

College of Education

**Ann C. Candler-Lotven, Ed.D., Dean
and Director of Teacher Education**

**Ed Harris, Ph.D., Interim Associate
Dean for Administrative Affairs**

**N. Jo Campbell, Ed.D., Interim
Associate Dean for Graduate
Studies**

**Lowell Caneday, Ph.D., Associate
Dean for Undergraduate Studies**

The College of Education includes the departments of Applied Behavioral Studies, Aviation and Space Education, Curriculum and Instruction, and Educational Administration and Higher Education, and the schools of Health, Physical Education and Leisure, and 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 education. 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 that prepare individuals for productive lives in the global community (see the "Degrees Offered" section of the *Catalog*). The Office of Extension within the College of Education concentrates its efforts on fulfilling the College's commitment of the land grant university to inform and educate the citizens of Oklahoma. In order to better serve the citizens, the office offers diverse programs through video conferences, weekend and evening courses for staff development, credit and noncredit courses, and conferences. These formats allow undergraduate, graduate, and other constituents to come together to discuss pertinent issues related to such topics as public schooling, higher education, parental involvement, youth sports programs, aeronautics, aviation education and space sciences. The office offers ACT preparation workshops for high school students and the Summer Reading Fun Club for area school children. The Department of Curriculum and Instruction offers a master's degree through education extension by compressed video.

Accreditation

In the College of Education, the aviation programs are accredited by the Federal Aviation Administration, the only nationally-recognized accrediting body for programs in aviation. OSU was the first university in Oklahoma with a program receiving this designation. The counseling psychology program is provisionally accredited by the American Psychological Association. Programs in the School of Health, Physical Education and Leisure are accredited by the National Recreation and Park Association, and the American Association for Leisure and Recreation. All teacher education programs are accredited by the Oklahoma State Board of Education and the North Central Association of Colleges and Secondary Schools. Business education, as well as technical and industrial education teacher education programs, are also accredited by the Oklahoma State Department of Vocational-Technical 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 youth, depending on the chosen field.

Admission Requirements

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

Criteria for students wishing to transfer into the College of Education include a required minimum grade-point average based on the University graduation and retention grade-point average policy.



<i>Total hours attempted</i>	<i>Minimum GPA required</i>
fewer than 31	1.75
31 through 45	2.00
over 45	2.50

Requests from students seeking readmission after having been placed under probation/suspension should be submitted to the Office of Student Academic Services in the College of Education and will be reviewed by the director of Student Academic Services prior to readmission.

All student grades are reviewed at the end of each semester to determine whether appropriate academic progress is being made.

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

Scholarships

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

Air Traffic Control Associated Scholarship
Ray E. Brown Memorial Scholarship
College of Education Alumni Association Centennial Scholarship
College of Education Alumni Association Freshman Scholarship
College of Education Alumni Association Minority Scholarship
College of Education Alumni Association 21st Century Scholarship
College of Education Special Leadership Award
Valerie Colvin Scholarship
Gretchen Lynnette Cumberledge Air Traffic Control Association Scholarship
Rachel Dotson Scholarship
Paul Douglas Teacher Scholarship
Lacrisha Diane Stephens Earls Memorial Scholarship
Education Student Council Scholarship
Charles A. "Adam" Esslinger Outdoor Recreation Scholarship
Future Teachers Scholarship
Roger and Donna Hardesty Aviation Scholarship
Aix B. Harrison 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
Helen M. Jones Scholarship
Richard and Edna Jungers Scholarship
Robert B. Kamm Distinguished Graduate Fellowship Fund
Kappa Delta Pi Scholarship
John Leslie Lehew III Scholarship
Locke, Wright, Foster, and Cross Graduate Scholarship
Mable Marietta Macy-Oaks Memorial Art Scholarship
McMaster Flying Aggies Scholarship
Leon L. Munson Memorial Scholarship
The Ninety Nines, Inc.
Percy W. Oaks, Sr. Memorial Art Scholarship
Outstanding Freshman Aviation Education Student
James L. Prince Memorial Scholarship
Wendell Sharpton Family Scholarship

Helmer and Frances Sorenson Scholarship

James Vandegriff Scholarship

Amy Louise Wagner Memorial Scholarship

Hoyt E. Walkup Scholarship

Loyd L. Wiggins Scholarship

Xerox Corporation 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 Oklahoma State Board of Education as critical shortage areas and are only available to Oklahoma residents attending or desiring to attend OSU.

Privately funded scholarships are also available. Information concerning these scholarships may be obtained through the office of the appropriate department head.

Academic Advising

Academic advisement for undergraduate students is coordinated through the Office of Student Academic Services, located in 106 Willard, in the College of Education. Students are assigned to a particular academic adviser in the Office of Student Services or to the faculty in the academic departments, depending 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

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

Applied Educational Studies. The applied educational studies, Ed.D., is an interdisciplinary, cross-departmental degree program, coordinated by the Office of the Dean of the College of Education, to combine the traditional priority of preparing leaders in education with the nontraditional degree needs related to education.

The research core may include a combination of two or more course work areas offered by such departments as Applied Behavioral Studies, Aviation and Space Education, Curriculum and Instruction, Educational Administration and Higher Education, the School of Health, Physical Education, and Leisure, or the School of Occupational and Adult Education.

Students interested in such an interdisciplinary degree should contact a department within the college for information on degree requirements and the application process.

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

OSU-Frontier Alliance. OSU-Frontier Alliance, initiated in 1990, provides OSU teacher education students the opportunity to be involved in a joint institutional effort designed as a proactive approach for meeting the needs of students and teachers in a culturally diverse environment. This alliance allows OSU to have a continuing collaboration with the Native American tribal community and the Frontier School District.

Professional Development Conferences. Teacher education students and alumni are encouraged to attend the annual Oklahoma Teacher of the Year (OKTOY) organization conference held on the OSU campus. The College of Education is the official home of the Oklahoma Teacher of the Year organization. The membership of the OKTOY organization is made up of winners of the annual Oklahoma Teacher of the Year competition. The goals of the organization are to attract academically talented high school youth to the teaching profession; to retain undergraduate students currently enrolled in education programs; to feature the skills, talents, and expertise of Oklahoma's finest educators; to create student/teacher mentor relationships; and to establish a cadre of educators as a resource for research on improved instruction and academic excellence.

Graduation Check. The College of Education Office of Student Academic Services prepares a graduation check which indicates the undergraduate's status for graduation. For those undergraduates pursuing teacher education programs, the academic status for licensure as a teacher is included in the graduation check. Undergraduates may request through their academic advisers that the graduation check be completed.

Job Placement. An employment service provided for College of Education students and coordinated through the University Placement Office was initiated in the 1960s for teacher placement services and has broadened its service to the campus. University Placement assists students in signing up for interviews with in-state and out-of-state school districts. Lists of employment opportunities with school districts not recruiting on campus are maintained at all times. Resources that are available to assist the student seeking employment include resume information, interviewing tips and placement annuals. Registration with the University Placement Office affords students the opportunity to participate in the annual teacher placement days held on campus in April and to access the office's referral service to school districts.

Alumni Association. The College of Education Alumni Association complements the cooperative efforts of the University Placement service to assist a student during college preparation for a career in education. The organization provides the student a professional support organization and an immediate network of professional contacts. Four scholarships are provided by the Alumni Association for students in the College of Education. Graduates attending the college convocation receive an invitation for a one year complimentary membership to the College of Education Alumni Association.

General Education Requirements

All undergraduate degrees in the College of Education require a minimum of 40 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 current University General Education requirements and the Oklahoma State Board of Education standards.

Departmental Clubs and Honor Societies

American Association of Airport Executives
 Education Student Council
 Elementary Educators of Tomorrow
 Flying Aggies
 Health Promotion Club
 Kappa Delta Pi (education honor society)
 Leisure Club
 Multicultural Educators of Tomorrow
 Phi Epsilon Kappa (health, physical education, leisure honor society)

Physical Education Club
 Student Art Education Association
 Student Council for Exceptional Children
 Student Education Association

Applied Behavioral Studies

Associate Professor and Head Alfred F. Carlozzi, Ed.D.

The Department of Applied Behavioral Studies in the College of Education serves the University Teacher Education program and offers degree programs at the graduate level. Areas included in the department are special education, counseling and student personnel, educational psychology, school 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.

Graduate Programs

Special Education Programs. *M.S. Programs.* 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 special education (mild/moderate disabilities), emotionally disturbed, and gifted/talented.

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. Applications for all special education area applicants are due by April 15, July 15 and November 15, for the following semester.

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, 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 and community mental health agencies. Students may choose elective courses in

selected areas of specialization such as youth counseling, substance abuse counseling and mental health counseling.

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 and practical requirements for licensure as licensed professional counselors in Oklahoma.

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. Applications for all M.S. programs are due and will be reviewed April 15 and October 15.

Ph.D. Programs. The Ph.D. degree offers specializations in counseling psychology and student personnel administration. These Ph.D. programs are 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 accredited by 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).

Students in the Ph.D. in student personnel administration are prepared to administer student personnel programs 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.

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 in educational psychology is available as an area of specialization within the M.S. in applied behavioral studies. Educational psychology emphasizes the application of psychological theory and research to the field of education. Every educational psychology master's student takes basic courses in educational psychology and research. Each student also takes additional courses in a concentration area of either educational/instructional psychology or human development.

Ph.D. Programs. A doctorate in educational psychology is available as an area of specialization within the Ph.D. in applied behavioral studies. The educational psychology Ph.D. includes emphases in teaching and research, and instructional systems design. The teaching and research emphasis includes content in instructional psychology, education of the gifted and talented, and/or human development.

The teaching and research emphasis prepares students for the role of teacher and researcher in higher education, or researcher in non-educational settings. The instructional systems design specialization focuses on the development of systems for training and instructional support in business, government and educational settings. The educational psychology Ph.D. is designed to provide students with maximum opportunity to individualize their programs according to their own interests, needs and professional goals. There are no specifically required courses. Students, in consultation with the faculty, choose subject matter domains around which they structure their programs. Each domain is to be mastered through formal course work, independent study and practicum experiences. For each domain, the student specifies a "qualifying examination experience," the completion of which will be taken as evidence of mastery of the domain.

Applications for the Ph.D. program in educational psychology are due by February 1 for the following fall enrollment.

School Psychology Programs.

M.S. Programs. The master's in school psychometry 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. The doctorate in school psychology is available through the Ph.D. in applied behavioral studies. Doctoral level study in school psychology is designed to prepare individuals who can apply their knowledge of the behavioral

sciences and their professional skills in ways that enhance learning and adjustment and facilitate child success. To achieve this purpose, the emphasis in the school psychology program is on the study and integration of principles of psychology and education. In addition to foundation knowledge in these areas, training is provided in the major areas of functioning within the profession: consultation/organizational development, psychological assessment, intervention procedures, and research/evaluation. The Ph.D. program includes the requirements for state licensure as a psychologist. Applications for the Ph.D. program in school psychology are due February 1 for the following fall semester.

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 prepares students for careers in the aviation industry. A bachelor's degree in aviation sciences offers three options: professional pilot, aviation management, and technical services management. Each of these options is tailored to meet specific needs for skilled personnel in the air carrier, aircraft manufacturing and sales, and general aviation segments of the industry. The degree program is a fusion of liberal arts, management, business, and aviation courses. Academic credit is awarded for flight training and associated ground school courses. The aviation sciences program is also offered in Tulsa through the University Center at Tulsa (UCT).

Students in the professional pilot option will complete all flight training through the Commercial Pilot with Instrument, Multi-engine, and Certified Flight Instructor ratings. Flight Instructor-Instrument and Multi-engine instructor ratings are available as electives. Students in this option must complete a minimum of two flight ratings in residence at OSU. This option prepares individuals for careers as corporate, commuter or airline pilots.

Flight training is conducted at Stillwater Municipal Airport located 2.5 miles from the main campus. Flight training for the University Center at Tulsa is administered by Oklahoma State University at the OSU Aviation Center at the Tulsa Downtown Airpark. Both flight training and ground school courses are conducted under Federal Air Regulation Part 141. OSU is one of two universities in the nation to operate its own high altitude chamber. The chamber is used to supplement aviation safety education.

The aviation management option is designed for students who are interested in a management position in some component of the aerospace industry. Employment opportunities include management positions with fixed-based operators, air carriers, corporate flight departments, commuter and air taxi flight operators, and a variety of functions associated with airport operations.

The technical services management option builds on an individual's technical experience to prepare the student for management positions in all segments of the aviation industry.

The Federal Aviation Administration (FAA) Airway Science program is available for those individuals seeking careers with the federal government.

Interested parties may contact the department head concerning graduate programs at the master's and doctoral level with an emphasis in aviation, management and related areas.

Oklahoma State University is a member of the University Aviation Association and the National Intercollegiate Flying Association (NIFA). The university aviation club, the OSU Flying Aggies, has been recognized 20 times by NIFA as the nation's outstanding collegiate aviation club.

Space Science Education

The space science education program presents and supports courses primarily designed for pre- and in-service teachers. The department serves as a regional teacher resource center for reference and printed materials, and audiovisual aids relating to national projects in aviation and space research.

A major responsibility of the department is the coordination of the Aerospace Education Services Program. Oklahoma State University, under contract to the National Aeronautics and Space Administration, provides aerospace education specialists and support staff for the delivery of educational visits to public schools and the delivery of space-related information via satellite. In addition to school programs, the specialists support teacher workshops, and work with professional organizations and civic groups.

Graduate Programs

The Department of Aviation and Space Education (AVSED) offers graduate degree programs at the master's and doctoral levels.

The Master of Science Degree. Aviation and space sciences within the natural and applied science M.S. degree is a unique program designed to address the needs of the student who desires an emphasis in aviation and space education. The goal of the program is to provide the student with breadth and depth in aviation and space education. The plan of study developed by the student and the advisory committee will be determined, in part, by the student's educational experiences.

Admission Requirements. A student seeking admission to the program must submit the following material to the Graduate College:

1. An official Graduate College application for admission;
2. Original transcripts for all college-level courses;
3. A written statement of personal goals and professional objectives to be obtained from the program;
4. Two letters of recommendation describing the student's abilities, interest and motivation;

The student must submit the following data to the AVSED department:
An international student must also submit:
a. A TOEFL score of 550 or greater;
b. A financial statement for the amount required by OSU.

To enter the program, an undergraduate grade-point average of 3.00 is required. Students with a grade-point average below 3.00 but 2.50 or better may be admitted on a probationary basis. A student admitted on a probationary basis must receive a GPA of 3.00 or better in the last 10 semester hours of course work at the 4000 or 5000 level in the first semester as a graduate student. Any request for exceptions to the stated criteria should be addressed to the graduate coordinator.

Degree Requirements. All students select core courses from the following: research, organizational theory, administration and management. The remaining courses, to total a minimum of 32 semester hours, are selected from the suggested AVSED list of courses. Courses may be substituted only upon approval of the advisory committee. Up to nine semester hours from other accredited institutions of higher education may be included in the student's plan of study if recommended by the advisory committee and if not used in a previous degree. At least 21 credit hours must be at the graduate level (5000 or above). No course may be taken pass-no pass. Course work older than 10 years can not be applied to a plan of study.

The Doctor of Education Degree. The interdisciplinary nature of the applied educational studies Ed.D. degree program meets the needs of the university aviation education professional. The cross-departmental research core of a student's program might include a combination of two or more course work areas appropriate for the student's needs.

As an interdisciplinary plan of study, course work and dissertation research is developed by the student and the advisory committee, based on the student's educational background and goals. A minimum of 60 semester credit hours must be taken beyond the master's degree. Given the nature of an interdiscipli-

nary degree, the advisory committee may require additional hours to ensure a solid research core. Courses at the 5000 and 6000 level should make up at least 48 hours of the plan of study. Ten doctoral dissertation hours must also be included within the 60 hours.

Admission Requirements. In order to be considered for admission to the program of study, a student must submit the following material to the Graduate College:

1. An official Graduate College application for admission;
2. Original transcripts for all college-level courses. The grade-point average of all graduate course work should be a 3.00 minimum on a 4.00 scale.

The student must submit the following data to the department's graduate coordinator:

1. A written statement of goals and objectives to be obtained from the program;
2. Three letters of recommendation reflecting the individual's abilities and potential to complete the degree program;
3. Test scores from the Miller Analogies Test and/or the aptitude portion of the Graduate Record Examination.

An international student must also submit:

- a. A TOEFL score of 550 or greater;
- b. A financial statement for the amount required by OSU.

An evaluation of an application for admission only occurs when the application is complete. Failure to provide any of the material requested in the list above will prevent the application from being considered. Applications will be reviewed at least once each semester. Upon recommendation of the AVSED graduate review committee, the Graduate College will inform the student by letter of the admission status.

Graduate Advisory Committee. A minimum of four graduate faculty members serve on the Ed.D. advisory committee. Given the interdisciplinary nature of the program, committee members should be cross-departmental to complement the student's career goals. A committee is formed upon admission to the program to determine a student's plan of study and research topics. A plan of study should be submitted prior to the enrollment period during the second full semester. Course work older than 10 years can not be applied to a plan of study.

Time Limit. A seven-year time limit has been established in which the degree must be completed. The time is calculated from the beginning of course work.

The student, with approval of the advisory committee, will determine how the

research skill component will be completed. The committee may opt for a two-course sequence in statistics, a research design course, a course in a quantitative or qualitative research area, and/or competence in computer application for manipulation of data.

Before taking the qualifying examinations, the student must have completed the main areas in a plan of study, have an approved outline for the dissertation on file in the Graduate College and the AVSED department.

Residence Requirement. A minimum of 30 semester credit hours must be taken in residence at OSU. One academic year of the last two, as determined by the department, must be spent in continuous residence at OSU.

The residence requirement can be met by two consecutive semesters of full-time graduate study. Any other way of meeting the residence requirement must have the approval of the student's advisory committee and of the dean of the Graduate College. Courses taken at the University Center at Tulsa (UCT) while registered through OSU are considered residence credit. Courses taken from the other three cooperating universities of UCT are considered to be transfer credit.

From the initial enrollment the student must maintain continuous enrollment. At least two hours per semester including summer has been defined as continuous enrollment. After one year of no enrollment, a student is dropped from the program. If the student desires to resume the program, the student must re-apply for admission and meet all current requirements for the degree.

Curriculum and Instruction

Professor and Head David England, Ph.D.

The Department of Curriculum and Instruction (CI ED) offers bachelor's, master's 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 in Elementary Education degree qualifies the student for an elementary Oklahoma license (1-8). This program of study includes course work in general education,

in a field of specialization, and in professional education accompanied by substantial field-based practicum experiences.

The Bachelor of Science in Secondary Education degree is available in the following discipline areas: English, foreign language, mathematics, science and social studies. Completion of this program emphasizing one of these areas qualifies the student for a secondary (7-12) Oklahoma license. Students emphasizing art, or foreign language, 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 accompanied by substantial field-based practicum experiences.

In addition to these degree/certification offerings, the department sponsors the Reading and Mathematics Learning Center. This clinic provides opportunities for research and practicum experiences for graduate students and faculty members as well as providing a valuable service to the community. The department also sponsors the Natural Resources and Environmental Education Center.

Graduate Programs

The Department of Curriculum and Instruction offers graduate degree programs at the master's 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, reading coordinators, team leaders, and research specialists. In addition, they prepare persons to assume teaching positions in colleges and universities where they become professors 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. Programs leading to graduate-level certification for reading specialists and library media specialists are available through the department.

Course work leading to the Master of Science degree in curriculum and instruction with emphasis in curriculum/supervision, elementary education, 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 (5000 or 6000 level) 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

these six hours 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 245 Willard and under "Master's Degree" of 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 60 semester hours beyond the master'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*.

Educational Administration and Higher Education

Professor and Head Martin Burlingame, 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 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.

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; and (3) extensive consideration of administrative functions and problems unique to particular educational 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 for further information about specific cooperative arrangements with teaching fields. The higher education administration 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. Prior to or within the first four weeks of the initial term of study, all degree program applicants are expected to provide the department with required information that is used by the faculty to reach a decision regarding admission to a degree program. 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.

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.) with an emphasis in educational administration. The degree is designed for teachers and administrators in public schools who seek certification as elementary and/or secondary school administration, elementary superintendent or school district superintendent. The Specialist in Education program requires a minimum

of 39 post-masters hours. Further information about this degree may be found under "Specialist in Education" in the "Graduate College" section of the *Catalog*; advisement materials are available in the department.

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 college teaching 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.

Applicants entering the doctoral program after completing a master's degree may apply up to nine hours of post-master's credit toward the doctorate, with the approval of the doctoral committee. Applicants entering the doctoral program after completing a specialist degree must earn a minimum of 40 credit hours, including dissertation hours, from Oklahoma State University.

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

School of Health, Physical Education and Leisure

Associate Professor and Director Jerry
Joe Jordan, Ph.D.

The School of Health, Physical Education and Leisure (HPEL) is a multi-faceted organizational unit encompassing undergraduate and graduate academic programs in health, physical education and leisure studies, and outreach programs. The School of HPEL seeks to fulfill the traditional functions of teaching, research, extension and public service which are consistent with Oklahoma State University. The mission of the School of HPEL is to promote excellence in human development and environmental consciousness to enhance the knowledge, attitudes and behaviors of individuals through increased responsibility for social, physical, mental, emotional and environmental health. This mission is accomplished through programs and services via teaching, research and scholarly activity, university and professional services and extension programs.

Health

Associate Professor and Coordinator
Ron Deitrick, Ph.D.

The program in health provides students with the scientific knowledge and professional skills in preparation for careers in corporate, community, and hospital health promotion and other health-affiliated settings.

The community wellness track provides a curriculum that yields expertise in developing health and wellness programs consisting of fitness, weight control, stress management, substance abuse, gerontology, and related health promotion dimensions focusing on behavior modification and problem prevention. Students culminate their experiences with on-site internships in the last semester. The community wellness curriculum consists of preparing graduates for employment in hospital-based wellness centers, community settings, corporate wellness and private enterprise.

The school health track, leads to a bachelor's degree in the health major, and prepares the student to teach health in a public or private school setting. After successfully completing all course work, including a student teaching internship and the health curriculum examination,

the student would be qualified for state licensure to teach in grades K-12.

The bachelor's degree in health also provides an essential foundation for the master's and doctoral degrees in related areas. As a part of a comprehensive university, students in the health programs gain valuable insight from faculty who are extensively involved in health-related professions, on the state, regional and national levels, and in research and professional publications.

Leisure Studies

Associate Professor and Coordinator
Chris Cashel, Ed.D.

The program in leisure studies at Oklahoma State University prepares students at the undergraduate level for careers in leisure service management and therapeutic recreation. Both options are accredited by the National Recreation and Park Association (NRPA) and the American Association for Leisure and Recreation (AALR). Students completing the programs are eligible to sit for respective national certification examinations. Leisure service management prepares students for employment in a variety of settings such as municipal, commercial, and industrial recreation; state and national park services; YMCAs and YWCAs; and armed services recreation. Therapeutic recreation prepares students to work with persons with disabilities in a variety of settings which include hospitals, rehabilitation centers, day programs, institutions and within the community.

Beyond the baccalaureate level, the program in leisure provides preparation at the master's and doctoral level. Thus, the undergraduate program serves as a foundation for the graduate programs and receives the benefit of faculty involved in research, publication and professional service.

Physical Education

Assistant Professor and Coordinator
Paula Dohoney, Ph.D.

The program in physical education includes a curriculum designed for professional preparation as a certified teacher of physical education. Specifically, students obtain certification that qualifies them to teach physical education and health in grades kindergarten through 12.

The curriculum has two emphasis areas, namely, exercise science kinesiology, and specific course work in pedagogy. Core courses for all physical education students include an introductory

course for the discipline, eight hours of methodology in sport activities, courses in applied anatomy and kinesiology, biomechanics, motor learning, exercise physiology, and motor development.

Students engage in two formal field-based experiences designed to better prepare them to become certified teachers. First, each student must complete a 45-hour practicum consisting of on-site observational experiences in one or more public school settings. Second, during the last semester of enrollment, each student completes a student teaching experience that includes on-site experience as both an elementary and a secondary physical educator.

Preparation to become a public school athletic coach is available via selected courses in the physical education and health education curricula. A 2.50 cumulative grade-point average is required for admission into the teacher education program and for graduation in all School of HPEL programs.

Graduate Programs

Professor and Director Steven W. Edwards, Ph.D.

OSU's School of Health, Physical Education, and Leisure offers graduate programs at both the master's and the doctoral level. The Master of Science degree has three major emphasis areas: health, physical education, and leisure with a specialization in each area. The School of HPEL offers a Doctor of Education (Ed.D.) degree through the applied educational studies major, with a specialization in health, physical education, or leisure studies. Based on the student's previous experience, an individual program consisting of course work, practical experience and research is designed to meet the student's future needs and interests.

The Master of Science Degree. Emphases are available in health, physical education or leisure.

Admission Requirements. Depending upon the area of emphasis, a bachelor's degree in physical education, health, leisure or a related area is required. Applicants without an approved undergraduate program will be required to make up deficiencies by taking the specified prerequisites. Students are required to meet the following for full admission: (1) 3.00 GPA in an accredited undergraduate program; (2) MAT score of 40 or GRE score of 1450; and (3) three letters of recommendation. Applicants not meeting these requirements are subject to review by the School's Graduate Screening Committee.

Degree Requirements. A non-thesis minimum of 32 hours or 30 hours with six

hours for a thesis must be taken, including 21 hours of courses at the 5000 level and 15 hours in the School.

The Master of Science degree is not a teacher certification program. Undergraduate requirements for certification must be satisfied before the student is eligible for certification from the Oklahoma State Department of Education.

The health program offers a master's degree with specialization in health promotion, while the physical education program offers a master's degree with specialization in administration or exercise science. The program in leisure has two areas of specialization: leisure services management, and therapeutic recreation.

The Doctor of Education Degree. *Admission Review Process.* Faculty in the School of HPEL render decisions on admission based on appropriate academic, scholarly and research alliances between the student, the faculty, and focus of the doctoral program in applied educational studies with an emphasis in health, physical education or leisure studies.

Admission Requirements. The student must submit an application for admission to the Graduate College, transcripts of all academic records, required standardized test scores, reference letters, written documentation of immediate and professional goals, and a written statement of academic focus within the School of HPEL. Requirements for full admission to the doctoral program are: (1) Minimum graduate grade-point average of 3.50 on a 4.00 scale; (2) a Graduate Record Examination (GRE) composite score of 1400. The preferred subscale minimums are 500 on the verbal scale, 450 on the quantitative scale and 450 on the analytical scale; (3) three professional recommendations, including references from the major adviser and faculty for any graduate work completed; and (4) a written document stating immediate and future professional accomplishments, and academic focus within the doctoral program.

Program Requirements. During the admission process, a faculty member must agree to serve as mentor and dissertation adviser based upon the research interests of the applicant's goals and academic focus.

General Requirements. A minimum of 60 hours beyond the master's degree or a minimum of 90 hours beyond the bachelor's degree is required. In addition, the degree requires 10 hours of dissertation enrollment, 15 hours of research design, computer application and statistics, and 12 hours for development of interdisciplinary connections and appropriate knowledge of curricular de-

signs, higher education and education administration, learning and teaching styles, and other topics for focus in applied educational studies.

Comprehensive examinations are administered toward the end of the student's course work, followed by a research proposal, research writing and dissertation defense.

Graduate teaching and research assistantships are available. For further information and application forms, write to the coordinator of graduate studies, School of HPEL, 103 Colvin Center, OSU, Stillwater, OK 74078.

School of Occupational and Adult Education

Professor and Director S. Gregory Bowes, Ed.D.

The School of Occupational and Adult Education (OAED) is an administrative unit within the College of Education at Oklahoma State University. The School of OAED consists of faculty in the areas of business professions, technical and industrial education, and graduate programs related to human resource development, adult and continuing education, and vocational-technical and industrial education. In addition, the School of OAED provides programs for prospective and practicing administrators, other workplace education leaders, together with workplace personnel development that is internationally based.

The School of OAED's mission is closely aligned with the statutory purposes of U.S. land-grant universities, long established as teaching, research and service. Increasingly complex and new problems necessitate Oklahoma and Oklahomans to be sensitive and responsible to multicultural, social, political, and economic conditions as a global society and economy approach. Furthermore, these facts demand the continuing evolution of strategies for fulfilling the mission and goals of the School of OAED.

The faculty envision the School of Occupational and Adult Education as having strategic alliances with business, industry, government, and education, developing knowledge and leadership for work-place related education. Faculty see the School as a dynamic organization fostering collaborative relationships among faculty and students. At the same time, the faculty's efforts reflect a sensitiv-

ity to and support for equity and increasing human diversity in the classroom and workplace.

The mission of the School of Occupational and Adult Education is to prepare individuals for careers as instructional, administrative or support personnel in the broad field of workplace education in business, industry, government, and education at the state, national, and international levels. The School conducts research to generate new knowledge and disseminate findings for informed decision making and policy development, and provide services to the educational and human resource development community. The School's instructional, research and outreach activities reflect a sensitivity to and support for equity and cultural diversity. These efforts are designed to develop leaders and influence practice and policy in order to achieve national and international prominence in occupational and adult education.

The goals of the School are:

1. To strengthen research activities for improving practice in workplace education.
2. To provide graduate programs that reflect transformative roles in education and the workplace.
3. To provide undergraduate programs designed to prepare individuals for transformative roles in workplace education.
4. To strengthen leadership and outreach services to the discipline.
5. To expand activities in international professional development.
6. To strengthen the cultural diversity of OAED.

Occupational and Adult Education

Graduate Programs

The M.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 v-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 faculty of the School of Occupational and Adult Education with substantial contribution from 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 and Industrial Education

The technical and industrial education curriculum is designed with two distinct options: for students interested in adult technical education, the noncertification option, and the certification option for students interested in secondary vocational education.

The Noncertification Option. Students choosing the noncertification option are prepared to become instructional personnel for technical programs in community junior colleges, technical institutes and industry. Graduates with this option also accept technical employment of various types in business, industry and government.

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

The Certification Option. Students selecting this option are prepared to serve as teachers, supervisors and coordinators for vocational trade and industrial education programs. Plans of study leading to the bachelor's degree are offered for those wishing to qualify for teaching under the approved state plan for vocational education. Students completing this option are qualified to teach in voca-

tional departments of high schools and area vocational-technical centers.

The certification option includes area specializations selected from but not limited to the industrial fields of air conditioning heating and refrigeration, automotive technology, aviation technology, building and grounds maintenance, carpentry, commercial art, commercial photography, computer repair technology, cosmetology, diesel engine technology, drafting, electronics, individualized cooperative education, laboratory technology, machining, masonry, printing, plumbing, television production, and welding technology. The specific field is determined by the specialization proficiency and teaching aspirations of the student. Since specialization competency normally is required for admission, students are accepted into this option by consent of the program faculty. The required specialization competency may be acquired by completing a vocational trade program in an approved high school, area vocational school, technical college, community junior college, and by apprenticeship training, by actual experience in the field of specialization, or a combination of these.

Business Education

This program is designed to prepare prospective educators as instructional specialists in traditional business education as well as vocational workplace education. Business professions (BUSPR) provides training for a variety of employment opportunities requiring specialized knowledge and skill development for occupations in secondary schools, area vocational schools, and post secondary schools.

Persons seeking certification in the field of business education complete the teacher certification and bachelor's 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 completes 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.

Technical Education

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 programs. Plans of study leading to the master's degree are offered for those who wish to qualify for teaching under the approved state plan for vocational education as well as industrial training opportunities.

Graduate Programs

The trade and industrial education curriculum for the M.S. degree is designed to develop leadership and expertise in a wide variety of trade areas and industrial program design, implementation and evaluation. The curriculum helps students build and increase competence in instructional, occupational, and supervisory skills for advanced leadership 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 an adviser are necessary.

Professional Education Programs

Officers of the Teacher Education Council

Ann C. Candler-Lotven, *Director of Teacher Education*

David England, *Associate Director of Teacher Education*

Robert E. Knaub, *Coordinator of Field Experiences*

All Professional Education programs are administered by the dean of the College of Education and are coordinated through the Office of Teacher Education, 228 Willard. Upon completion of an approved program or degree, passing the appropriate Oklahoma Teacher Certification Test(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 a teaching license are subject to all rules and regulations specified by the OSU Professional Education unit, the Oklahoma State Board of Education, and the Oklahoma Commission on Teacher Preparation.

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. Teacher Education programs at Oklahoma State University have the approval of the Oklahoma State Department of Education.

Undergraduate Professional Education programs are offered in the College of Education as well as in the colleges of Agricultural Sciences and Natural Resources, Arts and Sciences, and Human Environmental Sciences. The student must meet the program requirements of the OSU Professional Education unit as well as the degree requirements of the particular college. Each student who desires to enter a Professional Education program must make formal application to do so and must meet the admission standards specified.

Students classified by the Graduate College as "special" or "provisionally admitted" who are pursuing teacher

certification must be admitted to the Professional Education program. Information regarding admission requirements may be obtained from the Office of Teacher Education, 228 Willard.

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 for the degree requirements at the time of matriculation, *and* any changes that are made, so long as these changes do not result in semester credit hours being added or delay graduation. State-mandated changes in teacher certification may result in additional course requirements for licensure/certification.

Inquiries concerning any aspect of Professional Education programs at Oklahoma State University should be addressed to the head of the administrative unit offering the program or the Office of Teacher Education, 228 Willard.

There are increasing opportunities in business, industry and state and federal agencies for persons with unique preparation in several education specialties. 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)
School counselor (elementary and secondary)
School psychologist
School psychometrist

II.

Teaching Specialties-Certification Areas

Elementary school certificate (grades 1-8)
Middle level English
Middle level foreign language
Middle level math
Middle level science
Middle level social studies
Elementary-secondary school certificate (K-12)
Art
English as a second language
Foreign language

Gifted and talented
 Health
 Library media specialist
 Physical education/health
 Reading specialist
 Special education (emotionally dis-
 turbed, learning disability and mental
 retardation)
*Secondary school certificate (grades
 7-12)*
 Business education
 English
 Mathematics
 Science
 Social studies
 Speech/Drama
 Technical and industrial education

Undergraduate Certification Programs

Undergraduate programs are offered in the following areas: agriculture; art; business education; early childhood education; elementary education; English; foreign language (French, German, Spanish); health education; mathematics; music-instrumental; music-vocal; occupational agriculture; physical education/health; science; social studies; speech and drama; and technical and industrial education. There are also numerous teaching endorsements available.

Graduate Programs

Initial certification programs offered at the graduate level are school psychologist, school psychometrist, special education-emotionally disturbed, learning disabilities, and mental retardation; and speech-language pathology. Advanced certification programs offered at the graduate level include reading specialist, school counselor, school principal-elementary, school principal-secondary, and school superintendent. Master's degrees are available in conjunction with 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 master's and doctoral degree programs if approved by the department head of the administrative unit offering the program and the dean of the Graduate College.

Admission to Teacher Education

The criteria for admission to undergraduate Teacher Education programs are based on University-wide policies recommended by the director of Teacher

Education through the Council on Teacher Education. Requirements are applicable to all Teacher Education administrative units of the colleges preparing teachers. The student is not considered a fully eligible participant in a Teacher Education program until formally admitted to Teacher Education.

A student will not be permitted to enroll in the courses in the professional sequence, teaching methods and the student teaching internship, unless full admission to the Teacher Education program has been earned and retained. Certain vocational programs may vary from this requirement due to state guidelines. Students should apply for admission to Teacher Education as early as possible in their programs.

Criteria for Admission to Undergraduate Teacher Education Programs

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 Office of Student Academic Services, 106 Willard, for College of Education students. Students wishing to enter teacher education programs within the College of Education must meet the required minimum grade-point average. (See "College of Education Admission Requirements.") If the student is enrolled in the Teacher Education program in the College of Agricultural Sciences and Natural Resources, Arts and Sciences, or Human Environmental Sciences, the student should check with the office of the department head for further information. In addition to completing the Declaration of Intention to Pursue a Program in Teacher Education form, the student should schedule the Teacher Education interview and register for the Preprofessional Skills Test (PPST) or meet the current OSRHE alternative criteria. Teacher Education interviews are generally scheduled during the first early laboratory and clinical experience. Registration booklets for the PPST are available from the University Testing and Evaluation Service, 111 North Murray and the Office of Teacher Education, 228 Willard.

After declaring an intention to pursue a program in 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. Foundations of education;
2. Exceptional child;
3. Early laboratory and clinical experiences (45-clock hours minimum).

Full admission to Teacher Education must be achieved before the student may

enroll in the remaining professional education sequence of learning theory, evaluation and methods. The student must meet all the following criteria:

1. *The Preprofessional Skills Test.* This test is offered to all Teacher Education students and is composed of mathematics, reading, English grammar and essay skills. A student may pass the PPST with the OSRHE established Standard Test scores (mathematics 171, reading 173, writing 172) or Computerized Test scores (mathematics 316, reading 320, writing 318); or meet the alternative criteria by earning a 3.00 GPA in all hours of liberal arts and sciences courses (minimum of 20 hours). Contact the Office of Undergraduate Studies, 325 Willard for specific information relative to alternative criteria. Information and registration for the Preprofessional Skills Test can be obtained from the University Testing and Evaluation Service, 111 North Murray and in the Office of Teacher Education, 228 Willard. A study guide for the test is available in the Reserve Room in the Library.
2. *Interview for Admission to Teacher Education.* All candidates for full admission to undergraduate Teacher Education must be formally interviewed by selected OSU Teacher Education faculty.
3. *Orientation to Teacher Education Course and Laboratory and Clinical Experiences.* An appropriate orientation to Teacher Education course must be completed with a grade of "C" or better. One semester credit hour of early laboratory and clinical experiences must be completed with a grade of "C" or better or grade of "P."
4. *Minimum Overall Cumulative GPA of 2.50.* A minimum overall cumulative GPA of 2.50 must be earned, based on no fewer than 40 credit hours of courses to include lower-division general education requirements as specified in the student's program.

Criteria for Admission to Graduate (Post-baccalaureate) 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) complete the interview for Teacher Education; and (d) complete one semester credit hour of early laboratory and clinical experiences with a grade of "C" or better or a grade of "P," and (e) complete an orientation to Teacher Education course with a grade of "C" or better or a grade of "P."
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) complete the interview for Teacher Education; and (c) complete one semester credit hour of early laboratory and clinical experiences and an orientation to Teacher Education course with a grade of "C" or better or a grade of "P."

Transfer Students

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.

Calculating Grade-point Average for Teacher Education

The 2.50 GPA for all Teacher Education purposes will be calculated based on the University graduation and retention GPA policy. Grades of "I," "NP," "P," "X," "W" or the mark of "AU" or "N" will not affect the overall GPA.

Retention in Teacher Education

For participation in all courses requiring full admission to Teacher Education and for continued acceptability and recommendation for a license or certificate, the student must have met and maintained all specified requirements for full admission to the Teacher Education program. Retention requires the student to maintain an overall GPA of at least 2.50; and a GPA of at least 2.50 with no grade below "C" or "P" in the specialization, the professional core and in the college/departmental requirements. The student is responsible for monitoring eligibility for retention in Teacher Education and for participation in courses requiring full admission to Teacher Education. A student not meeting retention requirements will be placed on probation for one semester. During the semester of probation the student must satisfy the requirements of the probation. A student

not satisfying the probation requirements at the end of the probationary semester will be administratively withdrawn from the Teacher Education Program and all courses having full admission as a prerequisite. Advisers are available to assist the student in regularly reviewing retention or reinstatement in Teacher Education. A retention review prior to enrollment and again prior to the beginning of classes each semester is encouraged when continuing retention is in question.

Student Teaching Profile Application

The Student Teaching Profile Application form must be completed by the student the semester prior to the student teaching semester. The application forms are distributed at a meeting called by the coordinator of field relations and through the Office of Teacher Education. Students are notified of this meeting through consultation with advisers, the "Official Bulletins" section of *The Daily O'Collegian* student newspaper, 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 October and February. 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 field relations has received confirmation from the cooperating schools. Students are encouraged to take all appropriate teacher certification tests after the completion of at least 90 semester hours of course work. (See "Oklahoma Teacher Certification Testing Program.")

Criteria for student teaching placement for all Teacher Education students are:

1. Must have achieved and maintained full admission to a Teacher Education program;
2. Must have a current 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 core, major, and college/departmental requirements. No grade lower than a "C" or a "P" will be accepted in either of these areas;
4. It is recommended that the applicant have completed all preprofessional education course work which includes at least one course in sociological foundations, all early laboratory and clinical experiences (45 clock hours minimum), exceptional child, and human growth and development, with

no grade lower than "C" or "P" accepted in any of these courses. It is recommended that professional sequence course work be completed to include learning theory, evaluation, and methods.

Required Grades in Student Teaching. A student must receive grades of "P" in all sections of student teaching in order to be recommended for a teaching license. Upon recommendation of the Residency Committee the student is eligible for recommendation for a standard certificate. A student assigned a grade of "F" in any section of student teaching will *not* qualify for a recommendation for a license or any level of certification.

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

A student requesting an out-of-area/out-of-state placement due to extenuating circumstances must have the approval of the coordinator of field relations 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 and/or out-of-state university at the beginning of the semester in which the placement is sought.
2. If a recommendation for licensure/certification is to be made by Oklahoma State University, the student may be responsible for reimbursing OSU for at least one visit by an OSU supervisor in addition to the visitations performed by the cooperating institution. All other criteria pertaining to in-state student teaching placements will apply as previously stated.

Appeals

As a comprehensive land-grant university, OSU is committed to serving a diverse audience. As Teacher Education is a professional program, standards have been established which will allow only students who have been admitted to the program to continue in good standing. If a student believes that the established policies and procedures of the Teacher Education program were not consistently and accurately followed, the student will have the right to pursue an appeal through the Admission and Retention Committee. Information pertaining to the appeals process is available through the Office of Undergraduate Studies, 325 Willard.

Oklahoma Certification Testing Program

All students who graduate or are seeking endorsements from a Teacher Education program are required to complete the Oklahoma Teacher Certification Test(s) in their teaching field(s) with a score of 70 or above before a license or endorsement can be issued. The examinations are administered by the Oklahoma State Department of Education five times each year. Registration booklets are available in the Office of Teacher Education, 228 Willard. 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 or endorsement teaching credentials as required by the Oklahoma State Department of Education.

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

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

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 Testing Program* have been placed in the Reserve Room of the Library and are listed as "Objectives for Oklahoma Certification Testing Program."

Recommendations for License, Certificate, or Endorsement

Oklahoma State University will not make a recommendation for a license, certificate or endorsement until all criteria have been met for the Teacher Education program and a passing score has been achieved on the Oklahoma Teacher Certification Test(s). Applicants recommended by Oklahoma State University for a license, certificate or endorsement must have achieved grades of "P" in all sections of student teaching. A successful recommendation for certification by the Residency Committee will result in a recommendation for the standard certificate. A student assigned the grade of "F" in any section of student teaching will *not* qualify for a recommendation for a li-

cence or any level of certification. Applications for an Oklahoma license or certificate can be obtained in the Office of Teacher Education. Students seeking advisement concerning teacher licenses or certificates can be assisted by the coordinator of teacher certification in the Office of Teacher Education in 228 Willard.

Residency Assistance Program

A candidate with a license will serve at least one, and in some cases two years, as a resident teacher under the guidance of a Residency Committee consisting of a mentor teacher, an administrator within the local district where the beginning teacher is employed, and a higher education representative. Upon completion of the residency experience (120-180 days) the candidate may be recommended either for certification by the Residency Committee or for an additional year of teaching under the guidance of either the same or a new Residency Committee. If the candidate does not satisfactorily complete the second year as a resident teacher, the Residency Committee will recommend noncertification for the candidate.