modern comprehensive land grant university function as guiding principles for education outreach activities.

The goals of education outreach are to reflect the expertise and promote the accomplishments of the College of Education faculty and staff, and to foster activities and learning that develop faculty and students for multiple futures.

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. Athletic training is accredited by the Commission of Accrediting Allied Health Education Programs (CAAHEP). 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. Technical and industrial education professional education programs, are also accredited by the Oklahoma State Department of Career and Technical Education.

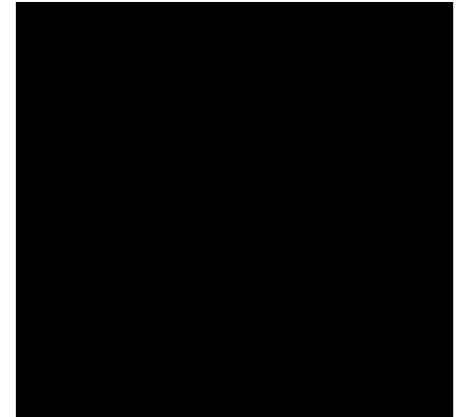
Statement on Diversity. The College of Education is committed to the promotion and affirmation of diversity in the broadest sense. This commitment is consistent with the ethical principles of the various professions represented in the College. These principles place a high value on the dignity and worth of individuals regardless of their gender, race, ethnicity, sexual/affectional 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 professional education programs and seek licensure.

Requests from students seeking re-admission 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 in Professional Education, the following minimum

GPA's 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 Teaching and Curriculum Leadership and the School of Educational Studies. The College of Education will offer the following scholarships in 2002-2003:

Blair, Mary Francis Endowed Scholarship in Aviation Fund
 Brann, Ralph A. and Engenia F. Distinguished Graduate Fellowship
 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 Scholarship
 College of Education Alumni Association Freshman Scholarship
 College of Education Alumni Association Minority Scholarship
 College of Education Alumni Association Graduate Scholarship
 College of Education Associates Scholarship
 College of Education Special Leadership Award
 Collins, W. Opal Eastep Endowed Scholarship
 Colvin, Valerie Scholarship Award
 Cooper, Dr. Donald Athletic Training Scholarship
 Cornforth, Patricia Scholarship
 Cumberledge, Gretchen Lynette Air Traffic Control Association Scholarship
 Cunningham, Charles and Karen Scholarship

Dotson, Rachel Scholarship Fund
 Earls, Lacrissha Diane Stephens Memorial Scholarship Fund
 Education Student Council Scholarship
 Eriksson, Alice R. Memorial Scholarship
 Esslinger, Charles "Adam" Outdoor Recreation Fellowship Fund
 Frye, Drs. Mary & Moses Endowed Scholarship
 Gilcrease Foundation Aviation Scholarship
 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
 Holmes, Viola Lacher Endowed Scholarship
 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
 Kinney, Alberta Teaching Scholarship
 Knaub Family Endowed Scholarship Fund
 Kunze, Lawana Scholarship Fund
 Ledbetter, Myron C. Diversity Scholarship
 Linehan, John C. & Caroline S. Endowed Scholarship Fund
 Locke, Wright, Foster, and Cross Educational Scholarship Fund
 Lohmann, Idella Memorial Scholarship
 Long, Hal & Jean Endowed Scholarship Fund in Elementary Education
 Looper, Lura Schoenleber Memorial Endowed Scholarship Fund
 Lotven Family Endowed Scholarship Fund
 Luinstra, Brian Memorial Athletic Student Training Association Scholarship
 Luinstra, Brian Memorial Scholarship Fund in Athletic Training

McMaster, James H. Memorial Scholarship
 Mills, Ted Endowed Scholarship In Environmental Science
 Morgan, Clayton A. Excellence Scholarship
 Morsani, Frank L. & Carol D. Endowed Scholarship Fund
 Mosier, Richard Harper Leadership in Higher Education Scholarship Fund
 Munson, Leon L. Memorial Scholarship Fund
 Nemecek, Col. Glen Aviation Scholarship
 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
 Patchin, Zelma Memorial Scholarship
 Prince, James Leonard Memorial Scholarship Fund
 Reitmeier, Georgan Wallace Endowed Scholarship
 Rezabek, Frankie Bohanan Scholarship
 Rollins-Wade, Myr-Lou Endowed Scholarship
 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
 Stone, Toni and Bill Endowed Scholarship
 Trammel, 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
 Wheeler, Mary Echo Scholarship
 Wiggins, Lloyd L. Endowed Scholarship Fund
 Wiggins, Kenneth & Margaret Aviation Endowed Scholarship Fund
 Winter, Pauline Endowed Professional Scholarship

Xerox Corporation Scholarship
Endowment Fund

Zuber Bittle, Patricia Memorial Scholarship Fund

An up-to-date, complete listing and application form for College of Education Scholarships can be found on the Internet (www.okstate.edu/Education/Scholarships).

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 provided by 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 depending on the student's declared major. Academic advisers 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 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*.

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

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

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

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 over 3,000 active members. The organization provides professional support and an immediate network of professional contacts. The Alumni Association provides scholarships for students in the College of Education. Graduates attending 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

Athletics Training Students Association

Education Student Council

Elementary Educators of Tomorrow

Flying Aggies

Health Promotion Club

Kappa Delta Pi (education honor society)

Leisure Club

Phi Epsilon Kappa (health, physical education, leisure honor society)

Physical Education Club

School Psychology Graduate Student Organization

Student Ambassadors

Student Education Association

School of Applied Health and Educational Psychology

Professor and Head
Alfred Carlozzi, Ph.D.

The School of Applied Health and Educational Psychology is a multi-faceted organizational unit encompassing undergraduate and graduate academic programs in athletic training, health promotion, physical education, leisure studies, community counseling, counseling psychology, educational psychology,

school counseling, school psychology, and health and human performance. The School seeks to fulfill the traditional functions of teaching, research, outreach, and public service that are consistent with 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. Undergraduate and graduate leisure courses continue to use the LEIS prefix. Courses in health and human performance are listed in the *Catalog* under the HHP prefix. Undergraduate courses in physical education, health, and athletic training 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.), 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 | M.S. |
| School Counseling | M.S. |
| Counseling Psychology | Ph.D. |
| <i>Educational Psychology and School Psychology</i> | |
| Educational Psychology | M.S., Ph.D. |
| School Psychology | Ed.S., Ph.D. |
| School Psychometrics | M.S. |
| <i>Health and Human Performance</i> | |
| Health Promotion | B.S., M.S., Ph.D. |
| Physical Education | B.S., M.S., Ph.D. |
| Applied Exercise Science | M.S. |
| Athletic Training | B.S. |
| Leisure Studies | |
| Leisure Service Management | B.S., M.S., Ph.D. |
| Therapeutic Recreation | B.S., M.S., Ph.D. |

Counseling and Counseling Psychology

Associate Professor and Coordinator
John Romans, 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 counseling psychology leading to the Ph.D. degree in educational psychology, with an option in counseling psychology.

Community Counseling

Associate Professor and Program Director, Camille DeBell, Ph.D.

M.S. Program. This program is intended for individuals who wish to serve as professional counselors in a variety of human service and community mental health agencies. Students may choose elective courses in selected areas of specification such as youth counseling, substance abuse counseling and mental health counseling. The program is designed to meet the academic requirement for licensure as a professional counselor in Oklahoma and the standards set by CACREP for national accreditation.

School Counseling

Assistant Professor and Program Director, Barbara Carlotzi, Ph.D.

M.S. Program. This program prepares students to work as counselors in public schools, serving students, teachers and parents. The role of the school counselor is to coordinate the comprehensive school counseling program, focusing on the educational, career, personal and social development of students. Within this comprehensive school counseling program, school counselors provide counseling, consulting, coordinating, and appraisal services. The school counseling program is designed to meet the certification requirements for the State of Oklahoma as well as requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Counseling Psychology

Associate Professor and Training Director, Carrie Winterowd, Ph.D.

Ph.D. Program. This program is accredited by the American Psychological Association and is based on the scientist-practitioner model of training. The program is designed to prepare students

for counseling, consulting, teaching and research roles in various settings such as university counseling centers, academic departments, 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 of full-time internship. Application materials for the counseling psychology program are due by January 15 for the following fall enrollment.

Educational and School Psychology

Educational Psychology

Professor and Coordinator
Diane Montgomery, Ph.D.

M.S. Program. A master's degree in educational psychology is available as an area of specification within the M.S. in educational psychology. Educational psychology emphasizes the application of psychological theory and research in the field of education. Every educational psychology master's student takes basic courses in educational psychology and research. Each student also takes additional courses in an emphasis area of developmental/instructional psychology or gifted and talented education.

Ph.D. Program. The Ph.D. in educational psychology includes areas of study in instructional psychology, human development, and education of the gifted. The programs prepare students for the role of teacher and researcher in educational and non-educational settings such as higher education, business, government, and communities. The educational psychology Ph.D. program is designed to provide students with maximum opportunity to individualize their programs according to their own interests, needs and professional goals. Applications for the Ph.D. program in educational psychology are due by February 1 for the following fall enrollment.

School Psychology

Coordinator and Training Director
Terry A. Stinnett, Ph.D.

M.S. Program. A degree in educational psychology with an option in school psychometrics is awarded to students who are en route for either the Ed.S. or Ph.D. degree in school psychology. Students must be admitted to the Ed.S. or Ph.D. program to receive the M.S.

(Students are not admitted directly to the M.S. degree.)

Ed.S. Program. The NASP-approved (National Association of School Psychologists) specialist program 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 77 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.

Ph.D. Program. This program with an option in school psychology, is an APA (American Psychological Association) program and 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, intervention 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 educational psychology with

a school psychology option are due February 1 for consideration to begin the next fall semester.

Health and Human Performance

**Associate Professor and Coordinator
Frank Kulling, Ed.D.**

The programs in health and human performance prepare students at the undergraduate level for careers in athletic training, health promotion, and physical education.

Athletic Training

Assistant Professor and Program Director, Tona Palmer, Ed.D.

The *athletic training educational* program includes both a clinical and pre-professional option with a curriculum designed for professional preparation as a certified athletic trainer by the National Athletic Trainers Association Board of Certification. 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 educational process 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. The program also utilizes a competitive admissions process. Interested students should contact the program director for additional information as well as for application and technical standard forms.

Health Promotion

Assistant Professor and Program Coordinator, Erin Floyd-Bann, Ph.D.

The *health promotion* program 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 certification as Certified Health Education Specialists as well as certification by the American College of Sports Medicine.

Physical Education

**Assistant Professor and Coordinator
Patricia Hughes, Ph.D.**

The undergraduate 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, 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 clinical experience that includes on-site experiences as both an elementary and a secondary physical educator.

Graduate Program

**Professor and Graduate Coordinator
Steve Edwards, Ph.D.**

M.S. In Health and Human Performance. The health and human performance program provides preparation at the master's level with three option choices: health promotion, applied exercise science or physical education.

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

Leisure Studies

**Associate Professor and Coordinator
Jerry Jordan, Ed.D.**

The program in leisure studies at

Oklahoma State University prepares students at the undergraduate and graduate levels 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 corporate 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.

Leisure service management is a growing field and is a multi-billion dollar industry. Students work in a variety of settings and can emphasize management, campus recreation, or outdoor pursuits. Therapeutic recreation is a valued part of the health care and human services. Individuals with illnesses, disabilities or limitations are helped to restore, enhance or maintain their health, independence and well-being through recreational activities.

Graduate Program

**Professor and Coordinator
Debra Jordan, Re.D.**

M.S. Program. Beyond the baccalaureate level, the program in leisure studies provides preparation at the master's level in leisure service management and therapeutic recreation. Masters students are typically employed in supervisory positions in leisure service management or therapeutic recreation settings..

Ph.D. Program. At the doctoral level, the Ph.D. in health, leisure and human performance is available with an option in leisure studies. Students in the program are prepared for work in higher education as high quality faculty members and are placed through a progression of teaching, research and service to achieve this goal.

School of Teaching and Curriculum Leadership

Associate Professor and Interim Head, Margaret M. Scott, Ph.D.

The broad mission of the School of Teaching and Curriculum Leadership is the study of schooling and the education of professionals for meaningful lifelong 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

Professor and Elementary Education Coordinator, David Yellin, Ph.D.

Associate Professor and Secondary Education Coordinator, Nadine Olson, Ph.D.

Associate Professor and CTED Coordinator, Reynaldo Martinez, Ph.D.

The School offers undergraduate degrees in elementary, secondary and K-12 education, and career and technical 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 Career and Technical Education (CTED) 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 career and technical education.

CTED 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.

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

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

Graduate Programs

Professor and Graduate Coordinator Kathryn Castle, Ed.D.

The School offers graduate degree programs at the master's and doctoral levels. While specialization is required, maximum program flexibility enables students to meet individual 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.

Programs in the School offer the Master of Science (M.S.), in teaching, learning, and leadership, and a Doctor of Philosophy (Ph.D.) in education.

Teaching, Learning and Leadership

M.S.

Options:

Curriculum and Leadership Studies
(curriculum leadership)

Elementary Education (including early childhood education)

K-12 Education (art, foreign language)

Occupational Education Studies
Administration and Leadership
Technical Education
Trade and Industrial Education

Reading/Literacy (including reading specialist and library media specialist certification)

Secondary Education (English/language arts, mathematics, science, social studies)

Secondary Education for Teachers
Non-Traditionally Certified

Special Education (mild-moderate, severe-profound, and behavior specialist)

Doctor of Philosophy in Education

Ph.D.

Options:

Curriculum and Social Foundations

Occupational Education Studies

Professional Education Studies

Teaching, Learning, and Leadership

A student may earn the degree of Master of Science (M.S.) in teaching, learning and leadership. Students specialize in such areas as art, curriculum studies, 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.

Ph.D. Program. A student may earn the degree of Doctor of Philosophy in Education with an emphasis in one of the following: Curriculum and Social Foundations, Professional Education Studies, or Occupational Education Studies.

The Curriculum and Social Foundations option is intended to educate scholars who have the abilities to discover, integrate, and apply knowledge about the culture in which the institution called school resides, as well as the culture the institution creates. The central focus is to critically analyze past and current educational theories and practices and propose new visions for our public schools.

The Professional Education Studies option is intended to develop scholars in educational research and teacher education who will advance knowledge fundamental to teaching and learning in the 21st century. The focus is to analyze teaching and learning contexts from various perspectives; integrate disciplinary knowledge with theories of teaching, learning, and curriculum; conduct inquiry using various research methodologies, reconceptualize the meaning and value of teaching, learning, and curriculum development and evaluation toward social transformation; and develop strategies for implementing such transformations.

The occupational education studies option is intended to strengthen research activities for improving practice in occupational education, provide graduate programs that reflect transformative roles in occupational education and the workplace, strengthen leadership and outreach services to the discipline, expand activities in international workforce development, and strengthen the cultural diversity in the field of occupational education studies. The focus is to prepare persons for leadership positions in higher education; international occupational education and workforce

development organizations; national, state, and community agencies; as well as public and private educational institutions.

Occupational Education Studies

Associate Professor and Occupational Education Studies Coordinator, Reynaldo Martinez, Ph.D.

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

The graduate degrees offered include the Master of Science degree in teaching, learning and leadership with an option in occupational education studies. Within this option a student may select an area of emphasis from the following: administration and leadership; technical education; or trade and industrial education. The masters program has a thesis or creative component requirement. 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 desirable in the trade and industrial education emphasis.

The master's degree with the occupational education option is intended for individuals who wish to prepare for broader education roles relating to all occupational education disciplines.

The emphasis in administration and leadership focuses on preparing individuals to effectively function in a variety of educational leadership and professional development roles in secondary, post-secondary, adult, government agency, or private sector occupational education programs or institutions. This area of emphasis builds and increases the competencies of supervisors, coordinators, directors and other administrators who work in administrative and leadership roles in occupational education settings.

The emphasis in technical education is offered for persons who are preparing for facilitative instructional, curriculum development or professional development roles in junior or community colleges, technical institutes, and domestic or international occupational

education programs. An adequate background in a major technical field and undergraduate program with technical course work is highly desirable for admission.

The emphasis in trade and industrial education is designed to develop leadership and expertise in trade and industrial education program design, implementation and assessment. The program enhances the competencies 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 Doctor of Philosophy in education degree is offered with a degree option in occupational education studies. Within the option students may specialize in areas such as teacher education and personnel development, occupational education leadership, or curriculum and instruction. This degree is for individuals who serve in occupational education roles such as university teacher educators, state and national occupational-technical education agency leaders, and career technology agency leaders, and occupational technical education school administrators. Other potential roles include leadership positions with international occupational education consulting agencies and organizations. A doctoral application folder must be successfully reviewed to gain full admission.

The courses included within this program are listed under the OCED prefix.

Special Education

**Associate Professor and Special Education Coordinator,
Pauline Holloway, Ph.D.**

M.S. Programs. The academic preparation program in the special education option 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. The master's program requires a minimum of 36 hours. Students elect one of three plans for completion of the master's degree: Plan I (minimum of 36 hours including a required thesis), Plan II (minimum of 36 hours including a required formal report), or Plan III (minimum of 36 hours including a required creative component). Application to the Graduate College precedes program admission decisions. For unqualified admission an undergraduate degree in Education or a related field, a vita/resume and a goals statement are required.

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

Financial Aid. 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 Teaching and Curriculum Leadership. A limited number of graduate fee waivers and College of Education scholarships are available to eligible graduate students.

School of Educational Studies

**Professor and Head
Bert H. Jacobson, Ed.D.**

Associate Head, Katye Perry, Ph.D.

The School of Educational Studies offers programs or majors in the following areas: aviation and space education, school administration, higher education, college student development, research and evaluation, social foundations and educational technology. These programs

conduct scholarly inquiry and educate professionals in areas 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.

Aviation and Space Education

**Assistant Professor and Coordinator
Timm Bliss, Ed.D.**

Aviation Education. The aviation education program prepares students for careers in the aerospace industry. A bachelor's degree in 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 commercial airline pilots. Flight labs are conducted at the OSU Aviation Flight 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.

The *aviation management* option prepares students for management positions in the aerospace industry. Employment opportunities include positions with fixed-base operators, air carriers, corporate flight departments, commuter and air taxi operations and a variety of career areas associated with airport operations.

The *technical services management* option builds on an individual's technical experience in aircraft maintenance or avionics 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.

Aerospace Education Services Program. This 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.

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.

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, aerospace industry, leadership and management. The remaining courses, to total a minimum of 33 semester hours, are selected from a suggested list of courses.

Educational Leadership

Associate Professor and Coordinator Kenneth Stern, Ed.D.

Educational Leadership emphasizes three areas: higher education, school administration, and college student development. Doctorates in education (Ed.D.) are offered in higher education and school administration. A Master of Science degree is offered with options in higher education (a 33-hour program that prepares individuals for leadership positions in all levels in post-secondary institutions), school administration (a 36-hour program designed for those who aspire to the principalship, departmental chairs, and central office positions in school districts), and college student development (a 48-hour program that prepares individuals for entry-level positions in service delivery areas of student affairs).

To be considered for admission to masters programs, applicants are expected to have an earned baccalaureate degree with a 3.00 GPA (on a 4.00 scale), have career goals that match the program, and provide appropriate recommendations, a recent test score (MAT score of 39 or GRE score of 900 on the verbal and quantitative sections), and a writing sample. Additionally, applicants to the school administration degree are expected to have at least two years of teaching experience. Admission to the higher education and school administration options is on a rolling basis (applications are reviewed as soon as all materials have been received). Deadlines for submitting application materials to the college student development degree are October 15 and April 15.

To be considered for admission to the doctoral program, applicants must have earned a master's degree with a 3.00 grade-point average (on a 4.00 scale), and must submit career goals that match the program, a recent test score [MAT score of 47 or a GRE score of 900 (verbal and quantitative)], two samples of scholarly work, a current vita or résumé, a critical issues essay, a career objectives statement, and letters of recommendation. The deadline for submission of application materials is March 15. The faculty ordinarily review these

materials and determine who should be admitted soon after this deadline.

Human Resources and Adult Education

The human resources and adult education graduate program at OSU is not accepting applications at this time. Information on courses and degree options in related programs may be appropriate for your professional interest. Depending upon professional goals, applicants may choose to pursue graduate degrees in either higher education or occupational education.

Educational Research and Evaluation

Associate Professor and Coordinator Laura Barnes, Ph.D.

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

The Ph.D. degree requires a university determined minimum of 60 hours beyond the masters degree or a minimum of 90 semester hours beyond the bachelor's degree. The typical doctoral student completes nine hours of common core course work in educational psy-

chology and 15 hours of common core course work in integrated and extended inquiry; 18 hours of professional course hours (e.g., psychometric theory, applied multivariate research), a minimum of nine hours in a cognate area defined by the student and committee chair (e.g., mathematical statistics, institutional research, student development), and at least 15 dissertation hours.

Students also select two applied experiences from a list of suggested experiences with the assistance and approval of the committee chair. Ph.D. students must take two qualifying examinations that cover the program and core and the area of professional specialization.

Admission Requirements. Criteria for full admission to the master's program include an undergraduate GPA of at least 2.75; Miller Analogy Test (MAT) or Graduate Record Exam (GRE) score of at least 39/900; 3 positive letters of reference (preferably from previous instructors or employers); and evidence of potential for professional development (e.g., proof of written work). For the doctoral program, admissions decisions are based on a combination of multiple criteria that include telephone or personal interview, GRE scores, undergraduate and master's GPA, four positive letters of reference on SES forms, relevant experience, statement of career goals, and evidence of potential for professional development (e.g., proof of written work). Students considering admission to the doctoral program must have a master's degree from an accredited institution. Applicants should have an undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50. A minimum GRE score of 1000 is a competitive test score for full admission.

Application Procedures. Applicants must submit a completed portfolio consisting of a Graduate Application for Admission form, the required number of positive letters of recommendation (three for master's, four for doctoral), a signed Confidentiality of Reference form, official score report for required tests (GRE or MAT for master's, GRE for doctoral), two official transcripts from each institution attended, Statement of Purpose, and the Graduate College application fee. International applicants must include TOEFL scores and a signed Confirmation of Resources form. Applications are reviewed as they are received.

Social Foundations

Assistant Professor and Coordinator
Stacy Otto, Ph.D.

Social foundations of education is the interdisciplinary study of schooling

and other forms of schooling and of education. Ever since it began during the 1930s at Teachers College of Columbia University, social foundations has brought together scholars who situate education in historical, philosophical economic and social contexts. Using the tools of the humanities and the social sciences, social foundations scholars ask perennial questions, such as:

What is the purpose of schooling in a democracy? What knowledge and values should be taught and to whose benefit? How are issues of race, ethnicity, social class, gender and disability manifested in schools?

Drawing from history, philosophy, sociology, anthropology, international studies, and other disciplines to teach their courses, faculty in the social foundations program area ask that educators reflect critically on the social and cultural dynamics in educational settings and how policy and practices might be improved. Students from other human service professions and other disciplines are invited to make similar use of the content of these courses for their professional practice.

Doctoral Program. The mission of the Ph.D. in education with the curriculum and social foundations option is to educate scholars who have the abilities to discover, integrate, and apply knowledge about the culture in which the institutions called *school* reside, as well as the culture the institution creates. In the broadest sense, the curriculum and social foundations option is intended to educate scholars so they can disseminate new knowledge to the education, government, economic social and other scholarly communities interested in the advancement of the educational enterprise at the national and international levels.

The vitality of the degree option in curriculum and social foundations arises from its orientation toward the exploration of critical problems and questions facing 21st Century educational institutions. The focus on vital educational issues is found in the course work, degree requirements, and the qualifications of the faculty. As such, the curriculum and social foundations degree option allows students to cross traditional boundaries in education and in disciplines outside of education and use multiple resources to study educational issues and to create solutions to educational problems.

The problem-centered, interdisciplinary nature of the course work contributes to this process. It begins with the program core in education, builds in the integrated inquiry core, and continues with the students' additional specialized program and research courses. Through

collaboration and mentoring with program faculty, students are expected to conduct, write and present original research at professional meetings, so that they may connect early to professional and scholarly communities.

Program of Study. Students in the program participate in the scholarly community of the University, the College of Education, the School of Educational Studies, and the program area. They are encouraged to study within the college and in other colleges in which they may take their cognate course work. Students are encouraged to engage in a diverse range of experiences that prepare them for positions in higher education and for leadership positions in schools. During the program, they have opportunities to work collaboratively with professors, attend colloquia, teach university courses, work with faculty on research projects, write grant applications, serve on university, school, and program committees, participate in service learning projects in the broad community, present at professional conferences with emphasis on research presentations, and write manuscripts to submit for publication.

Degree Requirements. All students admitted into the Ph.D. degree option in curriculum and social foundations are expected to meet all University requirements and the requirements for admission to the Ph.D. in education. For students with little or no background in curriculum studies and social foundations, additional leveling work may be required. The student and the respective advisory committee determine such prerequisite considerations as they design the plan of study. Specific graduate courses that may be required include: CIED 5053 Curriculum Issues, REMS 5013 Research Design and Methodology, REMS 5953 Elementary Statistical Methods in Education, and SCFD Educational Sociology.

Course work in the degree includes a minimum of 69 credit hours. It consists of a common program core (12 credit hours), integrated inquiry (six credit hours), extended inquiry (nine credit hours), independent research (15 credit hours of dissertation). In addition to the requirements listed, students must have presented at a professional conference and submitted an article for publication. Faculty support and mentor candidates through these processes.

Professional Education Unit

Officers of the Professional Education Council

Leah T. Engelhardt, Interim Associate Director of Professional Education

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 Unit Core Concepts and Goals Statement. The underlying structure of the unit is articulated through its conceptual framework that guides the direction of programs, teaching practices, candidate performance, faculty scholarship, and service. The core values of the conceptual framework emphasize leadership, professional ethics, academics and professional development, diversity, and service. (L.E.A.D.S)

Leadership. PEU prepares candidates who are committed to the belief that professional educators who provide quality education are the foundation of a prosperous and democratic society.

Ethics and Professionalism. PEU prepares candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues and communities and practice social justice.

Academic and Professional Roles. PEU provides opportunities to prepare knowledgeable candidates who reflect upon the connections between academics and their professional roles.

Diversity. PEU prepares candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society.

Service Orientation/Community Outreach. PEU prepares candidates who value and engage in service and meaningful involvement with students and

their families, as well as their school and their community.

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 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 candidate 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 (P-3)
Elementary Education (1-8)

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
Trade and Industrial Education

Graduate Certification Programs

Elementary School Principal
Secondary School Principal
School Superintendent
Library/Media Specialist
Reading Specialist
School Counselor
School Psychologist
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. Options and areas of emphasis in several of these fields may be included as part of master's and doctoral degree programs if approved by the head of the school or department offering the program and the dean of the Graduate College.

Intent to Pursue Professional Education

The criteria for admission to Professional Education programs are based on University-wide policies recommended by the Director of Professional Education through the Professional Education

Council. Requirements are applicable to all Professional Education administrative units of the colleges preparing teachers. Students should submit an *Intent to Pursue Professional Education Form* to the Professional Education Unit as early as possible in their programs. The candidate is not considered a fully eligible participant in a Professional Education program until formally admitted to the Professional Education Unit.

Full admission is required to enroll in the courses in the professional sequence, teaching methods and the student teaching/clinical practice internship. Certain vocational programs may vary from this requirement due to state guidelines.

Criteria for Admission to Undergraduate Professional Education Programs

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

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

1. *Orientation to Professional Education Course and Field Experiences*. An appropriate orientation to Professional Education course must be completed with a grade of "C" or better. One semester credit hour of early field experiences must be completed with a grade of "C" or better or grade of "P."
2. *Basic Skills Competency*. Basic skills competency must be demonstrated by successful completion of the Oklahoma General Education Test (OGET).
3. *Interview for Admission to Professional Education*. All candidates for full admission to undergraduate or initial programs in the Professional Education must satisfactorily complete a formal interview with designated OSU Professional Education faculty.
4. *Minimum cumulative overall GPA of 2.50*. A minimum cumulative overall GPA of 2.50 must be earned, based

on no fewer than 40 credit hours of courses to include lower-division general education requirements as specified in the student's program.

Criteria for Admission to Graduate (Post-baccalaureate) Professional Education Programs

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

1. The student must have completed an approved Professional Education program and hold a valid Oklahoma license or Provisional, Standard, or Professional Certificate; or a valid license from a state with which the Oklahoma State Department of Education has an interstate contract. The license or Provisional, Standard, or Professional Certificate must have included successful completion (a) of an interview for Professional Education; (b) of one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P" and (c) of an orientation to professional education course with a grade of "C" or better or a grade of "P". If the graduate student does not hold a valid credential and did not successfully complete the criteria listed above, he or she must meet 2 or 3.
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 cumulative overall GPA of at least 2.50; (c) complete the interview for Professional Education; (d) complete one semester credit hour of early field 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" and receive a passing score on the OGET.
3. Students classified by the Graduate College as "special" or "provisionally admitted" must (a) have a minimum cumulative overall GPA of at least 2.50; (b) complete the interview for Professional Education; and (c) complete one semester credit hour of early field experiences and an orientation to Professional Education course with a grade of "C" or better or a grade of "P" and receive a passing score on the OGET.

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 and approval at designated checkpoints prior to certification.

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 OSU Internet site (www.okstate.edu/peu) or 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.

Retention in Professional Education

For participation in all courses requiring full admission to and for continued acceptability in the Professional Education unit, an undergraduate candidate must maintain a grade-point average required for graduation of at least 2.50. If this GPA falls below 2.50, the candidate is placed on probation. When the required graduation GPA is raised above 2.50, the candidate is removed from probation. If the candidate 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 candidate will be suspended from the Professional Education Unit. A candidate 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 candidate in regularly reviewing continuing retention or reinstatement in Professional Education programs. A retention review prior to enrollment and again prior to the begin-

ning of classes each semester is encouraged when continuing retention is in question.

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

Additional Professional Education Requirements

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

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

Student Teaching/Clinical Practice Requirements

In order to participate in student teaching/clinical practice, all teacher candidates must complete the Student Teaching Profile Application form during the prior semester. Student teaching/clinical practice information is distributed at the "Intent" meeting each semester. Candidates are notified of this meeting through consultation with advisers, signs on bulletin boards across campus and in residence halls, and by announcements made in Professional Education classes. Candidates must submit their applications to the Office of Professional Education prior to specified dates in September and February. These dates will be announced to candidates in the same manner as mentioned above. Candidates will be notified in writing of

their placements as soon as the specialist in field experiences has received confirmation from the cooperating schools.

Criteria for student teaching/clinical practice placement for all Professional Education candidates 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 field 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 candidate must receive grades of "P" in all sections of student teaching/clinical practice in order to be recommended for a teaching license. A candidate assigned a grade of "F" in any section of student teaching/clinical practice will *not* qualify for a recommendation for a license or any level of certification.

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

A candidate requesting an out-of-area/out-of-state placement due to extenuating circumstances must have the approval of the department program coordinator and the director of Clinical Experiences. Candidates 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 candidate is responsible for reimbursing visits

performed by the cooperating institution. All other criteria pertaining to in-state student teaching/clinical practice placements apply as previously stated.

Appeals

By enrolling in Professional Education programs at Oklahoma State University, candidates accept the responsibility for complying with all applicable Professional Education Council policies and procedures that allow candidates to maintain good academic standing. If the candidate 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 Student Affairs Committee. For more detailed information pertaining to the appeals process, candidates are encouraged to contact the Office of Professional Education.

Certification Examinations for Oklahoma Educators

All candidates who graduate or are seeking recommendation for certification from a Professional Education program are required to complete the Certification Examinations for Oklahoma Educators before a license or area of certification can be issued. The examinations, which include a General Education Test, Subject Area Tests, and a Professional Teaching Exam, 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 Curriculum Materials Library and are listed as "Objectives for Oklahoma Certification Testing Program", and are available on the National Evaluation Systems web site.

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

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

Recommendations for License, Certificate, or Additional Certification Areas

Applications for an Oklahoma license or certificate can be obtained in the Office of Professional Education 325 Willard. Candidates seeking advisement concerning teacher licenses or certificates can be assisted by the teacher certification specialist in the Office of Professional Education. Oklahoma State University does not make a recommendation for a license, certificate or additional certification area until all criteria have been met for the Professional Education program and a passing score has been achieved on the Oklahoma Teacher Certification Exam(s). Applicants recommended by Oklahoma State University for a license, certificate or additional area of certification must have achieved grades of "P" in all sections of student teaching/clinical practice. 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 candidate assigned the grade of "F" in any section of student teaching/clinical practice will *not* qualify for a recommendation for a license or any level of certification.

Requirements for exit from administrator preparation programs include:

1. successful completion of an administrator assessment that evaluates administrator candidates' knowledge and skills regarding legal, organizational, and financial concepts related to schools, reading comprehension, mastery of writing and verbal skills and child and adolescent growth and development.
2. a culminating portfolio which includes the future administrator's knowledge of diversity, and demonstrates his or her ability to transfer theory and research to practice.

Residency Program

A candidate with an Oklahoma 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 guidance 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. Anyone recommended for noncertification upon the completion of the second year of residency will not receive a recommendation from OSU for any in or out-of-state teacher certification.