

College of Education

College Administration

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The College of Education (COE) includes the schools of Applied Health and Educational Psychology, Teaching and Curriculum Leadership, and Educational Studies. The College offers a wide range of undergraduate and graduate programs to prepare individuals for careers in teaching, administration or research in the professional field of education either in the public schools or in institutions of higher education. 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 Aviation Accreditation Board International (AABI). The counseling psychology program and the school psychology program are accredited by the American Psychological Association. The school psychology program also is accredited by the National Association of School Psychologists. The counseling program with options in Community Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The leisure studies program, with options in leisure service management and therapeutic recreation, is accredited by the National Recreation and Park Association in cooperation with the American Association for Leisure and Recreation. Athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All professional education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) formerly named the National Council for Accreditation of Teacher Education (NCATE), Oklahoma Commission for Teacher Preparation, and the North Central Association of Colleges and Secondary Schools. Career and Technical education professional education programs are also accredited by the Oklahoma State Department of Career and Technical Education.

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

High School Preparation

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

Admission Requirements

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

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.

Total hours attempted	Minimum GPA required
fewer than 31	1.70
31 or more	2.00

Students pursuing degree options in career and technology education non-certification option or leisure are required to maintain a 2.00 GPA. Students pursuing a degree in Elementary Education or Health Education and Promotion are required to maintain a 2.75 GPA. All other degree options require a 2.50 GPA.

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

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

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

Scholarships

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

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

Horner, Jo Griffith Endowed Scholarship
 James, Johnney and Kevin Aviation Endowed Scholarship
 Jameson Family Endowed Scholarship
 Jeskey, Arlene Starwalt Scholarship in Math Education
 Jewell, Jan Endowed Scholarship
 Jones, Helen M. Endowed Scholarship
 Jordan, Henry S. and Wanda Family Endowed Scholarship
 Jordan, Martha Endowed Scholarship
 Jungers, Richard & Edna Endowed Scholarship
 Kamm, Robert & Maxine Distinguished Graduate Endowed Fellowship
 King, Kenneth & Peggy Endowed Scholarship
 Kinkead Family Endowed Scholarship
 Knaub Robert & Patricia Endowed Scholarship
 Kunce, Anton and Pearl Scholarship
 Kunze, Lawana Scholarship
 Ledbetter, Myron C. Diversity Endowed Scholarship
 Leird Family Endowed Scholarship
 Lentz, Gary Memorial Flight Scholarship
 Linehan, John C. & Caroline S. Endowed Scholarship
 Locke, Wright, Foster, & Cross Educational Endowed Scholarship
 Long, Hal & Jean Endowed Scholarship in Elementary Education
 Looper, Lura Schoenleber Memorial Endowed Scholarship/Elementary
 Lotven Family Endowed Scholarship
 Luinstra, Brian Memorial Endowed Scholarship in Athletic Training
 Lynn, Harry and Betty Memorial Endowed Scholarship
 Marks, Steven and Janet Endowed Scholarship
 Marsh, Anne Endowed Scholarship
 Martin, Joe E. Scholarship
 McGehee, Janet Bourland Family Endowed Scholarship
 McMaster, James H. Flying Aggies Endowed Scholarship
 McMullen, Colleen & George Endowed Scholarship
 Mills, Ted Endowed Scholarship In Environmental Education
 Morgan, Clayton A. Excellence Endowed Scholarship
 Morrison, Jaydene Scholarship
 Morsani, Frank L. & Carol D. Endowed Scholarship - Undergraduate
 Morsani, Frank L. & Carol D. Endowed Scholarship - Graduate
 Mosier, Richard Harper Leadership in Higher Education Endowed Scholarship
 Munson, Leon L. Memorial Endowed Scholarship
 Neilson, Tracey Waterfield Memorial Endowed Scholarship
 Nemecek, Col. Glen Aviation Endowed Scholarship
 Noble, Judy Endowed Scholarship
 Oaks, Mable Marietta Macey Memorial Art Endowed Scholarship
 Oaks, Percy W. Sr. Memorial Art Endowed Scholarship
 Oklahoma Teacher of the Year (OKTOY) Endowed Scholarship
 Parrack, Doyle Endowed Scholarship
 Peacher, Lynn Bill Endowed Scholarship
 Phillips, D.E. Family Endowed Scholarship
 Pitts, Joel G. Aviation Endowed Scholarship for Professional Pilot Training
 Poe, Ron and Carolyn Scholarship
 Poorman, Mary Elizabeth Choate and Ralph U. Poorman Memorial
 Scholarship
 Price, Emma Ingersol Scholarship
 Prince, James Leonard Endowed Memorial Scholarship
 Reitmeier, Georgan Wallace Endowed Scholarship
 Rezabek, Frankie Bohanan Endowed Scholarship
 Rollins-Wade, Myr-Lou Endowed Scholarship
 Schwarz, Donna Scholarship
 Seidle Family Foundation Endowed Scholarship in Education
 Sharpton, Wendell Family Endowed Scholarship
 Shaw, Thelia Sewell Memorial Scholarship
 Smith, Kathlyn, Alumni, Doug and Davis Wilson Endowed Scholarship
 Shriver, Madeline D. Endowed Scholarship
 Smith, Stephen and Rebecca Endowed Scholarship
 Smith, Thomas J. Endowed Scholarship
 Sorenson, Helmer & Frances Endowed Scholarship in Educational Leadership
 Spradling, Scott and Suzanne Science Education Endowed Scholarship
 St. Clair, J. Kenneth Endowed Scholarship
 Stone, Lana B. Diversity Endowed Scholarship
 Stone, Toni and Bill Endowed Scholarship
 Student Development Endowed Scholarship
 Sumpter, Mildred H Endowed Scholarship
 Sutton, Eddie Endowed Scholarship in COE
 Trammel, Jane Memorial Endowed Scholarship
 Ulrich, John Memorial Endowed Scholarship
 Vandegriff, James R. Memorial Endowed Scholarship
 Vermillion, Robert, Francille, Harry, and Jon Endowed Scholarship
 Wagner, Amy Louise Endowed Scholarship
 Waits, Gene Endowed Scholarship
 Walker, Don and Jackie Endowed Scholarship
 Waterfield, R. Bruce and Robert D. Raab Athletic Training Endowed
 Scholarship
 Watson, Kim R. Endowed Scholarship in Education
 Watson, Kim R. President's Distinguished Endowed Scholarship
 Wheeler, Mary Echo Endowed Scholarship
 White Endowed Scholarship

Wiggins, Lloyd L. Memorial Endowed Scholarship
 Wiggins, Kenneth & Margaret Aviation Endowed Scholarship
 Williams, John K. and Beverly D. Family Trust Scholarship
 Winter, Pauline Endowed Professional Scholarship
 Womack, Katie Memorial Scholarship
 Xerox Corporation Endowed Scholarship

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

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

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

For more information logon to education.okstate.edu.

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

Career Services. The College of Education has a career consultant available. The career consultant provides seminars and one-on-one 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

OSU Teach. The OSU Teach program is designed to recruit and train new secondary teachers in science and mathematics. OSU Teach offers four-year STEM degree options in biological science, chemistry, geology, mathematics, and physics, which lead to teacher certification at the secondary level. OSU Teach is a collaboration between the College of Education and the College of Arts and Sciences. OSU Teach students begin supervised teaching in K-12 classrooms during their first semester in the program and continue these field experiences throughout their coursework, which culminates with apprentice teaching.

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 commencement receive an invitation for a one-year complimentary membership to the Alumni Association. The organization also sponsors a Homecoming reception and other welcome events for students and faculty gatherings.

General Education Requirements

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

Departmental Clubs and Honor Societies

Athletic Training Student Association
 College of Education Graduate Student Association
 Education Student Council
 Elementary Educators of Tomorrow
 Flying Aggies
 Health Promotion Club
 Kappa Delta Pi (education honor society)
 Kappa Kappa Iota
 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

Steve Harrist, PhD—Associate Professor and Interim School Head

The School of Applied Health and Educational Psychology encompasses undergraduate and graduate academic programs in athletic training, health education and 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 strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices.

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

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

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

Counseling and Counseling Psychology

Carrie Winterowd, 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

Hugh Crethar, PhD—Associate Professor and Program Director

MS Program. This program is intended for individuals who wish to serve as professional counselors in a variety of human service and community mental health agencies. Students may choose elective courses in selected areas of 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. Application materials for this program are due February 1st for the following summer or fall enrollment.

School Counseling

Hugh Crethar, PhD—Associate Professor and Program Director

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

Counseling Psychology

Julie M. Koch, PhD—Assistant Professor and Training Director

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

Educational Psychology

Yoonjung Cho, PhD—Associate Professor and Coordinator

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

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

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

School Psychology

Brian Poncy, PhD—Associate Professor, Coordinator and EdS Program Training Director

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

EdS Program. The NASP-approved (National Association of School Psychologists) specialist program is available. The EdS is the appropriate level of training for those who are interested in applying psychology to a variety of child-related learning and adjustment problems, and for the improvement of children's mental health in school settings. Specialist-level school psychologists typically work in school systems and function in diverse roles including consultation, psychological and psycho-educational assessment, and intervention to facilitate success for all children. The EdS program at OSU is approximately 77 hours, consistent with the NASP standards for training, and meets the Oklahoma State Department of Education certification requirements. Successful completion of this program leads to eligibility for certification by the Oklahoma State Department of Education as a school psychologist and also the NASP National Certification in School Psychology (NCSP). Applications for the EdS program are due March 1 for consideration for admission the following semester.

Gary Duhon, PhD—Professor and PhD Program Training Director

PhD Program. The doctoral program in school psychology is accredited by the American Psychological Association and approved by the National Association of School Psychologists. The program follows the 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 school psychology are due by February 1 for the following fall enrollment.

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 utilizes a competitive and selective admissions process and 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 website at <http://education.okstate.edu/academic-units/school-of-applied-health-a-educational-psychology/athletic-training>. Requirements for admission, program retention and graduation requirements can be found at either location.

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.

Health Education and Promotion

Bridget Miller, PhD—Joan Donelson Jacques Endowed Professor of Health Promotion 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. A minor in Coaching Science is also offered, for which a student does not need to be a Physical Education major.

Graduate Program

Doug Smith, PhD—Associate Professor and Graduate Coordinator

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

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

Recreation Management and Therapeutic Recreation (Undergraduate Program)

Leisure Studies (Graduate Program)

Tim Passmore, EdD, CTRS/L—Associate Professor and Program Coordinator

The program in leisure studies at Oklahoma State University prepares students at the undergraduate and graduate levels for careers in recreation management and therapeutic recreation. Both undergraduate options are accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions, sponsored by the National Recreation and Park Association (NRPA). Students completing the programs are eligible to sit for respective national certification examinations. Leisure services management prepares students for employment in a variety of settings such as municipal, commercial, and corporate recreation; state and national park services; 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 Recreation Management and Therapeutic Recreation.

Graduate Programs

Tim Passmore, EdD, CTRS/L—Associate 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

Pam Brown, EdD—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. Programs in the School of Teaching and Curriculum Leadership (STCL) include curriculum studies, elementary education, secondary education, literacy education, occupational/workforce education, and special education. Consistent with the University's Professional Education unit conceptual framework, all programs leading to teacher certification at both initial and advanced levels incorporate the L.E.A.D.S. framework based on leadership, ethics and professionalism, academic and professional roles, diversity, and service orientation/community outreach. Graduate program goals in STCL focus on the concepts of agency, pedagogy, diversity, and research.

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

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

Bachelor of Science degrees and options include:

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

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

- Curriculum and Leadership Studies
- Elementary/Middle/Secondary/PK-12
- Elementary and Middle Level
- Secondary
- Initial Certificate in Elementary Education
- Math/Science
- Mathematics Education
- Science Education
- Integrated Math/Science Education
- Occupational Education (OCED)
- OCED Teaching
- OCED Administration
- OCED Pre-Engineering Education
- Reading/Literacy
- Special Education
- Literacy
- Secondary Education for Teachers Non-Traditionally Certified or Seeking Initial Certificate
- Initial Certification in Art (PK-12), English, Foreign Language (PK-12), Math, Science, or Social Studies
- Doctor of Philosophy in Education (options and emphasis areas):
- Curriculum Studies

- College Teaching
- *Educational Technology
- Occupational Education
- Professional Education Studies
- Arts and Humanities
- Literacy
- Mathematics and Science
- *Social Foundations of Education

*Options housed in the School of Educational Studies

Undergraduate Programs

Juliana Utley, PhD—Associate Professor and Elementary Education Coordinator
Gayla Foster, PhD—Visiting Assistant Professor, Secondary Education Coordinator
The School offers undergraduate degrees in elementary, secondary, and P-12 education, and career and technical education.

The *Bachelor of Science in Elementary Education* degree qualifies the student for an Oklahoma elementary teaching certificate (grades 1-8). The program is intended to provide students with 1) a breadth of knowledge reflecting the broad traditions of general education, and 2) a depth of knowledge in the area of specialization. The degree includes four field experiences, culminating in a full-semester clinical internship, through which students work in diverse school settings and demonstrate and strengthen their pedagogical knowledge. This degree is offered on both the Stillwater and Tulsa campuses, and Tulsa students have an opportunity to participate in the Urban Education Program, a cooperative effort between OSU and Tulsa Public Schools. Stillwater students can apply to the ExCEL program, providing site-based course work in one of these Stillwater elementary schools for the final two semesters of enrollment. The culminating clinical internship placement opportunities include placement through the Urban Education Program, placement in accredited schools in Stillwater and the surrounding area, or international placement. All students complete a Professional Portfolio with three separate submissions. It should be noted that all previous course work must be successfully completed prior to participation in the final two semesters. Oklahoma certification also mandates the Certification Examinations for Oklahoma Educators.

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

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 colleges, technical institutes and industry. Graduates with this option also accept technical employment of various types in business, industry and government.

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

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

The certification options include business information technology, marketing education, health occupations education, technology education, and technical and industrial education. The specializations in technical and industrial education are selected from but not limited to the trade and industrial fields of air conditioning heating and refrigeration, automotive technology, aviation technology, building and grounds maintenance, carpentry, commercial art, 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 by a combination of these. See the section "Professional Education Unit" for details regarding state certification requirements and procedures.

Graduate Programs

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 P-12 roles, such as curriculum administrators.

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

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

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

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

The *Elementary, Middle, Secondary, or K-12* option (EMSK12) provides choices for students to include course work to enhance their understanding of teaching and learning at their chosen level, and in the case of secondary or K-12 to include content area course work. This option also includes a plan designed for students seeking initial certification in elementary education (grades 1-8). This initial certification plan includes a semester-long clinical internship in the schools, preparation of a professional portfolio as required by the state, and mandated Teacher Certification Examinations.

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

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

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

The *Secondary Education for Teachers Non-Traditionally Certified* option is designed both for those holding undergraduate degrees in content areas who would like to obtain a teaching certificate or those who are already teaching after completing an alternative path to certification. Admitted students include those

wishing to follow a traditional path to teacher certification combining courses in pedagogy and teaching methods together with required Teacher Certification Examinations in order to gain OSU recommendation for certification. Admitted students seeking initial certification who are not already teaching will carry out several field placements including a semester-long clinical internship in schools and prepare a professional portfolio in compliance with state requirements for traditional teaching certificate.

The *Special Education* option is designed to prepare educators to work effectively with children and youth with mild to moderate disabilities. The option encompasses two primary pathways: Advanced Educator and Initial Certification. The option is also delivered in a "bootcamp" format on the Tulsa campus with new cohort groups admitted to a set sequence of classes designed for degree completion in four semesters. Classes are scheduled during evenings and weekends, and can be taken on a part-time or full-time basis. Classes utilize a variety of instructional formats including face-to-face classroom interaction, compressed video, and hybrid design, where instruction includes both classroom interaction and online learning. To be eligible for state certification, students must pass Teacher Certification Examinations.

Doctor of Philosophy in Education

Students in the Doctor of Philosophy in Education program critically analyze teaching and learning in different contexts both inside and outside of school, explore how these processes are embedded in wider social, political and economic contexts, and envision the possibilities for improving teaching and learning. To this end, the program has an emphasis on the critical production of research with the intent that graduates from this program will contribute to their scholarly fields while addressing the needs of the state of Oklahoma, the country and the larger global community. The integration of five degree options—Curriculum Studies, Educational Technology, Occupational Education Studies, Professional Education Studies, and Social Foundations of Education—provides a conceptually coherent doctoral program in which students and faculty explore teaching and learning in new ways within various cultural milieus, such as the family, occupations, public schools, and universities. The Ph.D. degree, with options housed in two Schools within the College of Education, is intended for individuals seeking employment in higher education, common schools, and other educational settings (such as museums, educational publishing, and curriculum development).

The *Curriculum Studies* option has as its mission to educate scholars with 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. In articulating the field of curriculum studies, it is important to acknowledge the broadest views of curriculum, including content and organization of school, the social context in which school is situated, and the process of education both in and out of school. Curriculum studies is understood as both a disciplinary and an interdisciplinary field of study with its own distinctive history, conceptions, and modes of inquiry, always open to new scholarship. Curriculum theorizing, curriculum development and assessment, pedagogy, curriculum inquiry, curriculum history, leadership and advocacy, critical media literacy, teacher research, and intercultural and international dialogue are all part of the scholarship of curriculum studies in the program. Particular attention is also devoted to those absent from typical curriculum decision making; curriculum studies is concerned with issues of equity, access, and voice. This option is housed in the School of Teaching and Curriculum Leadership.

The *Educational Technology* option is designed 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 either P-12 schools, higher education, or corporate settings in effective and fulfilling ways. This option is housed in the School of Educational Studies.

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. This option is housed in the School of Teaching and Curriculum Leadership.

The *Professional Education Studies* option includes areas of specialization in Arts and Humanities (arts, English, ELL, foreign language, and the social studies/sciences), Literacy, Mathematics and Science, and Special Education. Professional Education faculty members work to make scholars of educational theory and research who advance knowledge fundamental to teaching and learning in a diverse and global society and fundamental to social justice and equity in education. Diverse perspectives include but are not limited to in-depth study of theories used to advance social justice and equity in education, teaching, and learning; analyses of diverse teaching and learning contexts; application of inquiry-based teaching-learning theory; use of research

methodologies (qualitative, quantitative, mixed methods, and conceptual/theoretical methodologies) for studies in education; and conceptualization and reconceptualization of the meaning and value of social justice and equity in education, teaching, learning, and teaching-learning contexts. This option is housed in the School of Teaching and Curriculum Leadership.

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

General Program Requirements, Application Procedures and Financial Aid

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

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

Financial Aid. Some support is available each year for research assistantships and for qualified graduate students to assume teaching responsibilities in the undergraduate curriculum. Interested persons are encouraged to apply at any time. Applications can be obtained from the School of Teaching and Curriculum Leadership.

School of Educational Studies

Jesse Mendez, PhD—Associate Professor and School Head

Katye Perry, PhD—Associate Professor and Associate School Head

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

Aviation and Space Education

Chad Depperschmidt, EdD—Assistant Professor and Undergraduate Program Coordinator

Timm Bliss, EdD—Professor and Graduate Program 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: Professional Pilot, Aviation Management, Technical Services Management, Aerospace Security, and Aerospace Logistics.

The *Professional Pilot* option prepares students for careers in flight operations in both the general aviation and the air carrier segments of the aviation industry.

In addition to high quality aviation related coursework, the student will attain FAA certifications for Private Pilot, Commercial Pilot-Instrument Rated for both single-engine and multi-engine aircraft and Certified Flight Instructor. The Professional Pilot option is compliant with Title 14 CFR of the Code of Federal Regulations Part 141 and accredited by Aviation Accreditation Board International (AABI).

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

The *Technical Services Management* option builds on an individual's technical 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.

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

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

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

OSU is an educator member of the Aviation Accreditation Board International (AABI). The AVED Program is also an institutional member of University Aviation Association (UAA).

Graduate Degree Requirements

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

MS Degree Program. The Master of Science in Aviation and Space degree emphasizes aviation/aerospace management and leadership, legal and regulatory issues, aviation finance and economics, labor relations in aviation/aerospace, issues in the airline industry, and additional content regarding the aviation/aerospace industry and related government programs and missions. Students participating in this program come from a variety of academic and/or professional backgrounds including aviation, military, and government. The scope of this degree program is designed to prepare professional leaders for positions in the aviation/aerospace industry. To be considered for admission to the master's program, students must be admitted to both the OSU graduate college and the AVED program. Applicants are required to provide a statement of personal goals and objectives, two letters of recommendation addressing the applicant's abilities, interest, motivation, etc., and a current resume. All MS students must complete 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 for committee approval.

EdD Degree Program. The Doctor of Education (EdD) in Applied Educational Studies with the Aviation and Space Education emphasizes aviation leadership and executive development, administration of aviation institutions, aviation law, air carrier industry, international aviation issues, and applied aviation and space research. The Space portion emphasizes the development of air and space flight; the earth's air, land and water systems; and the solar systems to include the sun, planets, and probes. Aviation & Space Program seeks doctoral candidates with strong intellects, proper educational preparation, breadth and depth of Aviation & Space experiences and the capacity for disciplined investigations. The Aviation and Space program provides advanced courses in the specific field of aviation and space for successful practice in the aerospace industry. Applicants should have at least three full years of work experience in the aerospace industry, government, and/or higher education area(s). Either the MAT or GRE test must be taken within five years prior to application to the program. All applicants 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.

The mission of the Aviation and Space program has three essential components:

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

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

1. NASA Teaching From Space Project (TFSP). The NASA TFSP provides opportunities for K-12 students and educators to become involved with real NASA missions and research, gain access to NASA experts, and use NASA equipment. In addition to unique hands-on activities that sometimes include real time interaction with astronauts onboard the ISS, TFSP offers electronic resources on a variety of topics such as rocketry, robotics, spacesuits, and living and working in space.
2. The NASA Digital Learning Network (DLN). The NASA DLN supports K-12 students and educators with interactive, specialized education video-conferences to support science, technology, engineering and mathematics instruction.
3. NASA Johnson Space Center Strategic Education Allians (JSC SEA). The JSC SEA provides opportunities for educators and students from Texas and across the nation to directly engage with NASA missions and research. OSU in partnership with Texas A&M University, encourages students to consider careers in science, technology, engineering, and mathematics (STEM) by implementing various educational projects that utilize NASA's unique capabilities, facilities and expertise including the Pre-Service Teacher Institute, Middle School Aerospace Scholars, High School Aerospace Scholars, Women in STEM High School Aerospace Scholars, Community College Aerospace Scholars, National Community College Aerospace Scholars, and the Reduced Gravity Educational Flight Projects.

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

Educational Leadership

Bernita Krumm, PhD—Professor and Coordinator (School Administration)

Tami Moore, PhD—Program Coordinator (Higher Education Administration and College Student Development)

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

Three degrees are offered with a specialization in School Administration:

- M.S. in Educational Leadership with a specialization in School Administration: To be considered for admission to the M.S. program in School Administration, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale), a minimum two years of teaching experience, and career goals that match the program. Applicants must provide appropriate recommendations (3), the required essays, and a recent Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. Students currently enrolled in the program have an average MAT score of 57/410 or GRE scores of Verbal 149 (437) and Quantitative 145 (541). Applicants may be asked to complete an interview with program faculty. Applications for the M.S. in School Administration are accepted on a rolling basis; an applicant's file will be reviewed when all materials have been received and notification of the admission decision will follow shortly thereafter.
- Ed.D. in Educational Leadership with a specialization in School Administration: To be considered for admission to the Ed.D. program in School Administration, applicants must possess an earned master's degree with a minimum 3.00 GPA (on a 4.00 scale) and career goals consistent with SA program goals. The online application must include a career objectives statement, a current vita or resume, a description of relevant work experience, samples of scholarly work, a critical issues essay, three letters of recommendation, and a recent MAT or GRE score. Students recently admitted to the Ed.D. program have an average MAT score of 422 or GRE scores of Verbal 157 (560) and Quantitative 150 (630). Review of applications for doctoral programs will begin after March 15, the deadline for receipt of all application materials. Notification of decisions will follow soon thereafter.

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

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

- M.S. in Educational Leadership with a specialization in Higher Education. To be considered for admission to masters program with a specialization in Higher Education, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale) and career goals that match program learning objectives. Through the OSU Graduate College's online application, applicants must provide a career objective essay, current academic vita or resume, critical issue essay, appropriate recommendations, recent Graduate Record Exam (GRE) scores or Millers Analogy Test (MAT) scores. Students currently enrolled in the program have an average MAT scores of 57/410 or GRE scores of Verbal 149 (437) and Quantitative 145 (541). Applicants may be asked to complete an interview with program faculty. Applicants may be asked to complete an interview with program faculty. Applications to all EDLE master's programs are accepted on a rolling basis. An applicant's file will be reviewed when all materials have been uploaded through the online application system. Notification of the admission decision will follow before the beginning of the next semester.

- Ph.D. in Educational Leadership and Policy Studies with a specialization in Higher Education: Through the OSU Graduate college's online application, applicants for the Ph.D. program in Higher Education must provide a current academic vita/resume, a career objective essay, three letters of recommendation, a critical issue essay, two examples of written work, and GRE (Graduate Record Exam) scores. Students currently enrolled in the program have an average GRE score of Verbal - 153, Quantitative - 149, and Writing - 4.5 for exams taken on or after Aug. 1, 2011. For exams taken prior to Aug. 1, 2011, expected minimum scores are Verbal - 500, Quantitative - 610, and Writing - 4.5. GRE scores must not be over five years old at the time of application review. Additionally, the program faculty may request an interview with applicants. The Ph.D. requires a one year research experience completed simultaneously with late-stage coursework. All application material must be received by March 15; review of applications will begin soon after. Notification of decisions will follow soon thereafter.

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

One degree is offered with a specialization in College Student Development:

- M.S. in Educational Leadership with a specialization in College Student Development: To be considered for admission to masters program with a specialization in College Student Development, applicants are expected to have an earned baccalaureate degree with at least a 3.00 GPA (on a 4.00 scale) and career goals that match program learning objectives. Applicants must provide a personal statement, current resume or academic vita, appropriate recommendations, and a recent Graduate Record Exam (GRE) or Miller's Analogies Test (MAT) scores. Students currently enrolled in the program have an average MAT score of 57/410 or GRE scores of Verbal 149 (437) and Quantitative 145 (541). Applicants may be asked to complete an interview with program faculty. Applications to all EDLE master's programs are accepted on a rolling basis; however, for fullest consideration for graduate assistantships in the College Student Development program, please submit all materials by January 15. An applicant's file will be reviewed when all materials have been uploaded to the online application system. Notification of the admission decision will follow before the beginning of the next semester.

Applications for all degree programs can be found on the COE Graduate Studies website at <http://education.okstate.edu/graduate-studies>

Educational Technology

Susan Stansberry, EdD—Associate Professor and Coordinator

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

The MS in Educational Technology is for students interested in furthering their knowledge, skills, and opportunities in the 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 professional goals statement and three letters of recommendation providing information related to past academic ability, potential for graduate study, and writing ability. Applications will be reviewed upon receipt of all materials.

The Graduate Certificate in Online Teaching offers students the opportunity to add pedagogical and technological skills to their existing content knowledge within a model online learning environment and emerge prepared to design, develop, deliver, and sustain online learning in an educational institution.

For those seeking a doctoral level degree emphasizing educational technology, we offer the PhD in Education with an option in Educational Technology. The focus of the program is on the core areas of the field: design, development, utilization, production, and evaluation of instructional systems, human computer interaction and technology applications to support learning and teaching. The doctoral program emphasizes research using educational technology in applied settings. The PhD degree in Educational Technology prepares students for a variety of professional positions. Graduates are typically employed as university faculty, educational technologists in universities, community colleges, and schools or as training managers or instructional designer/developers in corporate settings. The PhD in Education degree requires a minimum of 69 credit hours beyond the master's degree. Applicants must apply to the OSU Graduate College 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 student association for this program is the Educational Media and Technology Student Association. The purpose of this group is to engage undergraduate and graduate students interested in this field in activities that will serve to enhance their academic experience through special speakers, service projects, and social activities.

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

Educational Research and Evaluation

Katy Perry, 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 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. Completed applications are reviewed as they are received.

Social Foundations

Guoping Zhao, PhD—Associate Professor and Coordinator

Social foundations of education are the interdisciplinary study of schooling and other forms of schooling and 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 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, 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.

To be considered for admission to the PhD program, applicants are expected to have an earned master's degree with minimum GPA averages of 3.50 on a 4.00 scale, and have career goals that match the program. Applicants must provide appropriate recommendations (3), present either a Graduate Record Exam (GRE) or Miller Analogy Test (MAT) score. Preferred GRE scores are: Verbal-151, Quantitative-150, and Analytic Writing-4.5. For the MAT, a composite raw score of 400 is expected. For the MAT, a raw score of 400 is expected. A recent scholarly writing sample is also expected. For students with little or no background in social foundations, additional leveling courses may be required.

Professional Education Unit

Officers of the Professional Education Council

Pamela "Sissi" Carroll, EdD —Dean and Director of Professional Education

Susan Stansberry, EdD—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 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, goals and a strategic plan 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 the recommendation of the University, the candidate will be eligible for certification to serve in the schools of Oklahoma. All candidates completing an approved program or applying for an initial or advanced certificate 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 requirements for certification.

Certification programs are offered at various levels, but all require earning 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 pathways at the graduate level that lead to certification but 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)/ Council for the Accreditation of Educator Preparation (CAEP) 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 Sciences. The candidate must meet the requirements of the OSU Professional Education Unit as well as the degree requirements of the particular college. Undergraduate and graduate students who are seeking recommendation for certification from OSU through a Professional Education program must make formal application to do so using the "Application for Admission to Professional Education" and must meet the admission standards specified.

Students classified by the Graduate College as "non-degree seeking" 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 or the College of Education website.

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 Teaching Certification 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
Special Education (Mild/Moderate, Severe/Profound Disabilities) (M.S.)

Secondary Level Programs

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

Advanced Certification Programs at the Graduate level

Standard School Principal (Elementary-Middle level-Secondary)
Alternative School Principal
Elementary Math Specialist
Library-Media Specialist
Reading Specialist
School Counselor
School Psychologist

School Speech/Language Pathologist
Superintendent
Gifted and Talented Enrichment

Additional Certification Programs

Initial Certification in Elementary or Secondary at the MS level
Alternate Pathway to Initial Certification in Special Education

Add-on Programs in:

Elementary Education
Early Childhood 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.

Criteria for Admission to Undergraduate Professional Education Programs

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

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

1. Orientation to Professional Education Course and Field Experiences. An appropriate orientation to Professional Education course must be completed with a grade of "C" or better. One semester credit hour of early field experiences must be completed with a grade of "C" or better or grade of "P."
2. Basic Skills Competency. Basic skills competency must be demonstrated by successful completion of the Oklahoma General Education Test (OGET).
3. Minimum cumulative overall GPA of 2.50. (2.75 for Elementary Education) The minimum cumulative overall GPA must be earned based on no fewer than 40 credit hours of courses to include lower-division general education requirements as specified in the student's program.

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

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

1. The student must have completed an approved Professional Education program and hold a valid Oklahoma certificate or Provisional, Standard, or Professional Certificate; or a valid certificate from a state with which the Oklahoma State Department of Education has an interstate contract. The certificate or Provisional, Standard, or Professional Certificate must have included successful completion of (a) one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P" and (b) an orientation to professional education course with a grade of "C" or better or a grade of "P." If the graduate student does not hold a valid credential and did not successfully complete the criteria listed above, he or she must meet 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 (2.75 for Elementary Education); (c) complete one semester credit hour of early field experiences with a grade of "C" or better or a grade of "P," and (d) 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 (2.75 for Elementary Education); and (b) 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 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/professional-education or contact the Office of Professional Education.

Calculating Grade-Point Average Professional Education

The required 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 (2.75 for Elementary Education). If this GPA falls below 2.50/2.75, the candidate is placed on probation. When the required graduation GPA is raised above 2.50/2.75, 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 2.50/2.75 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 educator 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.

Background Check for Field Placements

The OSU Professional Education Unit requires ALL non-certified candidates to complete a state level background check (name check) prior to placement in any field experience. (In most cases this would be an Oklahoma check, however, in the case of an out-of-state transfer student it could be a check from their originating state.) This process is facilitated by the Office of Professional Education (325 Willard). In alignment with Oklahoma state statutes and administrative code (OS §70-6-190, OS §70-3-104, OAC 210:20-9-98), the Oklahoma State University (OSU) Professional Education Unit (PEU) requires a state level background check (name check) on ALL non-certified candidates prior to placement in any field experience or clinical practice. The candidate is responsible for associated fees, which may vary depending on in-state or out-of-state student status. The PEU may request an updated background check as needed. While we make every effort to place candidates in the best possible field experience or clinical practice situation, school districts do review background checks and past criminal history in terms of their own policies and may decline hosting a particular candidate for field experiences or clinical practice.

Candidates will be notified in the event that a background check is returned containing a report of criminal activity:

- 1) Where disposition data is not shown or further explanation of the charge or disposition is needed, the candidate will be responsible for providing a certified copy of the disposition. No placement will be made into a field experience or clinical practice until a final disposition is provided.
- 2) A candidate has any charges pending, no placement will be made into a field experience or clinical practice until satisfactorily resolved and documented with either a cleared background check or a certified copy of the disposition of charges.
- 3) In the event that incorrect information is returned in a background check, it is the candidate's responsibility to obtain documentation proving the misidentification.
- 4) In the case of a deferred sentence: a) Misdemeanor convictions that receive a deferred sentence may receive a placement in field experiences or clinical practice during the period of deferment. b) Felony convictions that receive a deferred sentence will not be placed in field experiences or clinical practice until the terms of deferment have been successfully met.

Diverse Placement in Field Experiences

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

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

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

Clinical Practice Requirements

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

Placements will be based on the following criteria:

- 1) OSU must have a contractual agreement with the participating school district,
- 2) the principal and the cooperating teacher must be in agreement about the placement,
- 3) the Cooperating Teacher must meet established criteria to work with a candidate, and
- 4) a qualified OSU Supervisor must be available for travel to that site.

Placement in field experiences or clinical practice (student teaching) is not guaranteed. Exhibiting professional dispositions, approval by program faculty, and acceptance by a school are all factors in eligibility for placements.

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 (2.75 for Elementary Education);

- A grade-point average of at least 2.50/2.75 in courses listed on the current approved program for certification in the areas of professional core, major, and college/departmental requirements (Exception - Secondary Education English requires 2.75 in major requirements). No grade lower than a "C" or a "P" in either of these areas;
- Completion of all professional education course work that includes at least one course in social foundations, all early field experiences (45 clock hours minimum), exceptional learners, and human growth and development, with no grade lower than "C" or "P" in any of these courses. It is recommended that all professional sequence course work be completed.
- 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.
- Successful completion of the appropriate subject area test for certification (Beginning Spring 2015 for all certification programs across the Unit. Some programs currently require this at the program level)

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 certificate. A candidate assigned a grade of "F" in any section of clinical practice will not qualify for a recommendation for any level of certification.

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

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

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

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

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

- 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.
- If a recommendation for certification is to be made by Oklahoma State University, the candidate is responsible for reimbursing visits performed by the cooperating institution. All other criteria pertaining to in-state clinical practice placements apply as previously stated.
- OSU fees - A non-refundable administrative fee to cover time and extra work related to securing an out-of-area placement may be assessed when an approved request is submitted to the Clinical Practices office. The fee is due upon approval of designated site/s.
- Supervising teacher fees - The out-of-area/out-of-state supervising fee is determined by each supervisor, the out-of-area/out-of-state university, and the Field Experience and Clinical Practices Office and typically ranges from \$400 to \$800 to cover the expenses incurred to conduct the required observations and student teaching evaluations. Students are responsible for all costs related to their out-of-area/out-of-state supervision. The fee is to be paid to Office of Professional Education, who will then pay the supervisor.
- Cooperating teacher fees - Whereas local cooperating teachers are compensated with free tuition vouchers, an out-of-area/out-of-state cooperating teacher may not benefit from such compensation.
- Additional fees - The local (out-of-area/out-of-state) cooperating university may require a fee for supervision for student not enrolled in

their university or require co-registration in additional credits as a student at their university to attend their student teaching seminars.

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

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

- Minimum cumulative 3.0 GPA and 3.0 GPA in content/certification area classes.
- Successful interview with Program Area Coordinator presenting your request for an out-of-area placement
- Recommendation from Program Area faculty
- Agreement from local (out-of-area/out-of-state) university to supervise the student teacher
- Availability and willingness of qualified university-affiliated supervisor to observe and evaluate student teacher
- A memorandum of understanding signed by the student, the Program Area Coordinator, and the Coordinator of Clinical Practice must be on file prior to the request for placement being sent to the school district. The out-of-area/out-of-state university may require additional signed documentation.

Appeals

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

Certification Examinations for Oklahoma Educators

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

Copies of the Objectives and Study Guides for the Oklahoma Teacher Certification Testing Program are available on the Pearson Education, Inc. website at www.ceoe.nesinc.com.

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

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

Recommendations for Certificate or Additional Certification Areas

Application information for an Oklahoma certificate can be obtained in the Office of Professional Education, 325 Willard. Candidates seeking advisement concerning teacher certificates can be assisted by the Certification Specialist in the Office of Professional Education. Oklahoma State University does not make a recommendation for a certificate or additional certification area 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 certificate or additional area of certification must have achieved passing grades in all sections of clinical practice.

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

Requirements for exit from administrator preparation programs include:

- 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.
- 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.