

College of Education

Kenneth L. King, Ed.D., Dean and Director of Teacher Education
Kenneth H. McKinley, Ph.D., Director of Education Research and Projects and Interim Director of Education Extension
Steven K. Marks, Ed.D., Coordinator of Clinical Experiences

The College of Education administratively includes the departments of Applied Behavioral Studies, Aviation and Space Education, Curriculum and Instruction, Educational Administration and Higher Education, and the School of Occupational and Adult Education. The College offers a wide range of undergraduate and graduate programs to prepare individuals for careers in teaching, administration or research in the professional field of education either in the common schools or in institutions of higher 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 the *Catalog*).

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.

The College also provides academic preparation for a wide range of specialties:

School Service Personnel-Certification Areas

Administrator (elementary school principal)
 Administrator (school superintendent)
 Administrator (secondary school principal)
 Library media specialist
 School counselor (elementary and secondary)
 School psychologist
 School psychometrist

II.

Teaching Specialties-Certification Areas

Elementary school certificate (K-8)

Elementary education
 (Middle school math)
 (Middle school science)
 (Special education)

Elementary-secondary school certificate

(K-12)
 Art
 Foreign language
 Physical education/health
 Reading specialist
 Special education
 (emotionally disturbed, learning disability and mental retardation)

Secondary school certificate (7-12)

Business professions
 English
 Industrial technology
 Journalism
 Mathematics
 Marketing education
 Middle school math
 Middle school science
 Science
 Social studies
 Speech/Drama
 Technical education
 Trade and industrial education

III.

Other Specialties-Noncertification Areas

Adult and continuing education
 Aviation and space education
 College teaching
 Community counselor
 Community education coordinator
 Counseling psychology
 Curriculum and teaching
 Curriculum supervision
 Educational research and evaluation
 Educational technologies
 Educational/instructional psychology
 Gifted and talented
 Higher education administration
 (junior college, 4-year college, and university)
 Higher education counseling
 Higher education student personnel
 Human development
 Human resources development
 Instructional systems
 Marriage and family therapy
 Microcomputer applications
 Occupational education administration
 Rehabilitation counseling

Accreditation

All College of Education programs are accredited by the Oklahoma State Regents for Higher Education, the National Council Accreditation for Teacher Education (NCATE), the Oklahoma State Board of Education, and the North Central Association of Colleges. The M.S. degree program in Rehabilitation Counselor Education in the Department of Applied Behavioral Studies is accredited by the National Commission on Accrediting through the Council on Rehabilitation Education.

High School Preparation

Students are expected to satisfy the high school curriculum requirements as determined by the Oklahoma State Regents for Higher Education. It is recommended that the student be involved in clubs and organizations as well as have had some experiences working with children and/or youth depending on the chosen teaching field.

Admission Requirements

Freshman students are admitted to the College of Education consistent with criteria published for admission to the University. For continuing enrollment in good standing, the College of Education requires a minimum of a 2.50 GPA for admission to Teacher Education, student teaching, and graduation. This standard is consistent with state requirements for students in the state of Oklahoma who complete teacher education programs and seek licensure. All student grades are reviewed at the end of the spring semester to determine whether appropriate academic progress is being made.

For graduation with recommendation for Licensure/Certification the following are required: (1) a 2.50 overall GPA; (2) a 2.50 GPA in the Major Requirements; and (3) a 2.50 GPA in Professional Education Requirements. The student must earn grades of "C" or better in each course in both the Major Requirements and Professional Education Requirements, and must earn grades of "B" or better in all sections of student teaching for recommendation for Licensure/Certification.

Scholarships

The College of Education offers several scholarships for undergraduate and graduate students. The following are scholarships offered by the College of Education:

Ray E. Brown Memorial Scholarship
 College of Education Special Leadership Award
 Education Student Council Scholarship
 Future Teachers Scholarship
 Frank E. and Harriet E. Hedrick Scholarship
 Ora A. Henderson Memorial Scholarship
 Daniel and Mary L. Herd Memorial Scholarship
 J. Andrew Holley Memorial Scholarship
 John Leslie Lehew III Scholarship
 Locke, Wright, Foster, and Cross Graduate Scholarship
 Mable Marietta Macy-Oaks Memorial Art Scholarship
 Leon L. Munson Memorial Scholarship
 Percy W. Oaks, Sr. Memorial Art Scholarship



Outstanding Freshman Aviation Education Student
Technical Education Alumni and Faculty
Scholarship

James Vandegrift Scholarship
Amy Louise Wagner Memorial Scholarship
Hoyt E. Walkup Scholarship

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

Nominations from OSU for the Regents' scholarships will be based upon established criteria which include a concise written statement of career goals, academic performance, and an interview with the Scholarship Nomination Committee. Those applicants scoring highest on all criteria will be nominated to the Oklahoma State Regents for Higher Education. Recipients of the scholarships are expected to teach in the major field of preparation at least one year for each year of scholarship support.

Academic Advising

Academic advisement for undergraduate students is coordinated through the Office of Student Academic Services, 102 Gundersen, in the College of Education. Students with fewer than 28 earned semester hours are advised by academic counselors in the Office of Student Academic Services. Students with 28 or more earned semester hours are assigned to a particular academic adviser, in the Office of Student Services or to the faculty in the academic departments, based on the student's declared major. Faculty academic advisers are nominated by their department heads and appointed by the dean of the College. Academic advisers may confer with their advisees on such matters as vocational counseling, course selection, academic problems, long-range professional goals and semester by semester enrollment.

Special Academic Programs

The College of Education utilizes the Bachelor of University Studies degree program along with the other colleges in the University. Unique career objectives can be met by working with academic advisers in selecting a specially-tailored program which ultimately leads to a degree.

General Education Requirements

All undergraduate degrees in the College of Education require a minimum of 50 semester hours in general education which includes the following: communication skills, mathematics, United States history and government, science, behavioral studies, arts and humanities, and electives. All degrees are consistent with the University General Education requirements and the Oklahoma State Department of Education standards.

Lower-division Requirements

Degrees in the College of Education contain essentially 60 semester hours which are in the area of general studies and the major. In addition to lower-division requirements, the College is consistent with the other colleges in the University by requiring at least 40 semester hours of upper-division course work.

Departmental Clubs and Honor Societies

Collegiate Distributive Education Clubs of America
Education Student Council
Kappa Delta Pi (education honor society)
Student Art Education Association
Student Council for Exceptional Children
Student Education Association
Technology Education Collegiate Association

Applied Behavioral Studies

Professor and Head Dale R. Fuqua, Ph.D.

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 Bachelor of Science Degree. Two undergraduate degree programs leading to careers in special education are available. In the Department of Applied Behavioral Studies, the undergraduate student can work toward a Bachelor of Science in Special Education, which includes an option in mental retardation. A joint undergraduate program is also available through the departments of Applied Behavioral Studies and Curriculum and Instruction. This joint program provides the student an opportunity to combine elementary education, mental retardation, and either learning disabilities or emotional disturbance in a five-year program.



Graduate Programs

Special Education Programs. *M.S. Programs.* Master's level emphasis is available through the M.S. in applied behavioral studies. The academic preparation program in the special education area includes special techniques and arrangements to facilitate the education of exceptional individuals. At the master's level, students may pursue sub-area emphases in learning disabilities, emotionally disturbed, mental retardation, gifted/talented, and general special education.

Ph.D. Programs. Doctoral level emphasis in special education is available through the Ph.D. in applied behavioral studies. Graduates of this program pursue careers in university teaching and in the administration of special education programs in public and private settings.

Counseling and Student Personnel Programs.

M.S. Programs. The counseling and student personnel area includes the following comprehensive specializations leading to master's degrees: community counseling, marriage and family therapy, school counseling (elementary and secondary), and student personnel. The M.S. program in community counseling is intended for individuals who wish to serve as professional counselors in a variety of human service rehabilitation and community mental health agencies. Students may choose elective courses in selected areas of specialization such as youth counseling, substance abuse counseling, mental health counseling and rehabilitation.

The M.S. program in marriage and family therapy is an inter-departmental effort of the Department of Applied Behavioral Studies and the Department of Family Relations and Child Development. This program is designed to provide those who are beginning careers in marital and family therapy with the basic knowledge, skills, and professional identity essential to the practice of marital and family therapy at the entry level.

The M.S. programs in elementary/middle school and secondary school counseling are intended for individuals who wish to provide counseling services to children, youth, and consulting services to their teachers and parents in the school setting.

The programs meet academic requirements for state certification as a school counselor. The M.S. programs are designed to meet academic requirements for licensure in professional counseling. Applications for all M.S. programs are due and will be reviewed March 1, June 1 and October 1.

The M.S. in student personnel services prepares students for entry level positions in service delivery and administration in colleges and universities. This program offers practical experience in various student personnel areas to enhance the student's professional development.

Ed.D Programs. The Ed.D. degree in counseling and student personnel is available with a specialization in either counseling and development or student personnel administration. These programs are designed to meet accreditation standards of the Council on Accreditation for Counseling and Related Educational Programs (CACREP).

The Ed.D. in counseling and development is intended to prepare individuals to function in counseling positions in public schools, junior colleges, vocational-technical schools, college and university counseling centers, mental health and a vari-

ety of community agencies. In addition, individuals may prepare to teach in counselor education programs in colleges or universities. A minimum of a 36-week counseling internship is required.

Students in the Ed.D. in student personnel administration are prepared to administer a student personnel program at institutions of higher education. The curriculum is sufficiently flexible to permit individuals to develop an area of expertise, such as training and development, organizational behavior, or computer applications. A minimum of a 36-week student personnel administration internship is required.

Ph.D. Programs. The Ph.D. degree offers specializations in counseling psychology, counseling and development, and student personnel administration. The didactic and experiential components of the counseling and development and student personnel administration programs are similar to those in the Ed.D. degree. The 105-graduate-credit-hour Ph.D. degree however, is designed to meet the needs of practicing professionals who have a strong interest in research. The counseling psychology program leads to the Ph.D. degree in applied behavioral studies and provides professional preparation in psychology as a behavioral science and in counseling as a specialty. The program is organized to meet the accreditation standards of the American Psychological Association. The program is designed to prepare students for counseling, consulting, training and research roles in various settings such as university counseling services and academic departments, child guidance centers, youth services, community mental health clinics, rehabilitation centers, and family services. Students are required to follow a specified sequence of study in which academic course work and practicum experiences are integrated. Students must complete a one-year full-time internship (or a two-year half-time internship). Applications for all doctoral programs are due by February 1 for the following fall enrollment.

Educational Psychology Programs. M.S. Programs. A master's degree is available through the M.S. in applied behavioral studies with one of three emphases: general educational psychology, instructional systems, or school psychometry.

The general educational psychology emphasis focuses on the application of psychological theory and research to the field of education. It is built around courses in learning, instructional psychology, and human development.

The instructional systems emphasis introduces individuals to instructional systems design and prepares them for entry placement in applied settings. Suggested courses include program evaluation, instructional systems, and learning theory.

The school psychometry emphasis prepares individuals to provide psychometric services to schools, youth agencies and other organizations working with children and youth. The school psychometry program may include state certification requirements.

Ph.D. Programs. A doctorate in educational psychology is available through the Ph.D. in applied behavioral studies. The role of educational psychology 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. Students in the program will complete a set of core courses in educational psychology and will also



complete course work in one of three areas of specialization: instructional systems, school psychology, or teaching and research in educational psychology.

The instructional systems specialization provides the individual with a broad set of knowledge and skills which support the analysis, development, evaluation, and implementation of instructional systems. This specialization prepares the individual for careers in areas such as human resource development, instructional technology, and training program development.

The school psychology specialization prepares individuals to be effective school psychologists. Course work focuses on skills and knowledge necessary for state certification and licensure. School psychology certification requirements may be met by completing a psychology master's degree and a 30-hour course sequence. The Ph.D. program includes the requirements for state licensure.

The teaching and research in educational psychology emphasis is designed to prepare the graduate for the traditional academic roles of teacher and researcher. Within this emphasis, students might focus on one (or a combination) of the following areas: instructional psychology, human development, education of gifted and talented.

Research and Evaluation Programs. M.S. Program. The M.S. degree in applied behavioral studies provides master's level study in educational research and evaluation. The academic preparation program in the educational research and evaluation area includes courses focusing on research and evaluation and courses selected to facilitate the development of a collateral area of expertise in another graduate area of education such as special education, curriculum and instruction, occupational education, or school administration. This M.S. program prepares students for entry level positions in research and evaluation units in school districts, government agencies, and private corporations and foundations.

Ph.D. Program. Doctoral level study in research and evaluation is available through the Ph.D. in applied behavioral studies and provides advanced graduate level preparation in applied

educational research and evaluation. This program is designed to include advanced graduate training in two collateral areas, one of which must be in an area of education. The student may select the second collateral area in an adjunct field that provides course work conducive to the development of skills in educational research and evaluation. The second collateral area might be focused in an area such as curriculum evaluation, mathematical statistics, computer science, or program administration. A required practicum/internship provides an opportunity for practical applications of skills developed during the doctoral program. Graduates of this program will be prepared for positions such as college or university faculty members or directors of education, government agencies, private test corporations, or education foundations.

Aviation and Space Education

Professor and Head Kenneth E. Wiggins,
Ed.D.

Aviation Education

The aviation education program offers both flight training courses and aviation theory courses for academic credit. The Department is administered by 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 prepares individuals to qualify for certificates as private pilots, commercial pilots with instrument ratings, flight instructors and multi-engine ratings. In addition to the aviation courses, the program includes courses in natural science, business, management and liberal arts. The courses in aviation theory are conducted on campus; the laboratory portion of flight instruction is conducted at the Stillwater Municipal Airport in cooperation with approved flight program operators. Flight training is conducted under Federal Air Regulation Part 141.

Flight training and theory courses in aviation offer a number of valuable benefits. The private pilot can utilize the airplane for business 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 including flight instructor, corporate pilot, charter pilot, or agriculture pilot. These jobs can be used to gain experience and necessary flying hours to become an airline pilot.

Space Science Education

A major responsibility of the Office of Space Science in the Department of Aviation and Space Education is the coordination of the Aerospace Education Service Project. Oklahoma State University, under contract to the National Aeronautics and Space Administration (NASA), provides aerospace education specialists and support staff for the delivery of educational visits to public schools throughout the nation. In addition to school pro-

grams, the specialists also conduct teacher workshops, and work with professional organizations and civic groups. The specialists are often involved in the production and delivery of television and radio programs.

The Office of Space Science also serves regional teachers with in-service programs as well as serving as a resource center for reference and printed materials, videotapes, films, and slides pertaining to NASA's research in aviation and space sciences. On-campus space science education includes resource support for existing pre-service education for teachers.

The Department of Aviation and Space Education also provides technical support and personnel talent for the delivery of space-related information via satellite. The videoconferences are interactive, with the opportunity for the student-teacher audience to pose questions to the program presenters. The programs usually involve a live feed from a NASA research center coupled with a broadcast from the OSU Educational Television facility.

Curriculum and Instruction

Professor and Head Douglas B. Aichele, 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.

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 in Secondary Education degree is available in the following discipline areas: English, foreign language, journalism, mathematics, science, social studies and speech/drama. 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 physical education/health 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 curriculum administrator, 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, the Reading and Mathematics Learning Center, and the Natural Resources and Environmental Education Center.

Graduate Programs

The Department of Curriculum and Instruction offers graduate degree programs at the master's, specialist and doctoral levels. While specialization is required, maximum program flexibility enables students to meet their individual goals. These degree programs are designed to prepare persons 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. A student may earn the degree of Master of Science (M.S.) in curriculum and instruction with emphasis in curriculum/supervision, elementary education, information/communication technology, reading, and secondary education. Within these degree emphases, a student can further specialize in such areas as art, curriculum/instruction, early childhood education, foreign language, language arts, mathematics, science, and social studies. Students planning an emphasis in secondary education must incorporate graduate course work from an academic discipline.

The master's degree program is also frequently designed to qualify persons for an OSU recommendation for state licensure in a specific area. In addition to state licensure in those programs listed above, course work leading to an OSU recommendation for state licensure in school administration may be incorporated into a master's degree program.

Course work leading to the Master of Science degree in curriculum and instruction with emphasis in curriculum/supervision, elementary education, information/communication technology, or reading is available through the University Center at Tulsa (UCT). OSU course work taken through UCT qualifies as residence credit course work.

In completing the master's degree, students elect one of three plans:

Plan I (30 hours)-The student completes a minimum of 24 credit hours of approved course work and writes a master's thesis for which six semester hours of credit are granted.

Plan II (32 hours)-The student completes a minimum of 30 credit hours of approved course work and writes a master's report for which two semester hours of credit are granted.

Plan III (36 hours)-The student completes a minimum of 36 credit hours of approved course work which includes a creative component. The creative component must be explicitly identified on the plan of study.

Unqualified admission to the master's degree program is granted to a graduate of an accredited college or university who has made application to the Graduate College (described under "General Regulations" in the "Graduate College" section and who has achieved an acceptable grade-point average, i.e., a grade-point average of at least (1) 3.00 for all undergraduate course work; or, (2) 3.25 for all undergraduate upper-division and graduate course work; or, (3) 3.50 for OSU graduate course work included in the initial nine hours of study.

Provisional admission to the master's degree program is granted to a graduate of an accredited college or university who has been admitted to the Graduate College and who has achieved a grade-point average less than the minimum required for unqualified admission but at least (1) 2.60 for all undergraduate course work; and, (2) 2.80 for all undergraduate upper-division and graduate course work, or 3.00 for OSU graduate course work included in the initial nine hours of study.

Provisional admission is granted for a minimum enrollment in six credit hours of CIED course work to be determined through advisement and taken during one calendar year. A student admitted provisionally must earn a grade-point average of at least 3.50 in this course work to be admitted (unqualified). Dismissal from the program at the end of this probationary period is automatic if the student fails to satisfy this stipulation.

Further information about this degree may be found in the departmental publication *Master's Degree Policies and Regulations* available in 302 Gundersen Hall and under "Master's Degree" of the "Graduate College" section of the *Catalog*.

The Specialist in Education Degree. A student may earn the degree of Specialist in Education (Ed.S.) in curriculum and instruction with emphasis in curriculum/supervision, elementary education, information/communication technology, reading, and secondary education. Students emphasizing secondary education must incorporate graduate course work from an academic discipline. This degree program is designed for teachers in public schools two-year and four-year colleges, and universities. The Specialist in Education degree requires a minimum of 60 semester hours beyond the bachelor's degree.

Unqualified admission to the Ed.S. degree program is granted to a graduate of an accredited college or university who has made application to the Graduate College and who has (1) submitted



the completed departmental folder which includes a score on the Miller Analogies Test and other pertinent information, (2) provided evidence of at least one year of experience in a professional position in an education institution if not the holder of a master's degree, (3) received favorable recommendations from area faculty members who have evaluated the personnel folder, and (4) identified qualified faculty members who have agreed to serve on the program committee and in the chairpersonship role.

Further information about this degree may be found under "Specialist in Education" in the "Graduate College" section of the *Catalog*.

The Doctor of Education Degree. A student may earn the degree of Doctor of Education (Ed.D.) in curriculum and instruction with emphasis in curriculum/supervision, elementary education, information/communication technology, reading and secondary education. Within these degree emphases, a student can further specialize in such areas as curriculum/instruction, early childhood education, language arts, mathematics, science and social studies. Students planning to emphasize secondary education must incorporate graduate course work from an academic discipline.

The Doctor of Education degree requires a minimum of 90 semester hours beyond the bachelor's degree.

Unqualified admission to the doctoral degree program is granted to a graduate of an accredited college or university who has made application to the Graduate College and who has (1) submitted the completed departmental folder which includes a score on the Miller Analogies Test and other pertinent information, (2) provided evidence of at least one year of experience in a professional position in an education institution if not the holder of a master's degree, (3) received favorable recommendations from area faculty members who have evaluated the personnel folder, and (4) identified qualified faculty members who have agreed to serve on the advisory committee and in the chairpersonship role.

Further information about this degree may be found under "Doctor of Education" in the "Graduate College" section of the *Catalog*.

Colloquium Series. Many opportunities exist for graduate students to become involved in ongoing departmental research projects and activities while studying in residence at Oklahoma State University. In particular, graduate students are expected to participate in the Colloquium Series sponsored by the Department.

Educational Administration and Higher Education

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

Graduate Programs

Advanced graduate work is offered at the master's, specialist, and doctoral degree levels. Higher education degree programs prepare persons for careers as faculty members and/or administrators in colleges, universities, and other

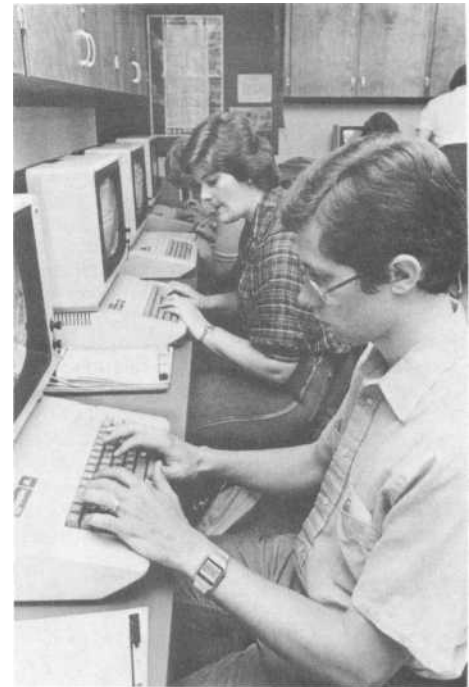
educational agencies. Public school educational administration degree programs and educational administration non-degree certificate programs prepare persons for positions in federal and state education agencies, for leadership careers as elementary or secondary principals and as school superintendents, and for staff positions in central offices and attendance centers. Students in educational administration may also develop competence in community education for positions in local school districts, community colleges, and state departments of education.

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 administrative 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.

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 for further information about specific cooperative arrangements with teaching fields. The higher education component includes the 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.

Prerequisites. Educational administration majors are expected to have a minimum of 16 semester credit hours of undergraduate study in education. Higher education college teaching majors are expected to have an undergraduate major in the discipline they plan to teach at the college level.

Admission Requirements. Persons interested in degree or certificate programs should apply through the Graduate College. All applicants must submit transcripts of prior academic work. In addition, those persons seeking admission to a graduate degree program must submit a Graduate Record Examination or a Miller Analogies Test score at the time of application. Once granted provisional admission to the Graduate College, and within the first four weeks of the initial term of study, all degree program applicants are expected to provide the Department with specific information that is used by the faculty to reach a decision regarding admission to a degree program. Since applicants are not considered for admission to the doctoral program until they are enrolled in, or have completed, the seminar EAHE 6003, "Educational Ideas," they should enroll in that course during their first term. When a person is admitted to the program, a permanent adviser and an advisory committee are appointed. The committee, working closely with the student, develops an individual plan of study. Prior to the appointment of a permanent adviser, the department head serves as a temporary adviser.



The Master of Science Degree. A student may earn the degree of Master of Science (M.S.) under one of three plans:

Plan I (30 hours)-the student completes a minimum of 24 credit hours of approved course work and writes a thesis for which six hours of credit are granted;

Plan II (32 hours)-the student completes a minimum of 30 credit hours of approved course work and writes a master's report for two hours of credit;

Plan III (32 hours)-the student completes a minimum of 32 credit hours of approved course work, which includes a creative component (e.g., a special report, an annotated bibliography, a project in research or design). The creative component must be explicitly identified on the plan of study.

After completing the plan of study, master's students in all departmental programs write a comprehensive examination.

Further information about this degree may be found under "Master's Degree" in the "Graduate College" section of the *Catalog*.

The Specialist in Education Degree. The student may earn the degree of Specialist in Education (Ed.S.) in educational administration or in higher education. The degree is designed for teachers and administrators in public schools, colleges, and universities. The specialist program in higher education offers a unique opportunity for persons preparing to serve the junior or community college. The Specialist in Education program requires a minimum of 60 semester hours beyond the bachelor's degree. Further information about this degree may be found under "Specialist in Education" in the "Graduate College" section of the *Catalog*.

The Doctor of Education Degree. The program in educational administration focuses on the development of education leaders for the public schools. It employs a multidisciplinary approach to administrative processes, incorporating knowledge from industrial management, political

science, economics, organizational sociology, and other fields as well as from education.

Programs in higher education focus on the preparation of administrators and faculty. The administrator preparation program utilizes knowledge from many fields of administration and allows the student to make appropriate application to higher education. The program for two- and four-year college teachers stresses an interdisciplinary approach and allows the student to develop a strong competence in an academic area. The professional education component emphasizes the philosophies, roles, functions, and problems of various types of institutions of higher learning and incorporates the latest findings in curriculum development and effective college teaching. Cooperative programs for the college teaching degree have been developed in conjunction with many departments on campus. The Doctor of Education programs require a minimum of 90 credit hours beyond the bachelor's degree.

Further information about this degree may be found under "Doctor of Education" in the "Graduate College" section of the *Catalog*.

School of Occupational and Adult Education

Professor and Director Melvin D. Miller,
Ed.D.

The School of Occupational and Adult Education (OAED) has as its central focus teachers of occupational programs and leadership personnel for these programs, together with personnel for human resource development and adult and continuing education. Just as the School of OAED is a part of the College of Education, occupational and adult education is a significant element in America's system of education. The School seeks to serve teachers, supervisors; and administrators of vocational-technical programs at the middle school and secondary levels, area vo-tech schools, community and junior colleges, and technical schools; trainers and mid-management personnel in business, industry, and other private and public agencies; and adult educators employed by any of these. Accordingly, the goals of the School are:

1. To develop both undergraduate and graduate programs which prepare individuals to serve present and future needs of educational agencies, business and industry and other agencies in areas related to the field of occupational and adult education.
2. To provide extended services and non-traditional programming to the School's clients on both a pre- and in-service basis.
3. To provide specialized leadership development opportunities for individuals who seek to serve as educational or training specialists in public and private schools and in business and industry in areas related to the field of occupational and adult education.
4. To conduct quality research in occupational and adult education and to disseminate research findings through local and national publications as well as through the OSU teleconferencing system.

5. To provide service to other departments and programs on campus through general interest courses and activities.
6. To provide programs and service at the international level, assisting in the development and advancement of programs related to the School's mission.
7. To be recognized within the state, nationally and internationally, for leadership in the various aspects of occupational and adult education.

The School of Occupational and Adult Education offers several degree programs including teacher certification and noncertification. Teacher certification programs are available in business education, industrial technology education, marketing education, technical education, and trade and industrial education. Certification for any of the above may be met while completing one of the bachelor's or master's options available in OAED. Noncertification programs are available in each of the above. The masters and doctorate in OAED offer specializations in adult and continuing education, human resource development, and vocational-technical education.

Graduate Programs

The School of Occupational and Adult Education offers graduate programs leading to the Master of Science degree in the specific areas of industrial technology education, marketing education, technical education and trade and industrial education, as well as the general area of occupational and adult education. The School also offers programs leading to the Specialist in Education degree and Doctor of Education degree to prepare individuals for leadership roles in the broad areas of occupational and adult education. At the Ed.S. and Ed.D. levels, individuals may specialize in administration, curriculum and teaching, teacher education, or educational research, as each relates to the total field of occupational and adult education. Additionally, both degrees offer an emphasis in adult and continuing education or human resource development. Admission to any of these graduate programs requires a degree in an appropriate field with a high scholastic standing and the normal requirements of the Graduate College. In all cases, applications are considered on an individual basis and only a limited number of candidates will be accepted. For additional requirements, see "Prerequisites" under each program.

Business Education

Business education teachers continue to find excellent employment opportunities in secondary schools, area vocational-technical schools, and post-secondary schools. Society's move toward a service economy will further expand opportunities for vocationally-trained teachers in this field.

Persons seeking certification in the field of business education will complete the teacher certification and bachelors degree programs in the College of Education with specialized education courses being taken in the School of OAED under the BUSPR (Business Professions) and OAED prefixes. Additionally, the student will complete course work in the College of Business Administration related to specific subject areas to be taught.

Graduate Programs

Graduate program opportunities for the business educator are available as an area of emphasis under OAED's Master of Science and Doctor of Education degrees. Specialized work in BUSPR is available to be included in the candidate's degree plan.

Industrial Technology Education

Teaching in industrial technology 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 technology education is a comprehensive, action-based instructional program concerned with technology-its evolution, utilization, and significance; and with industry-its organization, personnel, systems, techniques, resources, and products and their social and cultural impact.

The industrial technology education curriculum is designed to prepare teachers for industrial arts and technology education classes in the public schools, grades 7-12.

The program is divided into General Education, Professional Education and specialized industrial technology education. Specialized courses are designed to develop teaching competency for middle-school and high school exploratory programs in each of four areas: construction, manufacturing, communication and power and energy.

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

Graduate Programs

The industrial technology education curriculum for the M.S. degree is planned specifically for those desire a greater degree of expertise in industrial



technology education and for those who are teaching in industrial arts or technology education in the middle, junior, and high school levels. The curriculum content is directed toward helping individuals to develop a higher level of competence in both instructional and technical skills in order to improve their classroom teaching effectiveness.

Prerequisites. Sixteen semester credit hours of undergraduate industrial technology education course work and approval of an adviser are necessary.

Marketing Education .

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 the country. If the marketing function fails to achieve maximum efficiency, the U.S. will fall short of reaching full economic potential.

The demand for qualified vocational marketing education teachers across the country exceeds the supply. Marketing 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.

A marketing education major will complete core requirements in business administration, including courses in marketing, management, business law and business finance. Additional specializations may include courses in promotional strategy, consumer behavior, administrative communication, marketing research, advertising copy and layout, and merchandise display essentials.

Graduate Programs

The marketing education curriculum for the M.S. degree is designed for individuals who are preparing for employment in comprehensive high schools, area vocational technical schools, businesses, and junior colleges. The goal of this graduate curriculum is to help individuals develop higher-level competencies in both instructional and occupational skills in the distributive and marketing education fields.

Prerequisites. An undergraduate degree in marketing education or a related field is necessary.

Occupational and Adult Education

Graduate Programs

The M.S., Ed.S., and Ed.D. programs in occupational and adult education are intended for individuals who wish to prepare for broader educational roles relating to all vocational education disciplines, adult and continuing education, and employee development and training. Major program concentrations are available in adult and continuing education, human resource development, and vo-tech education. 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.

These degree programs are a cooperative, interdisciplinary effort among all Graduate Faculty of the School of Occupational and Adult Education with substantial contribution from Graduate Faculty members in other departments on campus.

Prerequisites. An undergraduate degree in an appropriate field, together with academic qualification indicative of potential success at the graduate level, are necessary. Experience related to the degree sought is desirable, but not necessary, except in the vocational-technical education emphasis.

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 in Technical Education degree 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 major requirements at OSU.

Graduate Programs

The technical education curriculum for the M.S. degree is offered for persons who are preparing for employment in junior/community college or technical institute technician education programs and for those who aspire to positions in training programs for employee development. The overriding goal of this graduate curriculum is to help individuals improve their instructional and occupational skills for greater effectiveness in the educational setting.

Prerequisites. An adequate background in a major field of technology with an undergraduate program which included specialized technical course work at the junior or senior level at an accredited college or university, and approval of an adviser are necessary.

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.

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.

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.

Graduate Programs

The trade and industrial education curriculum for the M.S. degree is designed for instructors of a wide variety of trade areas in comprehensive high schools, in industries, and in area vocational and technical schools. The curriculum helps students build and increase competence in instructional, occupational, and supervisory skills for advancement opportunities in trade and industrial instructional situations whether in the public or private sector of trade and industrial education.

Prerequisites. Educational preparation in a specialized trade area and adequate occupational experience to meet minimum provisions of the State Plan for Vocational Education, and approval by adviser are necessary.

Teacher Education Programs

Officers of the Teacher Education Council

Kenneth L. King, Chairman and Executive Secretary
N. Jo Campbell, Faculty Chairwoman

Early Childhood/Elementary Education Faculty Group

Vernon E. Troxel, Chairman

Secondary Education Faculty Group

Deke Johnson, Chairman

Elementary-Secondary Faculty Group

Sandra Gangstead, Chairwoman

All Teacher Education programs are coordinated by the director of teacher education through the Office of Teacher Education, 101 Gundersen Hall. 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.

Some undergraduate Teacher Education programs are offered in the College of Education as well as in the colleges of Agriculture, Arts and Sciences, 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 degree requirements at the time of matriculation, and 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. Changes in teacher certification may result in additional course requirements for certification.

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.

Undergraduate Programs

Undergraduate programs are offered in the following areas: agriculture; art; business professions; early childhood; elementary education; English; foreign language (French, German, Spanish); health education; home economics; industrial technology; journalism; marketing education mathematics; music-instrumental; music-vocal; occupational agriculture; occupational home economics; physical education; reading specialist; science; social studies; special education on emotionally disturbed, learning disabilities, and mentally retarded; speech and drama; technical education; and trade and industrial education. There are also numerous teaching endorsements available.

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, 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, English grammar and essay skills. Information and registration for the (NTE) Communications Skills Test can be obtained from the University Testing and Evaluation Service, 109 North Murray Hall. A study guide for the test is available in the Reserve Room in the Library. To prepare for the listening portion of the test, a cassette tape and study guide are 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 preprofessional education areas (which must be completed before student teaching):

1. sociological foundations;
2. exceptional child;
3. human development;
4. laboratory and clinical experiences (45-clock hours minimum);
5. media.

Full Admission to Undergraduate Teacher Education

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

1. *ACT Scores.* The student must achieve a score of 18 or above in each area (English, mathematics, science and social studies) on the ACT, or achieve the current state average for college-bound high school seniors (whichever is higher), or must have earned a cumulative GPA of 2.00 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 2.00 is achieved.

2. *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 national average of 658, 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.
3. *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.
4. *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."
5. *Minimum Cumulative GPA of 2.50.* A minimum cumulative GPA of 2.50 must be earned, 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 the *Catalog*.

The student must apply for and be granted full admission to the Teacher Education program prior to enrolling in course work in the professional sequence consisting of evaluation, philosophical foundations, learning theory, methods, and student teaching.

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

The 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 and major requirements. No grade lower than a "C" will be accepted in either of these areas.
4. In determining grade-point averages for admission to teacher education, 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 (e.g., 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

All students who graduate from a Teacher Education program after January, 1982, are required to complete the Oklahoma Teacher Certification Test(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 Oklahoma Teacher Certification Test(s)* have been placed in the library, listed as *Objectives for Oklahoma Certification Testing Program*.

Any person who graduated from an accredited college of education prior to February 1, 1982, and seeks certification or endorsement to teach a subject area which the teacher was not certified to teach following completion of the necessary college credit hours, shall be required to pass the curriculum examination for such subject area prior to receiving such certification or endorsement.

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, 101 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 (120-180 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.

Graduate Programs

Post-bachelor's certification programs are offered in the undergraduate program areas listed previously. In addition, post-bachelor's certification programs are available for library media specialists, psychometrists, school counselors, speech pathologists, and in special education-emotionally disturbed and learning disabilities. 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 for: (1) elementary school principal; (2) school superintendent; (3) secondary school principal; (4) school psychologist; and (5) school counselor.

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

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 Teacher Education:

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. Students in a master's program must (a) satisfy the departmental requirements for unqualified admission to the master's degree program; (b) have a minimum overall GPA of at least 2.50; (c) pass the National Teacher Examination (NTE) Communications 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. Students 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, math, science, and social studies) or a minimum GPA of 2.00 on the transcript in English, math, science, and social studies. (If not, additional courses or retakes must be completed in the deficient area(s) until a 2.00 GPA is 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."

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.

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, 101 Gundersen Hall.

Graduate Teacher Education. For continued acceptability and recommendation for a license or certification, the student must maintain all specified minimum requirements for the undergraduate Teacher Education program.