

College of Education

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106 Willard • (405) 744-6350 • Web site: www.okstate.edu/education



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

Accreditation

In the College of Education, the aviation programs are accredited by the 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 school psychology program also is accredited by the National Association of School Psychologists. The counseling program with options in Community Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The leisure studies program, with options in leisure service management and therapeutic recreation, is accredited by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation. Athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All professional education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), 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. We highly value the dignity and worth of individuals inclusive of their gender, race, ethnicity, nationality, sexual orientation, age, physical and mental abilities, religious beliefs, socioeconomic class, and other identities. Valuing diversity also extends to diversity of thought and perspective. We promote and create a dynamic community for personal transformation and social change with an atmosphere of respect and trust in which individuals explore, discuss, and express their beliefs with one another.

High School Preparation

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

Admission Requirements

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

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

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

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

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

Scholarships

The College of Education offers scholarships for undergraduate and graduate students in the School of Applied Health and Educational Psychology, School of Teaching and Curriculum Leadership and the

School of Educational Studies. The College of Education will offer the following scholarships annually:

Abercrombie, Betty Memorial Scholarship
 Blair, Mary Francis Endowed Scholarship in Aviation Fund
 Bliss Family Aviation Management Scholarship
 Branstetter, Paula G. Aviation Scholarship Fund
 Brown, Ray E. Memorial Scholarship Fund
 Broyles-Willard Family Scholarship Fund
 Cashel, Christine Professional Scholarship
 Celebration of Teaching Scholarship
 Chauncey, Vera Jones Memorial Scholarship Fund
 Christiansen Aviation Scholarship Fund
 Close, Bryan, Transfer 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 Dean's Academic Excellence Scholarship
 Collins, W. Opal Eastep Endowed Scholarship
 Colvin, Valerie Scholarship Award
 Cooper, Dr. Donald Athletic Training Scholarship
 Cornforth, Patricia Scholarship
 Cumberledge, Gretchen Lynette Scholarship
 Cunningham, Mary Marie Memorial Scholarship
 Dickman, Marcia Endowed Scholarship
 Dotson, Rachel Scholarship Fund
 Dugger, Tom J. and H.
 Earls, Lacrissha Diane Stephens Memorial Scholarship Fund
 Eriksson, Alice R. Memorial Scholarship
 Eskimo Joe's Endowed Future Teacher Scholarship
 Esslinger, Charles "Adam" Outdoor Recreation Fellowship Fund
 Frye, Drs. Mary & Moses Endowed Scholarship
 Gilcrease Foundation Aviation Scholarship
 Grace, James and Tammy Berlin 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
 Holley, J. Andrew Memorial Scholarship Fund
 Horner, Jo Griffith Endowed Scholarship Fund
 Jameson Family Endowed Scholarship
 Jeskey, Arlene Starwalt Scholarship Fund in Math Education
 Jewell, Jan Endowed Scholarship
 Jones, Helen M. Scholarship Fund
 Jordan, Henry S. & Wanda Family Scholarship
 Jungers, Richard & Edna Endowed Scholarship Fund
 Kamm, Robert & Maxine Distinguished Graduate Fellowship Fund
 King, Kenneth & Peggy Endowed Scholarship Fund
 Kinkead Family Endowed Scholarship
 Knaub Family Endowed Scholarship Fund
 Kunze, Lawana Scholarship
 Ledbetter, Myron C. Diversity Scholarship
 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
 Luinstra, Brian Memorial Athletic Student Training Association Scholarship

Luinstra, Brian Memorial Scholarship Fund in Athletic Training
 McMaster, James H. Memorial Scholarship
 McMullen, Colleen & George Scholarship
 Mills, Ted Endowed Scholarship In Environmental Science
 Montemuro, Paul A. Scholarship in Music Education
 Morgan, Clayton A. Excellence Scholarship
 Morsani, Frank L. & Carol D. Endowed Scholarship - Undergraduate
 Morsani, Frank L. & Carol D. Endowed Scholarship - Graduate
 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 Teacher of the Year (OKTOY) Endowed Scholarship Fund
 Parrack, Doyle Endowed 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
 Shriver, Madeline D. Endowed Scholarship Fund
 Smith, Stephen and Rebecca Scholarship
 Smith, Thomas J. Endowed Scholarship
 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
 Sumpter, Mildred H Endowed Scholarship
 Sutton, Eddie Endowed Scholarship in COE
 Trammel, Jane Memorial Scholarship Fund in Aviation
 Ulrich, John Memorial Scholarship
 Vandegrift, James R. Memorial Scholarship
 Wagner, Amy Louise Scholarship
 Waits, Gene Endowed Scholarship
 Watson, Kim R. Endowed Scholarship Fund in Education
 Watson, Kim R. President's Distinguished 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
 An up-to-date listing for COE Scholarships can be found on the Internet at www.okstate.edu/education/scholarships/home.html.

Watson Family Student Success Center

Academic Advising

Academic advisement for undergraduate students is provided by the *Watson Family Student Success Center*, located in 106 Willard, in the College of Education. Students are assigned to a particular academic adviser in the *Watson Family Student Success Center* depending on the student's declared major. Academic advisers confer with their advisees on such matters as 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

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makes normal progress toward graduation (no more than two years beyond the normal four-year bachelor's degree requirements) will be held responsible for the degree requirements at the time of matriculation and any changes that are made, so long as these changes do not result in semester credit hours being added or delay graduation.

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

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

For more information log on to www.okstate.edu/education/studentacademicervices/index.htm.

—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. 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 and graduate students and alumni. The career consultant also partners with many employers, including school districts, hospitals, non-profit organizations, and corporations, encouraging them to hire OSU graduates from the College of Education.

Special Academic Programs

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

—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, diversity, and electives. All degrees are consistent with the current University General Education requirements and the Oklahoma State Board of Education standards.

Departmental Clubs and Honor Societies

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

Education Outreach and International Studies

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

The goals of Education Outreach and International Studies are to reflect the expertise and promote the accomplishments of the College of Education faculty and staff and to foster activities and learning that develop faculty and students for multiple futures. Specifically, these offices work to:

- facilitate campus-based degree credit which enables students to pursue their academic goals in ways that fit their schedule and personal situations;
- extend off-campus degree programs to individuals pursuing degrees and professional certifications through a variety of different methods;
- provide opportunities for international experiences linking campus faculty and students to a wide range of global locations through travel trips, student teaching, and cohort programs;
- assist workforce development initiatives through non-credit educational opportunities for employed adults in educational and governmental environments;
- coordinate professional conferences for the educational community, including school professionals and administrators, educational associations, and state organizations; and
- offer a wide array of community development and cultural enrichment opportunities.

School of Applied Health and Educational Psychology

John Romans, PhD - *Associate Professor and School Head*

The School of Applied Health and Educational Psychology encompasses 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 the mission of Oklahoma State University. The mission is to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the goals of the University's Professional Education Council's Core Concepts and Goals Statement, faculty strive to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

—Course Prefixes. Courses that support educational psychology and school psychology and gifted education are listed in the *Catalog* under the EPSY prefix. Courses that support counseling and counseling psychology are listed in the *Catalog* under the CPSY prefix. Undergraduate and graduate leisure courses use the LEIS prefix. Courses in health and human performance are listed in the *Catalog* under the HHP prefix. Undergraduate courses in physical education, health, and athletic training also carry the HHP prefix.

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

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

Counseling and Counseling Psychology

Al Carlozzi, PhD - *Professor and Coordinator*

The counseling and counseling psychology program areas offer graduate programs in community counseling and school counseling leading to the MS degree in counseling as well as a PhD degree in educational psychology, with an option in counseling psychology.

Community Counseling

Camille DeBell, PhD - *Associate Professor and Program Director*

—MS Program. This program is intended for individuals who wish to serve as professional counselors in a variety of human service and community mental health agencies. Students may choose elective

courses in selected areas of 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

Barbara Carlozzi, PhD - *Associate Professor and Program Director*

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

Counseling Psychology

Carrie Winterowd, PhD - *Associate Professor and Training Director*

—PhD Program. This program is accredited by the American Psychological Association and is based on the scientist-practitioner model of training. The program is designed to prepare students for counseling, consulting, teaching and research roles in various settings such as university counseling centers, academic departments, 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 Psychology

Diane Montgomery, PhD - *Professor and Coordinator*

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

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

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

School Psychology

Gary Duhon, PhD - *Coordinator and EdS Program Training Director*

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

—EdS Program. The NASP-approved (National Association of School Psychologists) specialist program is available through the School of Applied Health and Educational Psychology. The EdS is the appropriate level of training for those who are interested in applying psychology to a variety of child-related learning and adjustment problems, and for the improvement of children's mental health. Specialist-level school psychologists typically work in school systems and function in diverse roles including consultation, psychological and psycho-educational assessment, and intervention to facilitate success for all children. The EdS program at OSU is approximately 77 hours, consistent with the 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 EdS program are due March 1 for consideration for admission the following semester.

Terry Stinnett, PhD - *PhD Program Training Director*

—PhD Program. The doctoral program in school psychology is accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, D.C., 20002-4242; telephone: (202) 336-5979 and approved by the National Association of School Psychologists. The program has a scientist practitioner model that emphasizes the application of the scientific knowledge 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 PhD program in educational psychology are due by February 1 for the following fall enrollment.

Health and Human Performance

Aric Warren, EdD, ATC, LAT, CSCS - *Associate Professor and Coordinator*

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

Aric Warren, EdD, ATC, LAT, CSCS - *Associate Professor and Program Director*

The *athletic training educational* program is a CAATE accredited program designed for professional preparation as a certified athletic trainer by the Board of Certification. In addition to core course requirements, ATEP majors are required to complete a variety of clinical experiences. 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. The program utilizes a competitive admissions process technical standards for admission and has strict transfer and retention policies. Interested students should contact

the program director for additional information or view the programs Web site at <http://frontpage.okstate.edu/coe/atep/>. Requirements for admission can be found at either location.

Health Education and Promotion

Bridget Miller, PhD - *Assistant Professor and Program Coordinator*

The *health education and promotion* program prepares students to provide preventive and rehabilitative services in a variety of settings including worksites, health care facilities, community agencies, schools/universities, and governmental agencies. Students culminate their degree requirements with a semester-long internship during their final semester. This degree track prepares students for credentialing opportunities such as the Certified Health Education Specialists and certifications offered through the American College of Sports Medicine.

Physical Education

Patricia Hughes, PhD - *Associate Professor and Program Coordinator*

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

Graduate Program

Steve Edwards, PhD - *Professor and Graduate Coordinator*

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

—PhD in Health, Leisure and Human Performance. The purpose and focus of this program is to prepare excellent entry level research scholars for formal and informal learning organizations. They may serve in such roles as faculty members at colleges and universities and scholar practitioners in the workplace. The options included in the degree program help students to develop 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

Jerry Jordan, EdD - *Associate Professor and Program Coordinator*

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

—Master of Science in Leisure Studies. Individuals wishing to pursue an advanced degree in recreation, parks, and leisure services may apply to the master's degree. Graduates of the master's degree are typically employed in management and administrative positions in a wide variety of recreation, parks, and leisure services settings. These include areas such as campus recreation, municipal parks and recreation, military recreation, directorships of therapeutic recreation units in clinical settings, YMCAs, state parks, and others. The master's degree is 36 credit hours beyond the bachelor's degree and many graduate assistantships are available for qualified students.

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

Graduate Program

Deb Jordan, ReD - *Professor and Coordinator*

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

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

School of Teaching and Curriculum Leadership

Christine Ormsbee, PhD - *Professor and School Head*

The School of Teaching and Curriculum Leadership prepares educational professionals to work with diverse populations in various settings. As a community of scholars, we generate knowledge, promote learning and understanding, and foster personal and professional growth through teaching, research, service, and outreach.

Undergraduate Programs

Caroline Beller, PhD - *Assistant Professor and Elementary Education Coordinator*

Pat Jordan, EdD - *Associate Professor and Secondary Education Coordinator*

Mary Jo Self, EdD - *Associate Professor and CTED Coordinator*

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). The program is intended to provide students with (1) a breadth of knowledge that reflect the broad traditions of the liberal arts and sciences, (2) a depth of knowledge in the area of specialization, and (3) diverse field experiences that allow students to demonstrate their ability to work with young children.

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. The program is intended to provide students with (1) a breadth of knowledge that reflect the broad traditions of the liberal arts and sciences, (2) a depth of knowledge in the secondary subject area of specialization, and (3) diverse field experiences that allow students to demonstrate their ability to work with young children. 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 non-certification option, for students interested in adult technical education, and the certification option for students interested in secondary career and technical education.

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

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

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

in career and technical departments of high schools and area career and technology centers.

The certification options include business information technology, marketing education, health occupations education, technology education, and technical and industrial education. The specializations in technical and industrial education are selected from but not limited to the trade and industrial fields of air conditioning heating and refrigeration, automotive technology, aviation technology, building and grounds maintenance, carpentry, commercial art, commercial photography, computer repair technology, cosmetology, diesel engine technology, drafting, electronics, laboratory technology, law enforcement training, machining, masonry, printing, plumbing, telecommunications, and welding technology. For the technical and industrial option, specific field is determined by the specialization proficiency and teaching aspirations of the student. Since specialization competency normally is required for admission, students are accepted into this option by consent of the program faculty. The required specialization competency may be acquired by completing 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

Kathryn Castle, EdD - *Professor and Graduate Coordinator*

The School offers graduate degree programs at the master's and doctoral levels. While specialization is required, maximum program flexibility enables students to meet individual 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 or enter other educational institutions and community agencies as educational 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 (MS) in Teaching, Learning, and Leadership, and a Doctor of Philosophy (PhD) in Education.

—Teaching, Learning and Leadership

MS Options:

- Curriculum and Leadership Studies (curriculum leadership)
- Elementary Education, Middle School and Secondary Education (English/language arts, mathematics, science, social studies)
- K-12 Education (art, foreign language)
- Occupational Education Studies (Administration and Leadership, Technical Education, Trade and Industrial Education)
- Reading/Literacy (including reading specialist)
- Secondary Education for Teachers Non-Traditionally Certified
- Special Education (mild-moderate)

—Doctor of Philosophy in Education

PhD Options:

- Curriculum Studies
- Occupational Education Studies
- Professional Education Studies
- Social Foundations of Education
- Special Education

Teaching, Learning and Leadership

A student may earn the degree of Master of Science (MS) in Teaching, Learning and Leadership. Students specialize in such areas as curriculum leadership; elementary, middle school, secondary education and K-12; occupational education studies; reading and literacy; and special education. 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.

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

The Curriculum Studies option focuses on a deep understanding and ability to create and use knowledge of curriculum studies in the field of education and in other scholarly communities interested in the advancement of education at the state, national, and international levels. Students will have opportunities to participate in the OSU Curriculum Studies Project working with internationally recognized scholars, collaborating in research, leadership events, and such school-based initiatives as curriculum development and evaluation, teacher research, analysis of teaching and learning, and media literacy. The program prepares students for a variety of professional goals: curriculum generalists and specialists, curriculum coordinators, K-12 curriculum leaders, professors of education and teacher educators, curriculum designers and evaluators, curriculum materials writers, educational administrators at various levels, as well as educational leaders in social and cultural organizations.

The Professional Education Studies option is intended to develop scholars in educational research and professional 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.

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

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

—Financial Aid. 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

Bert H. Jacobson, EdD - *Professor and School Head*

Katy Perry, PhD - *Associate School Head*

The School of Educational Studies offers degrees or options in the following areas: aviation and space education, school administration, higher education, college student development, research and evaluation, curriculum social foundations and educational technology. These areas of emphasis conduct scholarly inquiry and educate professionals in areas foundational to thought and practice in a wide variety of 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 strives to demonstrate and perpetuate teaching that is based on theory and research-driven educational practices.

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

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

Aviation and Space Education

Steven Marks, EdD - *Professor and Coordinator*

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

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

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

Students in the *Professional Pilot* option complete all flight requirements for private pilot, commercial pilot with instrument, multi-engine, and certified flight instructor ratings. Students are prepared for careers as general aviation, corporate, commuter, and commercial airline pilots. Both flight and ground school courses are conducted under Federal Air Regulation Part 141.

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

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

Aviation and Space Program has an extensive industry-based management internship program established with aerospace industries, major and regional air carriers and a variety of other companies within the aerospace industry.

—OSU NASA Education Projects. The faculty in the Aviation and Space Program are the principal investigators for the NASA Teaching From Space Project (TFSP), NASA Interdisciplinary National Science project incorporating Research and Education Experience (INSPIRE) and the NASA Explorer Schools Project (NES). The TFSP includes Educator Astronaut Support and Education Flight Projects. These components include supporting astronauts with educational resources and consultations for K-16 education related personal appearances, and support education payloads for space shuttle missions and/or the International Space Station.

The NASA Interdisciplinary National Science Project incorporating Research and Education Experience or INSPIRE, is a multi-tiered student pipeline project for students and their parents. Participating students must be in grades 9-12 or in their freshman year of college. INSPIRE is designed to provide grade appropriate NASA-related resources and experiences to encourage and reinforce students' aspirations to pursue science, technology, engineering and mathematics, or STEM, education and careers.

NASA Explorer Schools (NES) is supported by providing NES coordinations and digital learning network coordinations at each of the NASA field centers. These components engage and educate the K-16 education community in NASA mission directorates.

—Graduate Degree Requirements. MS Degree Program. The Master's in Natural and Applied Sciences emphasizes management, regulation, logistics, security, finance, current issues, and content regarding the aerospace industry and related government programs and missions. To be considered for admission to the master's program, students must be admitted to both the OSU graduate college and the AVED program. Applicants are required to provide a statement of personal goals and objectives, two letters of recommendation addressing the applicant's abilities, interest, motivation, etc., and a copy of a recent resume. All MS students must complete course work from research, core requirements, program emphasis, and elective courses to total 33 hours. At least 21 hours must be completed at the graduate level (5000 or above) and no pass/fail courses may be used. Master's students must also complete a Creative Component or a Thesis or a Report for committee approval.

—EdD Degree Program. The EdD in Applied Educational Studies with the Aviation and Space Science Specialization emphasizes administration of aerospace programs, aviation law, aerospace logistics, aerospace security programs, international aviation issues, and aircraft accident investigations. The Space portion emphasizes the development of air and space flight; the earth's air, land and water systems; and the solar system. The Aviation and Space program provides advanced courses in the specific field of aviation and space for successful practice in the aerospace industry. Applicants should have at least three full years of work experience in the aerospace industry, government, and/or higher education area(s). Either the MAT or GRE test must be taken within five years prior to application to the program. All applicants are required to submit a statement of personal goals and objectives, two letters of recommendation addressing the applicant's experiences, abilities, interest, motivation, etc., and a current resumé/vita. Course work must be completed from the professional core, program emphasis, field experiences, and research in addition to 10 hours of Doctoral Dissertation, for a total of 60 hours of course work beyond the Master's degree. The EdD degree requires a dissertation that is research-based in the field of specialization of the practitioner-student. Basic principles are used to emphasize the practical application of research.

Educational Leadership

Kenneth Stern, EdD - *Associate Professor and Coordinator*

Educational leadership emphasizes three areas: higher education, school administration, and college student development. Doctorates in education (EdD) are offered in higher education and school administration. Also offered is the PhD in Educational Leadership and Policy Studies with options in Higher Education and School Administration. The Master of Science degree is offered with options in higher education (a 36-hour program that prepares individuals for leadership positions in all levels in post-secondary institutions), school administration (a 36-hour program designed for those who aspire to the principalship, departmental chairs, and central office positions in school districts), and college student development (a 42-hour program that prepares individuals for positions in service delivery areas of student affairs). Admissions to the graduate programs in Educational Leadership are competitive and based upon multiple factors.

To be considered for admission to masters programs, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale), and have career goals that match the program. Applicants must provide appropriate recommendations (3), a recent Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score, a critical issue essay and a career objective essay. Students currently enrolled in the program have an average MAT score of 57/410 or GRE scores of Verbal 437 and Quantitative 541. Additionally, applicants to the school administration degree are expected to have at least two years of teaching experience. Admissions to all master's options are

on a rolling basis (applications are reviewed when all materials have been received).

To be considered for admission to an EdD program, applicants must have an earned master's degree with a minimum 3.00 GPA (on a 4.00 scale), and have career goals that match the program. Applicants must submit a description of relevant work experience, a recent MAT or GRE score, samples of scholarly work, a current vita or resumé, a critical issues essay, a career objectives statement, and three letters of recommendation. Students admitted into the EdD programs in 2008 have an average MAT score of 414 or GRE scores of Verbal 483 and Quantitative 541. Applicants for the PhD program must provide the same information and documents as for the EdD. However, the GRE is required for the PhD, and the minimum scores expected are: Verbal 500, Quantitative 610, and Writing 4.5. For the PhD only, a one year residency of at least nine hours for two semesters is required during the degree process. The deadline for submission of all application materials is March 15. Review of these materials will begin soon after this deadline with notification to follow soon thereafter.

Educational Technology

Susan L. Stansberry, EdD - *Associate Professor and Coordinator*

The goal of the Educational Technology program is to facilitate educators in becoming highly qualified educational technologists and school library media specialists. Our focus on instructional design, information management, and multimedia design and development along with core technology integration enables candidates to serve in a variety of settings in education, business, and industry. The program Web site, <http://edtech.okstate.edu>, offers greater detail.

The MS in Educational Technology is for students interested in furthering their knowledge, skills, and opportunities in the area of educational technology and library media. This degree will enhance their marketability and, in the case of the School Library Media option, provide credentials necessary for recommendation for this particular area of teacher certification. In addition to the core focus on educational technology, candidates pursuing School Library Media certification will also be immersed in the areas of information literacy, curriculum leadership, and program administration, meeting NCATE accreditation standards. To be considered for admission to the master's program, applicants should have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale), a recent score on either the Miller Analogies Test or Graduate Record Exam, and three letters of recommendation providing information related to past academic ability, potential for graduate study, and writing ability. Applications will be reviewed upon receipt of all materials.

For those seeking a doctoral level degree emphasizing educational technology, we offer the PhD in Education with an option in Professional Education Studies (Literacy and Technology specialization). The focus of the program is on the core areas of the field: design, development, utilization, production, and evaluation of instructional systems and technology applications to support learning. The doctoral program emphasizes research using educational technology in applied settings. The PhD degree in Educational Technology prepares students for a variety of professional positions. Graduates are typically employed as university faculty, educational technologists in universities, community colleges, and schools or as training managers or instructional designer/developers in corporate settings. The PhD in Education degree requires a minimum of 69 credit hours beyond the master's degree. Applicants must apply to the OSU Graduate College and include a recent score from the Graduate Record Exam or the Miller Analogies Test, a Statement of Goals and Objectives, references, and examples of scholarly writing. An interview may be requested.

The Educational Technology faculty is committed to involving students in a variety of experiences that will enhance their professional careers. Faculty work with students to present papers at national conferences and to submit manuscripts to professional journals. Students participate in Educational Technology courses, grant projects, and service and outreach to educational groups. Graduate assistantships in teaching and research are often available. Each student has the opportunity to engage in rich internship and practicum experiences designed with the individual learner's goals in mind.

Educational Research and Evaluation

Laura Barnes, PhD - *Associate Professor and Coordinator*

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

—Degree Requirements. The MS degree requires a minimum of 36 credit hours. There are three options: either 36 hours of 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 PhD degree requires a university determined minimum of 60 hours beyond the master's degree or a minimum of 90 semester hours beyond the bachelor's degree. The typical doctoral student completes nine hours of common core course work in educational psychology and 15 hours of common core course work in integrated and extended inquiry; 18 hours of professional course hours (e.g., psychometric theory, applied multivariate research), a minimum of nine hours in a cognate area defined by the student and committee chair (e.g., mathematical statistics, institutional research, student development), and at least 15 dissertation hours. Students also select two applied experiences from a list of suggested experiences with the assistance and approval of the committee chair. PhD students must take two qualifying examinations that cover the program and core and the area of professional specialization.

—Admission Requirements. For both the masters and PhD programs, admissions decisions are competitive and based on a combination of multiple criteria. Criteria for admission to the master's program include an undergraduate GPA of at least 2.75; Miller Analogy Test (MAT) or Graduate Record Exam (GRE); 3 positive letters of reference (preferably from previous instructors or employers); and evidence of potential for professional development (e.g., proof of written work). For the doctoral program, admissions criteria include telephone or personal interview, GRE scores, undergraduate 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. Doctoral applicants should have an undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50.

—Application Procedures. Applicants must submit a completed portfolio consisting of a Graduate Application for Admission form, the required number of positive letters of recommendation (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. The yearly admissions deadline is February 15.

Social Foundations

Edward Harris, PhD - *Associate Professor and Interim Coordinator*

Social foundations of education are 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 ability 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 PhD 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 PhD degree option in curriculum and social foundations are expected to meet all University requirements and the requirements for admission to the PhD 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 5883 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), and 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

Christine Ormsbee - *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 (PEU). 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 Values. 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, ethics and professionalism, academics and professional roles, diversity, and service orientation/community outreach. (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 of

the learner/client 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) and the Oklahoma Commission for Teacher Preparation.

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 (PK-3)
Elementary Education (1-8)

Elementary/Secondary Level (PK-12) Programs

Art Education
Foreign Language (French, German, Spanish)
Music-Instrumental
Music-Vocal
Physical Education/Health/Safety

Secondary Level Programs

Agriculture Education
Secondary English
Secondary Mathematics
Secondary Science
Secondary Social Studies
Career and Technical Education

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

Graduate Programs

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

Admission to Professional Education

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

Full admission is required to enroll in the restricted courses in teaching methods and the clinical practice internship. 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 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 of (a) an interview for Professional Education; (b) one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P" and (c) 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 site www.okstate.edu/peu or contact the Office of Professional Education.

Calculating Grade-Point Average 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 beginning of classes each semester is encouraged when continuing retention is in question.

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

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.

Diverse Placement in Field Experiences

NCATE Statement

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

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

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

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

Clinical Practice Requirements

In order to participate in clinical practice, all teacher candidates must complete the Teacher Candidate Profile Application form during the prior semester. Clinical practice information is distributed at the "Intent" meeting each semester. Candidates are notified of this meeting through consultation with advisers, signs on bulletin boards across campus, advertisements in the *Daily O'Collegian* 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 coordinator of field experiences has received confirmation from the cooperating schools. Some school districts require OSBI background checks prior to placement of a teacher candidate.

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

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

—Required Grades in Clinical Practice. A candidate must receive grades of "P" in all sections of clinical practice in order to be recommended for a teaching license. A candidate assigned a grade of "F" in any section of 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 submit a written request and receive the approval of the degree program area coordinator, the Coordinator of Field Experiences, and the PEU Field Experiences Committee. Securing

placements and supervision are the responsibility of the Office of Clinical Practice and program area supervisor. Candidates granted an out-of-area/out-of-state placement must meet all clinical practice deadlines and requirements, including attendance of on-campus meetings and are required to pay the following fees:

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

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

Appeals

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

Certification Examinations for Oklahoma Educators

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

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 at www.ceoe.nesinc.com.

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

Registration deadlines are indicated on the registration 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 Certification Examinations for Oklahoma Educators (CEOE). 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 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 clinical practice will *not* qualify for a recommendation for a license or any level of certification. Requirements for certification and degrees are not necessarily the same thing. Candidates must meet all other certification requirements, including portfolio and foreign language proficiency if appropriate.

Requirements for exit from administrator preparation programs include:

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

Residency Program

A teacher 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. The committee consists 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.

The Oklahoma State Regents for Higher Education and the teacher education institutions in Oklahoma have taken another step in improving teacher education by offering a warranty that all teacher education graduates recommended for licensure will meet the employing school's expectations in 15 competency areas. Students entering college in or after fall 2000 and completing an approved teacher education program in Oklahoma would be the beneficiary of this warranty. The state university that awards the degree and submits the recommendation for teacher licensure will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers.

If the teacher does not satisfactorily complete the second year as a resident teacher, the Residency Committee will recommend non-certification for the candidate. Anyone recommended for non-certification 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.