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# College of Education

**Donald W. Robinson, Ph.D., *Dean and Director of Teacher Education***

Kenneth L. King, Ed.D., Associate Dean (Interim) and  
Associate Director of Teacher Education

Thomas J. Smith, Ed.D., Director of Education Extension  
and Coordinator of University Center at Tulsa

Kenneth H. McKinley, Ph.D., Director of Education Research and Projects  
and Associate Director of Education Extension

Steven K. Marks, Ed.D., Coordinator of Clinical Experiences

## **Heads of Departments and Director of School**

Applied Behavioral Studies, Bill F. Elsom, Ed.D.

Curriculum and Instruction, Douglas B. Aichele, Ed.D.

Educational Administration and Higher Education, Thomas A. Karman, Ph.D.

Occupational and Adult Education

School Director: Melvin D. Miller, Ed.D.

Aviation Education, Bruce D. Hoover, M.S.

System Design and Computer Services, H. Gene Smith, Ed.D.

The College of Education administratively includes the departments of Applied Behavioral Studies, Curriculum and Instruction, Educational Administration and Higher Education, and the School of Occupational and Adult Education.

The College of Education offers a wide range of undergraduate and graduate programs to prepare individuals for careers in teaching, administration or research in the professional field of education either in the common schools or in institutions of higher learning. Additionally, programs in adult education and technical education prepare individuals for careers as human resource development specialists in business, industry and agency settings. There are a variety of degrees within the College at the bachelor's, master's, specialist and doctoral levels (see the "Degrees Offered" section of this *Catalog*).

The College also provides academic preparation for a wide range of specialties, as listed below:

**I. Professional School Service Personnel**

**Administrator (elementary school principal)**

**Administrator (occupational and vocational education)**

**Administrator (school superintendent)**

**Administrator (secondary school principal)**

**Library media specialist**

**School counselor**

**School psychologist**

**School psychometrist**

**II. Instruction**

***Elementary School Certificate (K-8)***

**Elementary education**

***Elementary-secondary School Certificate (K-12)***

**Art**

**Foreign language**

**Health**

**Physical education**

**Special education**

**(mental retardation, emotionally disturbed, and learning disability)**

***Secondary School Certificate (7-12)***

**Distributive education**

**Foreign language**

**Industrial arts**

**Journalism**

**Language arts**

**Mathematics**

**Reading Specialist**

**Science**

Social studies  
Speech/Drama  
Technical education  
Trade and industrial education  
Vocational health occupations

### **III. Other Specialties- *Noncertification Areas***

**Adult and continuing** education

College teaching

Community education coordinator-educational  
**research and evaluation**

**Curriculum and teaching**

Educational technologies

**Higher** education **administration**

**(junior college, 4-year college, university)**

**Human resources development**

Occupational education administration

Occupational education research

Social psychology

Supervisor/curriculum coordinator

Vocational rehabilitation counselor education

There are increasing opportunities in business, industry and in state and federal agencies for persons with unique preparation in the several education specialties who do not desire to teach in the schools. Individuals interested in a nonteaching major in education should contact the College of Education Office of Student Services for further information.

## **Applied Behavioral Studies**

**Professor and Head Bill F. Elsom, Ed.D.**

**Professors** Judith E. Dobson, Ph.D.; Rondal R. Gamble, Ph.D.; James M. Seals, Ph.D.; Paul G. Warden, Ph.D. **Associate Professors** Kay S. Bull, Ph.D.; N. Jo Campbell, Ed.D.; Al F. Carlozzi, Ed.D.; Imogene Land, Ed.D.; Evangie H. McGlon, Ph.D.; Joseph H. Pearl, Ph.D.; Brent M. Snow, Ph.D.; J. Barbara Wilkinson, Ph.D. **Assistant Professors** Charles R. Davis, Ph.D.; Michael E. Kerr, Ph.D.; Deborah K. Kundert, Ph.D.; David S. Lane, Jr., Ph.D.; Diana L. Newman, Ph.D.; Katie M. Perry, Ph.D.; Michael M. Warner, Ph.D. **Assistant Professors (adjunct)** Tom Brian, Ed.D.; Jan Carlson, Ed.D.; Rex Finnegan, Ed.D.; Terrance Henderson, Ed.D.; William Ivy, Ph.D.; Marilyn Jones, Ph.D.; Martha Jordan, Ed.D.; Robin Lacy, Ed.D.; Sherry Maxwell, Ph.D.; Patrick Murphy, Ed.D.; Kent Sampson, M.S.; Howard Shipp, Ed.D.; Donald Young, Ed.D. **Instructors** Susan Richardson, M.S.; N. Gay Washington, M.S.

The Department of Applied Behavioral Studies in the College of Education serves the University Teacher Education program and offers degree programs at both the undergraduate and graduate levels. Areas included in the

Department are special education, counseling and student personnel, educational psychology and educational research and evaluation. A primary mission of the Department is to apply knowledge derived from psychological and related behavioral studies to the provision of educational and social services.

The academic preparation program in the special education area includes special techniques and arrangements to facilitate the education of exceptional individuals. This program offers prospective teachers a Bachelor of Science in Special Education and includes course preparation and practical experiences leading to state certification. At the master's level, students may pursue sub-area emphases in learning disabilities, emotionally disturbed, physically handicapped, mental retardation, gifted/talented and general special education. Doctoral level emphasis in special education is available through the Ph.D. in applied behavioral studies.

The counseling and student personnel area includes the following comprehensive programs leading to a master's degree: community counseling, marriage and family therapy, school counseling (elementary and secondary), higher education counseling, rehabilitation counseling, and student personnel services. Applications to the M. S. program with emphasis in marriage and family therapy must be received by March 15 for enrollment the following fall semester. Doctoral programs are available in student personnel services counseling and counselor education, and counseling psychology. Applications to the Ph.D. program in counseling psychology must be received by February 15 for enrollment the following fall semester.

Educational psychology is a professional field of applied behavioral studies. The role of the educational psychologist is to bring together basic behavioral research to serve the practice of education. Although educational psychology is part of the science of psychology, generally an effective scientist-practitioner must draw from all behavioral studies to meet the needs of society today.

To prepare individuals for this role, several programs are available at the master's and doctoral levels. The master's program in school psychometry may include state certification requirements. The school psychologist program requires an additional thirty hours beyond the master's degree. State certification is available through the school psychologist program. The general educational psychology master's degree is designed to assist individuals to apply behavioral science principles in the practice of education. Educational psychology, as an area of emphasis in the Ph.D. in applied behavioral studies has several sub-area specializations. Doctoral students may specialize in instructional systems, educational/instructional psychology, school psychology or human development. Research and evaluation is available as an area of emphasis at both the master's and doctoral level.

# Curriculum and Instruction

**Professor and Head Douglas B. Aichele, Ed.D.**

**Professors Bernard R. Belden, Ph.D.; Russell L. Dobson, Ed.D.; Thomas D. Johnsten, Ed.D.; Kenneth L. King, Ed.D.; Terence J. Mills, Ed. D.; Gene L. Post, Ed.D.; Darrel D. Ray, Ed.D.; William E. Segall, Ed.D.; Daniel Selakovich, Ed.D.; Vernon E. Troxel, Ed.D.; Kenneth E. Wiggins, Ed.D. Associate Professors Carolyn Bauer, Ed.D.; Kathryn S. Castle, Ed.D.; Cida S. Chase, Ph.D.; Helen N. Cheek, Ed.D.; Elizabeth M. Max, Ed.D.; Sharon P. Muir, Ph.D.; Audrey E. Oaks, Ed.D.; Bruce A. Petty, Ph.D.; Milton D. Rhoads, Ed.D.; Charles L. Smith, Ed.D.; David Yellin, Ph.D. Assistant Professors Martha N. Combs, Ed.D.; Nelson J. Ehrlich, Ed.D. (adjunct); Joyce S. Friske, Ph.D.; Woodfin G. Harris, Ed.D. (adjunct); J. Randall Koetting, Ph.D.; Steven K. Marks, Ed.D. (adjunct); Gerald N. Burns, Ed.D.**

The Department of Curriculum and Instruction offers bachelor's, master's, specialist and doctoral degrees. Through its programs, it is directly involved in the education and certification of teachers and specialists in several instructional/professional areas. Specific areas of emphasis include preparation of elementary and secondary teachers, reading specialists, instructional media and technology specialists, and supervisors/curriculum coordinators. All departmental programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Undergraduate and all certificate students must satisfy all admission and retention requirements in Teacher Education for satisfactory completion of any program.

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

The Bachelor of Science degree in Secondary Education is available in the following discipline areas: foreign language, journalism, language arts, mathematics, science, social studies and speech. Completion of this program emphasizing one of these areas qualifies the student for a secondary (7-12) Oklahoma license. Students emphasizing art, foreign language, or health and physical education also receive a degree in secondary education and qualify for an elementary/secondary (K-12) Oklahoma license. Each of these secondary degree programs includes general education courses, extensive specialization course work in the discipline area, and professional education courses motivated by substantial field-based practicum experiences.

Programs leading to an Oklahoma license as a reading specialist and as an audiovisual specialist are also available through the Department.

In addition to these degree/certification offerings, the Department sponsors the Reading and Mathematics Learning Center jointly with the Education Extension office. This clinic provides a valuable service to the community as well as opportunities for research and practicum experiences for graduate

students and faculty members.

The Department also sponsors the Microcomputer Technology Instructional Laboratory and is closely involved with the Dean's Grant on Mainstreaming, the nationwide NASA educational program, and the Natural Resources and Environmental Education Center.

The graduate degree programs offered through the Department are the Master of Science, Specialist in Education and Doctor of Education. The degree programs are designed to prepare persons in elementary or secondary education to enter public or private elementary and secondary schools as teachers, curriculum directors, department heads, directors of learning resource centers, reading coordinators, team leaders and research specialists. In addition, they prepare persons to assume teaching positions in colleges and universities where they become methods instructors and/or researchers in the discipline-related areas of education.

The Master of Science degree in curriculum and instruction with program emphasis in curriculum/supervision, elementary education, instructional media and technology, or reading is available through the University Center at Tulsa. Further information concerning this degree may be found in the *Master's Degree Policies and Regulations*, available in 302 Gundersen Hall and in the "Master's Degree" section of the OSU *Graduate Catalog*.

## Educational Administration and Higher Education

**Professor and Head** Thomas A. Karman, Ph.D.

**University Professor and Past President** Robert B. Kamm, Ph.D. **Professors** Ronald S. Beer, Ph.D.; Kenneth H. McKinley, Ph.D.; Donald W. Robinson, Ph.D.; Thomas J. Smith, Ed.D.; J. Kenneth St. Clair, Ed.D. **Associate Professors** Patrick B. Forsyth, Ed.D.; E. Moses Frye, J.D.; John J. Gardiner, Ph.D.; W. Deke Johnson, Ed.D. **Assistant Professors** Ann E. Austin, Ph.D.; William E. Camp, Ed.D.; Thomas M. Keys, Ed.D.; A. Kenneth Stern, Ed.D.

The Department of Educational Administration and Higher Education at Oklahoma State University offers graduate programs in educational administration, in college teaching at either two- or four-year institutions, and in administration in higher education, including two-year colleges, four-year colleges and universities. In addition, certificate programs are offered for principals of elementary and secondary schools and for superintendents of public schools; training programs are also offered for staff positions in central offices and attendance centers.

The educational administration program at Oklahoma State University focuses on developing professional educational leaders at both the public school and the higher education levels and stresses: (1) a thorough foundation in administrative theory; (2) a multidisciplinary approach to understanding the ad-

ministrative process, including contributions from industrial management, political science, economics and organizational sociology; (3) extensive consideration of administrative functions and problems unique to particular educational levels; and (4) the preparation of leaders who can establish, develop, and maintain programs of community education. Degree programs are available at the master's, the educational specialist and the doctoral levels.

The college teaching program focuses on developing skilled college and university instructors and stresses the combination of high-level competence in the appropriate subject area with the study of those facets of higher education which are important to functioning effectively in contemporary college and university settings. Persons interested in the college teaching program should contact the head of the Department or the director of graduate studies for further information about specific cooperative arrangements with teaching fields. The higher education component includes study of (1) the development of American higher education; (2) the roles, functions, and problems associated with various types of institutions of higher learning; (3) the essentials of curriculum development; and (4) the principles and procedures underlying effective college and university instruction.

Since doctoral dissertations vary in nature to reflect the unique patterns of interests, qualifications and career goals of the candidates, such undertakings may create new knowledge or apply existing knowledge to the improvement of instruction or administrative practice. The subject matter of the dissertation may be related either to an academic discipline or to professional education.

The Master of Science in higher education and certificate programs in school administration with emphasis on the standard certificate for school superintendents are available through the University Center at Tulsa. Further information concerning these programs may be obtained in the departmental office, 309 Gundersen Hall.

# School of Occupational and Adult Education

## Aviation Education, Distributive Education, Industrial Arts Education, Technical and Adult Education, Trade and Industrial Education

Melvin D. Miller, Ed.D., *Director*

Bruce D. Hoover, M.S., *Manager, Aviation Education*

H. Gene Smith, Ed.D., *Manager, Systems Design and Computer Services*

**Professor** Melvin D. Miller, Ed.D. **Associate Professors** John L. Baird, Ed.D.; Cecil W. Dugger, Ed.D.; Clyde B. Knight, Ed.D.; Harold J. Polk, Ed.D.; H. Gene Smith, Ed.D.; John B. Tate, Ed.D.; William R. Venable, Ph.D.; Linda Vincent, Ed.D. **Assistant Professors** Craig Anderson, Ph.D.; Jerry G. Davis, Ph.D. **Instructor** Bruce Hoover, M.S.

The School of Occupational and Adult Education (OAED) consists of an array of programs for the preparation and professional development of educational personnel. Program clientele include personnel, in or preparing for, positions in the common schools and higher education as well as those in business and industry who are responsible for human resources development. The School is an integral part of the University's College of Education and, in cooperation with other units within the College and the University, maintains a viable on-campus resident program of instruction and research, an extensive service and extension effort and a widely recognized international assistance program.

The mission of the School of Occupational and Adult Education is: (1) to prepare individuals for careers as instructional, administrative and support personnel in the broad field of occupational and adult education; (2) to conduct research and disseminate research findings to appropriate personnel and groups; and (3) to provide services to the educational community.

To support such a mission, the School of Occupational and Adult Education is a many-faceted organization. It includes the teacher education programs of distributive education, industrial arts education, technical education, and trade and industrial education, each of which offers a bachelor's and a master's degree. Specializations in Human Resource Development and in Adult and Continuing Education are available in the master's and doctoral programs. The School also includes the service unit of Aviation Education and the Systems Design and Computer Services Unit. The latter unit provides instructional and professional services for both students and faculty members in the School and the College and for the vocational education community throughout the state.

Aviation Education serves students and faculty members throughout the University by providing aviation courses and training leading to various types of pilot certification. The program prepares individuals to qualify as private pilots, aerobatic pilots, commercial pilots and flight instructors, and also provides training for the instrument rating as well as refresher training for licensed pilots.

Distributive education majors enjoy the best of two worlds-education and

business. Upon graduation from college, the student will have two options available. The graduate may select the option to teach in distributive education at the high school or junior college level. The graduate may decide to enter the business world as a management trainee, a buyer, a department manager, a broker, or in a host of other occupations found in retailing, wholesaling or service-selling business enterprises. The demand for qualified distributive education teachers across the country far exceeds the supply. The recent emphasis on career education has dramatized the need for vocational educators in all fields.

Industrial arts education majors are prepared for approved certification for licensure programs in career exploration and orientation as well as for teaching avocational crafts in junior and senior high schools. Trade and industrial education majors prepare for vocational education certification programs in specialized fields, primarily at the secondary school level. Technical education majors prepare for post-high school instructional programs, for employment at the technician/middle-manpower levels in industry, and for employee training and development programs in complex organizations.

The School also offers comprehensive programs leading to the master's in distributive education, industrial arts education, trade and industrial arts education, and occupational and adult education. Education specialist and doctoral programs in OAED provide areas of emphasis in occupational education administration, adult and continuing education, human resource development, curriculum and teaching, and occupational education research. Several graduate-level courses are offered each semester in support of these programs.

The emphasis in human resource development prepares trainers, training managers, human resource executives, and related personnel in business, industry, government, military, health care service agencies, and other environments to improve organizational performance by improving human performance.

The emphasis in adult and continuing education prepares teachers and administrators in public schools, vocational-technical schools, community/junior colleges, universities, medical, correctional, and religious organizations as well as volunteers to facilitate effective learning for continuing education and returning adult students.

**Aviation Education.** The aviation education program offers both flight training courses and aviation theory courses for academic credit. The Department is administered in the College of Education; however, it serves students from all colleges of the University in meeting their aviation needs.

The program consists of basic and advanced aviation theory courses, aviation management, aviation safety, aviation law, and flight training which prepare individuals to qualify for certificates as private pilots, commercial pilots, flight instructors and/or instrument flight instructors, as well as for instrument ratings. The courses in aviation theory are conducted on the campus; the laboratory portion of flight instruction is conducted at the Stillwater Municipal

Airport. The Department is fully certified by the Federal Aviation Administration as an air agency with examining authority.

Flight training and theory courses in aviation can be valuable in many ways. The prospective teacher can utilize the training as a background for teaching aviation and aerospace education in elementary or secondary schools. The student majoring in business or engineering can enhance his or her employment opportunities in many areas of the aviation and petroleum industries. Individuals majoring in agriculture will find the training very beneficial because of extensive use of aircraft in many phases of the agricultural industry.

The private pilot can utilize the airplane for business and/or pleasure. In jobs where executive travel is required, the ability to pilot an airplane can definitely increase one's potential. The commercial pilot can choose a career in various kinds of challenging and rewarding piloting jobs which include:

- (1) *The flight instructor* who teaches students in all phases of flight training;
- (2) *The corporate pilot* who flies aircraft owned by business and industrial firms, transporting company executives on cross-country flights to branch plants and business conferences;
- (3) *The air taxi or charter pilot* who flies fare-paying passengers "anywhere, any time" but usually for short trips over varying routes in single-engine and light twin-engine airplanes;
- (4) *The agricultural pilot* who flies specially designed aircraft to dust or spray herbicides, insecticides and fertilizers on crops, orchards, fields and swamps;
- (5) *The airline pilot* who flies large aircraft for scheduled and nonscheduled airlines.

Persons majoring in aviation education earn the Bachelor of University Studies degree. This attractive degree program prepares them for numerous careers in the aviation industry.

**Aviation.** The OSU aviation program is one of 23 colleges and universities in the U.S. offering the Federal Aviation Administration's airway science degree (through the Bachelor of University Studies) in three areas of concentration: airway science management, airway computer science and aircraft systems management.

**Distributive Education.** The degree program at Oklahoma State University includes 50 credit hours of lower-division and general education requirements. A distributive education major also will take 24 hours of core requirements in business administration, including courses in marketing, management, business law and business finance. An additional 20 hours of specialization includes such courses as promotional strategy, consumer behavior, administrative communication, marketing research, advertising copy and layout, and merchandise display essentials. Thus, a distributive education major will enroll in 44 credit hours of marketing and related courses. In addition, the distributive education student will take professional education courses such as principles and philosophy of distributive education, methods of teaching

distributive education, student teaching in distributive education, psychology of adolescence, and economic and general business education.

The student majoring in distributive education may receive a standard teaching certificate or licensure upon completion of his or her bachelor's degree program.

The demand for qualified vocational distributive education teachers across the country exceeds the supply. Distributive educators earn above-average salaries because of the nature of the training program and the emphasis being placed in society on the importance of vocational preparation. The recent emphasis on career education has indeed dramatized the need for vocational educators in all fields.

Emphasis upon vocational training in the field of marketing has received greater emphasis in recent years because of the importance of the marketing function to the economic growth of our country. If the marketing function fails to achieve maximum efficiency, our nation will fall short of reaching full economic potential.

**Industrial Arts Education.** Teaching in the industrial arts is a fascinating career which permits one to help others to prepare for living in today's technological society. It is currently one of the areas that is experiencing a severe shortage of certified teachers in public schools. Industrial arts education teachers are concerned with providing exploratory experiences related to many different industrial occupations which assist the secondary student to make tentative occupational choices and/or develop satisfactory avocational interests and skills.

The industrial arts education curriculum is designed to prepare teachers for industrial arts classes in the public schools, grades 7-12. It offers courses leading to the bachelor's and master's degrees in industrial arts education culminating in a certificate or licensure to teach in the secondary schools of Oklahoma. The program also meets the certification requirements of many other states.

The program is divided into general education, professional education and specialized industrial arts education. Specialized education is designed to develop teaching competency for middle-school and high school exploratory programs in each of the three areas listed below:

- (1) *Industrial communication:* drafting, photography, graphics or printing and technical writing.
- (2) *Materials and processes:* wood, metal and plastics technologies.
- (3) *Power and energy:* electricity/electronics, internal combustion engines and other forms of power generation and transmission.

In developing technical competencies for an area of additional specialization or supporting areas, the student may select from courses taught in engineering technology.

The Bachelor of Science degree in Industrial Arts Education requires completion of 126 semester credit hours.

**Trade and Industrial Education.** The trade and industrial curriculum is designed to prepare teachers, supervisors and coordinators for vocational trade and industrial education classes. Programs leading to the bachelor's and master's degrees are offered for those who wish to qualify for teaching under the approved state plan for vocational education as well as industrial training opportunities.

The bachelor's degree program in trade and industrial education has the following requirements: 50 semester credit hours of general education; 26 hours of professional education; 50 hours of an area of specialization (teaching field). The total minimum semester hours for graduation is 126.

Freshman and sophomore course work normally involves the general education area, while junior and senior course work usually is selected from the professional education area and from the area of specialization.

General education courses are taken from the following subject areas: communication (both oral and written); social sciences; natural sciences (both biological and physical); humanities and/or art, drama, literature, music and religion; psychology; physical education; and mathematics.

The student's area of specialization is selected from the industrial fields of air-conditioning, heating and refrigeration, auto mechanics, bricklaying, cabinetmaking, carpentry, commercial art, cosmetology, diesel engines, drafting, electricity, electronics, interdisciplinary cooperative education, machine shop, photography, printing, plumbing, sheet metal, small engines, tailoring, upholstery, welding and other industrial fields. The specific field is determined by the trade proficiency and teaching aspirations of the student. Since trade competency normally is required for admission to the program, students are accepted into this field of study only by consent of the program faculty. The required trade competency may be acquired by completing a vocational trade program in an approved high school or junior college, or by apprenticeship training, by actual experience in the field of specialization, or a combination of these.

Students completing the degree program will be qualified to teach in the vocational departments of high schools and area vocational schools, or to be employed in industry.

**Technical Education.** The technical education curriculum is designed to prepare instructional personnel for technical programs of community junior colleges, technical institutes and industry. Graduates from this program also accept technical employment of various types in business, industry and government. The program includes an option which will provide the student with the academic requirements necessary for certification to teach in area vocational-technical schools.

The Bachelor of Science degree in Technical Education is designed primarily for graduates of technical programs in technical institutes and community junior colleges. Qualified students from preprofessional programs also are accepted into the program with advanced standing. In addition, students desiring to

prepare for careers in this field may enter the program directly from high school and complete their technical specialization at OSU.

Each undergraduate is assigned a faculty adviser who assists in planning a program of study which requires 126 semester credit hours. The degree plan normally will include 25 credit hours of technical specialty courses, 12 hours of advanced technical courses, 39 hours of professional education, and 50 hours of general education.

The program offers advanced work leading to the Master of Science degree in technical education and is coordinated with other departments in the planning of study programs leading to the Doctor of Education degree.

**Systems Design and Computer Services.** The Systems Design and Computer Services Unit provides contract services to the Oklahoma State Department of Vocational Technical Education (OSDVTE). Services include installing data base management systems, developing management information systems and developing data processing systems for computers. Computing equipment operations located at the OSDVTE is also a major responsibility of this Unit.

The Master of Science degree in occupational and adult education with program emphasis in human resources development or adult and continuing education is available through the University Center at Tulsa. Further information concerning the degree can be found in the "Master's Degree" section of the OSU *Graduate Catalog* or in the departmental office, 406 Classroom Building.

## Teacher Education Programs

Donald W. Robinson, Ph.D., *Director of Teacher Education and Dean of the College of Education*

Kenneth L. King, Ed.D., *Associate Director of Teacher Education*

Steven K. Marks, Ed.D., *Coordinator of Clinical Experiences*

### OFFICERS OF THE TEACHER EDUCATION COUNCIL

Donald W. Robinson, Ph.D., *Chairperson*

Frances Stromberg, Ph.D., *Vice-Chairperson*

Kenneth L. King, Ed.D., *Executive Secretary*

### Elementary Education Faculty Group

Carolyn Bauer, Ed.D., *Chairperson*

### Secondary Education Faculty Group

James Key, Ed.D., *Chairperson*

### Elementary-Secondary Faculty Group

John Bayless, Ed.D., *Chairperson*

The Office of Teacher Education coordinates all programs approved by the State Department of Education for the preparation of teachers and school service personnel. Upon completion of an approved program, passing the appropriate curriculum examination(s), and upon the recommendation of the University, the candidate will be eligible for licensure/ certification to serve

in the schools of Oklahoma. All candidates completing an approved program or applying for teaching license since February 1, 1982, are subject to all rules and regulations specified by the Oklahoma Teacher Reform Bill of 1980.

Programs are offered at various levels, but all require the earning of at least a bachelor's degree for recommendation for a standard certificate. Graduate programs leading to the master's degree, the education specialist degree, and both the Doctor of Education and the Doctor of Philosophy degrees are offered in several areas. In addition, there are programs at the graduate level which lead to certification but which may or may not lead to graduate degrees.

In addition to state approval, Teacher Education programs at Oklahoma State University have the approval of the National Council for Accreditation of Teacher Education (NCATE), the national agency responsible for accrediting high-quality programs throughout the United States. Students who complete NCATE-approved programs will find certification in other states easier to secure, and employment opportunities increased.

All Teacher Education Programs are coordinated by the director of teacher education through the Office of Teacher Education, 101 Gundersen Hall. Undergraduate Teacher Education Programs are offered in the College of Education as well as in the colleges of Agriculture, Arts and Sciences, Business Administration and Home Economics. The student may choose the college in which the degree is to be earned; however, the student must meet the requirements of the University's Teacher Education program as well as the degree requirements of his or her particular college. Each student who desires to enter a Teacher Education program must make formal application to do so and must meet the admission standards specified.

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 many times 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 only for the course requirements at the time of matriculation, plus any changes that are made, so long as these changes neither result in semester credit hours being added nor delay graduation. Elective hours may need to be replaced by new program requirements.

In general, undergraduate programs of teacher preparation consist of three parts: general education of approximately 50 semester credit hours; professional education, the amount of which varies with the curriculum selected, but with a minimum requirement of 30 semester credit hours; and a subject matter specialization or major of 40 to 60 hours, depending upon the field of specialization.

### **Teacher Education Programs Offered at the Various Levels.**

Undergraduate programs are offered in the following areas: (1) agriculture; (2) art; (3) business (4) distributive education/marketing; (5) early childhood; (6) elementary education; (7) English; (8) foreign language; (9) health (10) home

economics; (11) industrial arts; (12) journalism; (13) mathematics; (14) music-instrumental; (15) music-vocal; (16) occupational agriculture; (17) occupational home economics; (18) physical education; (19) reading specialist; (20) science; (21) social studies; (22) special education-emotionally disturbed, learning disabilities, and physical handicapped; (23) speech and drama; (24) technical education; (25) trade and industrial education; and (26) vocational health occupations.

In addition, post-bachelor's certification programs for school counselors, psychometrists, reading specialists, audio-visual specialists, speech pathology, and in special education-emotionally disturbed, learning disabilities, and physically handicapped-are available. Master's degrees are available in virtually all of the above programs and doctorates are available in many.

Areas of concentration in several of these fields may be included as part of a master's degree program if approved by the department head and the dean of the Graduate College.

Post-master's level certification programs are available in: (1) elementary school principal; (2) school superintendent; (3) secondary school principal; (4) school psychologist; and (5) professional school counselor.

Inquiries concerning any aspect of the Teacher Education program at Oklahoma State University should be addressed to the Office of Teacher Education or the head of the department offering the program.

### **Criteria for Admission to Undergraduate Teacher Education Programs.**

The criteria for admission to undergraduate Teacher Education programs are based on University-wide policies recommended to the director of teacher education by the Council on Teacher Education. Requirements are applicable to all teacher certification programs of the colleges preparing teachers. *The student is not considered a fully qualified participant in a Teacher Education program until he or she has been formally admitted to Teacher Education.*

### **Declaration of Intention to Pursue a Program in Teacher Education.**

During the first semester of the academic program, the student must complete **the Declaration of Intention to Pursue a Program in Teacher Education**. **This form can** be obtained in the College's Office of Student Services or in the office of the department head if the student is enrolled in the Teacher Education program in the colleges of Agriculture, Arts and Sciences, Business Administration or Home Economics.

### **Provisional Admission to Teacher Education.**

The form *Retention Data Part I: Provisional Admission* should be completed as well as the following: scheduling of the Teacher Education Interview; registration for the National Teachers Examination (NTE) Communications Skills Test; and submission of ACT scores (English, math, science and social studies) and/or grades in these four areas.

The NTE Communications Skills Test measures listening, reading, and English grammar and essay skills. Information and registration for the (NTE)

Communications Skills Test can be obtained from the Bureau of Tests and Measurements, 109 North Murray Hall. A study guide for the test is available in the Reserve Room at the Library. To prepare for the listening portion of the test, a cassette tape is available in the Non-book Room in the Library.

After Provisional Admission to Teacher Education, the student may elect to enroll in course work in the following Pre-professional education areas (must be completed before student teaching):

- (1) sociological foundations;
- (2) exceptional child; or
- (3) human development.

**Full Admission to Undergraduate Teacher Education.** The student should complete *Part II: Full Admission to Teacher Education* and meet the following criteria:

*ACT Scores.* If a student does not achieve a score of 18 or above in each area (English, mathematics, science and social studies), or achieve the current state average for college-bound high school seniors (whichever is higher), the student must have earned a cumulative GPA of 2.50 in the area(s) at the time of admission to Teacher Education. If not, additional courses or retakes must be completed in the area(s) until a GPA of 2.50 is achieved. In programs where only one course is taken in a particular area, a grade of "B" or better must be earned.

*National Teachers Examination (NTE)-Communications Skill Test.* This test is required of all Teacher Education students and is composed of reading, written essay and grammar, and listening. If a student does not attain the established score of 660, the adviser in consultation with the student will suggest remedial course work. The student will retake the Communication Skills Test when recommended by the adviser.

*Interview for Admission to Teacher Education.* All candidates for full admission to undergraduate Teacher Education must be formally interviewed by a committee selected from the OSU Teacher Education faculty.

*Orientation to Teacher Education and Laboratory and Clinical Experiences* An appropriate orientation to Teacher Education course and laboratory and clinical experiences (45-clock hours) must be completed with a grade of "C" or better or grade of "P."

*Minimum Cumulative GPA of 2.50.* The total GPA is based on no fewer than 40 credit hours of courses which are expected to include lower-division general education requirements as specified in the student's program. For students not seeking certification, see "Grade-point Average for Graduation" in the "Academic Regulations" section of this *Catalog*.

*The student must apply for and be granted full admission to the Teacher Education program prior to enrolling in student teaching methods and the student teaching internship. A student may not be permitted to enroll in the remaining courses in the professional sequence if full admission to the Teacher Education program has not been earned. Certain vocational programs may vary from this requirement due to state guidelines.*

Students should apply for full admission to Teacher Education as soon as possible. This usually occurs no later than the end of the second semester of the sophomore year.

*Transfer students* must work toward meeting the criteria for full admission to Teacher Education established by Oklahoma State University as soon as possible during the first semester at OSU.

**Appeals.** Decisions regarding admission/retention in Teacher Education are described in the "Guidelines of the Council on Teacher Education." Information pertaining to the appeals process is available through the Office of Teacher Education, located in Gundersen Hall, Room 101.

**Retention in Undergraduate Teacher Education.** For continued acceptability and recommendation for a license or certification, the student must maintain all specified requirements for admission to the undergraduate Teacher Education program.

**Application for Student Teaching Placement.** *Form Part III: Application for Student Teaching Placement must be completed by the student during the semester prior to the time of student teaching.* The application form and Student Teaching Profiles are distributed at a meeting called by the coordinator of Clinical Experiences and through the Office of Teacher Education. Students are notified of this meeting through consultation with advisers, through the *O'Collegian*, signs on bulletin boards across campus and in residence halls, and by announcements made in teacher education classes. Students must submit their Student Teaching Profiles to the Office of Teacher Education prior to specified dates in November and March. These dates will be announced to students in the same manner as mentioned above. Students will be notified in writing of their placements as soon as the coordinator of clinical experiences has received confirmation from the cooperating schools.

*Criteria for Student Teaching* for all majors in Teacher Education are:

- (1) Must have achieved *full* admission to a Teacher Education program;
- (2) Must have achieved an overall grade-point average of *at least 2.50*;
- (3) Must have a grade-point average of at least 2.50 in courses listed on the current approved program for licensure/certification in the areas of professional education and specialization. No grade lower than a "C" will be accepted in either of these areas.
- (4) In determining grade-point averages, only the last grade is considered for repeated courses (exact repeats, not substitutions.).
- (5) All pre-professional education course work must be complete and must include at least one course in sociological foundations, early laboratory and clinical experiences, exceptional child, and human development, with no grade lower than "C" accepted in any of these courses.

*Out-of-Area/Out-of-State Placements.* In extenuating circumstances, a student requesting an out-of-area/out-of-state placement must have the approval of the coordinator of clinical experiences and the department program coordinator,

and will be required to pay the following fees:

- (1) All necessary and appropriate fees required in securing and finalizing the placement (reimbursement for cooperating teacher, supervisor, etc.). These fees are payable to the Office of Teacher Education at least one month prior to the beginning of the semester in which the placement is sought.
- (2) If a recommendation for licensure/certification is to be made by Oklahoma State University, the student will be responsible for reimbursing OSU for at least one visit by an OSU supervisor in addition to the visitations performed by the cooperating institution.

*The student must achieve grades of "B" or better in all sections of student teaching in order to be recommended for a license and a standard certificate upon completion of the program. A grade of "C" in any section of student teaching will result in a recommendation for provisional certification after the licensure period and upon completion of the program. A student assigned the grade of "D" or lower in any section of student teaching will not qualify for a recommendation for a license or any level of certification.*

**Oklahoma Certification Testing Program.** According to Oklahoma legislation, all students who graduate from a Teacher Education program after January, 1982, are required to complete the Curriculum Examination(s) in his or her teaching field(s) with a score of "70" or above before a license can be issued. The Examinations are administered by the State of Oklahoma four times each year. Registration booklets are available in the Office of Teacher Education, 101 Gundersen Hall. To qualify to take the Examination(s) the student must:

- (1) be fully admitted to Teacher Education;
- (2) have 90 hours of college credit completed on his or her transcript; and
- (3) meet minimum requirements for the standard teaching certificate and endorsements teaching credentials as presented by the State Department of Education.

Personnel in the Office of Teacher Education will process and deliver the registration form and required fees to the Oklahoma State Department of Education.

Copies of the *Objectives and Study Guides for the Curriculum Examinations* have been placed in the library, listed as *Objectives for Oklahoma--a Certification Testing Program*.

*An Oklahoma State University student must pass the Oklahoma Curriculum Examination in his or her major teaching area(s) before taking any tests in endorsement areas outside the major.*

**Recommendations for License and Certification.** Oklahoma State University will not make a recommendation for a license or any level of teacher certification until all criteria have been met that pertain to the approved Teacher Education program and a passing score has been achieved on the Curriculum Examination. Applications for an Oklahoma license or certificate can be obtained in the Office of Teacher Certification, 102 Gundersen Hall

**Entry-year Assistance Program.** A candidate with a license will serve at least one, and in some cases two years, as an entry-year teacher under the guidance of an Entry-year Assistance Committee consisting of a teacher consultant, an administrator of the local district, and a higher education instructor. Upon completion of the Entry-year teaching experience (180 days) the candidate may be recommended either for certification by the Entry-year Assistance Committee or for an additional year of teaching under the guidance of a new Entry-year Assistance Committee. If the candidate does not complete the second year as an entry-year teacher satisfactorily, the Entry-year Assistance Committee will recommend noncertification for the candidate.

**Admission to Graduate (Post-baccalaureate) Teacher Education Programs.** Graduate (post-baccalaureate) students must file the form *Declaration of Intention to Pursue a Teacher Education Program-Post-baccalaureate* and meet one of the following criteria for full admission to the Teacher Education program:

- (1) The student must have completed an approved Teacher Education program and hold a valid Oklahoma license or Provisional, Standard, or Professional Certificate; or
- (2) The student in a master's program must (a) satisfy the departmental requirements for unqualified admission to the master's degree program; (b) have a minimum overall GPA of at least 2.50; (c) pass the National Teacher Examination (NTE) Communication Skills Test; (d) complete the Interview to Teacher Education; and (e) complete at least one semester hour of laboratory and clinical experiences (45-clock hours minimum) and an orientation to Teacher Education course with a grade of "C" or better or a grade of "P," or
- (3) The student classified by the Graduate College as "special" or provisionally admitted must (a) have a minimum overall GPA of at least 2.50; (b) have either a standard score of 18 in each area of the ACT (English, mathematics, science, and social studies) or a minimum GPA of 2.50 on transcript in English, mathematics, science, and social studies. (If not, additional courses or retakes must be completed in the deficient area(s) until a 2.50 GPA is achieved. In programs where only one course is taken, a grade of "B" or better must be achieved; (c) pass the National Teachers Examination (NTE) Communication Skills Test; (d) complete the Interview to Teacher Education; and (e) complete at least one semester hour of laboratory and clinical experiences (45-clock hours minimum) and an orientation to Teacher Education course with a grade of "C" or better or a grade of "P."