



**Preparing Effective Teachers who are
Competent, Caring, and Committed!**

July 1, 2020

OKLAHOMA PANHANDLE STATE UNIVERSITY TEACHER EDUCATION HANDBOOK

TABLE OF CONTENTS

	Page
Oklahoma Panhandle State University’s Teacher Education Program.....	3
OPSU Mission Statement	3
EPP Mission Statement	4
Gateway to the Future: Symbol of OPSU Teacher Education Program	4
Candidate Attributes	5
Performances.....	5
Essential Knowledge	6
Critical Dispositions.....	6
EPP Philosophy	7
EPP Competencies	7
Professional Education Standards	8
The Interstate Teacher Assessment and Support Consortium (InTASC) Standards	8
Subject Area Competencies	10
Graduation Requirements for Education Students	10
Important Information for Teacher Candidates of OPSU	11
Denial of Admission or Dismissal from the Oklahoma Panhandle State University Teacher Education Program.....	12
Suspension Procedures.....	13
Alternative Certification	13
Procedures Applicable to All Teacher Candidates	14
Teacher Education Program (Admission Requirements)	14
Additional Certification Areas	15
Internship (Professional Semester / Student Teaching)	16
Requirements for Admission to the Professional Semester	16
The Professional Semester	17
The August Experience	17
Due Process Rights	18
Certification Examinations	18
Foreign Language Proficiency	19
OPSU Professional Education Classes	19
Graduation Policy for Candidates Failing OSAT Exam(s).....	20

Note: Within this handbook, the term Educator Preparation Provider (EPP) and Teacher Education Program (TEP) are interchangeable.

OKLAHOMA PANHANDLE STATE UNIVERSITY TEACHER EDUCATION PROGRAM (TEP)—(ALSO RECOGNIZED AS THE OPSU EDUCATOR PREPARATION PROVIDER [EPP])

In 1909, the second state legislature of Oklahoma established Pan-Handle Agricultural Institute in Goodwell to provide an agricultural school for Beaver, Cimarron, and Texas counties. In 1915, Pan-Handle Agricultural Institute added the Teachers Normal course accredited by the Oklahoma State Board of Education. In 1921, the legislature added a two-year college course. At this time the name Pan-Handle Agriculture Institute was changed to Panhandle Agricultural and Mechanical College. The mission of Panhandle Agricultural and Mechanical College included three primary purposes:

1. To give the young men and women of the Oklahoma Panhandle a high standard of training in agriculture, manual arts, home economics, general science, and literary courses,
2. To investigate through the experiment station the agricultural problems of the Panhandle, and
3. To train teachers for the schools in this section of the state.

As the result of the action of the legislature on November 22, 1922, the college offered four years of high school and two years of college work.

Panhandle Agricultural and Mechanical College became a senior college in the spring of 1925 with four years of college credit standardized and licensed by the State Board of Agriculture or the State Board of Education. In 1932, Panhandle Agricultural and Mechanical College became a member of the Greater University of Oklahoma System established by House Bill 686; on January 13, 1967, the Oklahoma State Regents approved the proposed name change from Panhandle Agricultural and Mechanical College to Oklahoma Panhandle State College of Agriculture and Applied Science; and on May 4, 1974, as a result of a legislative resolution, Oklahoma Panhandle State College of Agriculture and Applied Sciences became Oklahoma Panhandle State University (OPSU). Although evolving somewhat as it added programs, and

except for eliminating the research clause as it did in 1993, the OPSU mission has remained much as it began in 1909.

OPSU Mission Statement

The mission of OPSU is to provide higher education primarily for people of the Oklahoma Panhandle and surrounding areas through academic programs, cultural enrichment, lifelong learning experiences, and public service activities. The educational experiences are designed to enrich the personal lives of students and to prepare them for roles in agriculture, business, education, government, and industry.

EPP (OPSU TEP) Mission Statement

The mission of the TEP is to produce quality teachers who are knowledgeable in their disciplines, technologically aware, proficient in instructional practices, empathetic to diverse student needs, and dedicated to the concept of life-long learning.

GATEWAY TO THE FUTURE: SYMBOL OF OPSU TEACHER EDUCATION PROGRAM

The TEP employs the gateway arch to symbolize its shared philosophy and vision. Traditionally the arch stands for stability and strength; thus, it is used to represent the power of our program. Just as traditional architecture continues to change, educational philosophies alter as educators discover new theories about learning, and as society itself changes. The OPSU TEP evolves as educational philosophies change.

The base, columns, and three-tiered dome of the arch portray the TEP program. The gateway arch stands upon a solid base of educational principles firmly grounded not only on traditional philosophies, but also on contemporary research. Candidates proceed through their programs in a sequenced study that develops from general education classes to specialized fields of study and progresses to introduction to educational principles and methods courses in their specific areas.

The mid level of the foundation and program represents knowledge that teachers must possess. It begins with a sound general liberal arts and sciences base and progresses to specific courses in the candidates' fields. Each of the degree areas is aligned with its own Specialized Professional Association (SPA) or, if no SPA is available, with the proficiencies presented by the State of Oklahoma. This mid-level of the gateway helps support the next level of instructional practices and characterizes our belief in the equal importance of conceptual knowledge and teaching skills. While all candidates have a minimum of 40 hours in general education,

secondary candidates complete 60+ hours of pre-service field experience, and elementary candidates complete two practicums for a total of 100+ hours of pre-service field experiences. While OPSU education candidates have a minimum 40-hour general education requirement in addition to their subject area courses, they also complete 30+ hours of pedagogy.

Two parallel columns, divided into three sections each representing technology, learner differences/development, assessment literacy, professional learning and ethical practice, classroom environments, and collaboration, link the base with the dome representing the proficiencies our candidates gain throughout their studies. The six columns represent the identified attributes that every professional teacher must have: the ability to utilize technology; the ability to reach diverse students; the ability to assess student learning; the ability to act and conduct themselves professionally with students, parents, and administration; the ability to manage classroom environments; and the ability to collaborate with other professionals in the teaching of students.

Emerging through the gateway arch, the successful OPSU candidate displays the knowledge, skills, and dispositions needed to succeed in today's classrooms. Knowledgeable in basic liberal arts and sciences, including target subject areas as well as instructional practices, skilled in performance, empathetic, and empathetic to the needs of all students, the OPSU graduate stands prepared for the challenges of educating Panhandle students of the twenty-first century. Although chiefly prepared for schools of the Panhandle area, OPSU education graduates display the performances, essential knowledge, and critical dispositions that enable them to teach anywhere when the need or desire arises.

Candidate Attributes

The OPSU TEP produces candidates who display the performances, essential knowledge, and critical dispositions to succeed, primarily in the schools of the unique service area but adaptable to any community where today's mobile society may take them. The candidates become life-long learners within these educational communities. They are also able to reflect upon their teaching and make changes when needed to accommodate today's changing society with its changing needs. OPSU candidates demonstrate their reflective abilities as well as their ability to accommodate all students using a variety of assessment tools, the reflection/accommodation

portion of their lesson plans, their teaching internship journals, and their success on professional teaching exams. In essence, OPSU candidates reflect the EPP motto:

Preparing Effective Teachers who are Competent, Caring, and Committed.

Performances

The TEP believes that Oklahoma Panhandle State University teacher candidates should demonstrate performances in:

- Classroom and behavior management
- Methods and advantages in collaboration
- Professional learning and ethical practice
- Design and use of effective instructional strategies that include all student populations
 - The use of technology for teaching and learning.
- Assessment designed to evaluate student learning and instructional effectiveness

These six performances, combined with the essential knowledge and critical dispositions required of the OPSU candidate, create teachers who are knowledgeable in their discipline, technology, and pedagogy; empathetic to student needs, and dedicated to the concept of life-long learning, or in the words of our motto, *Teachers who are competent, caring, and committed.*

Essential Knowledge

The graduate emerging from the OPSU unit should exhibit knowledge in:

- General areas of liberal arts and sciences
- Target subject area(s)
- Instructional Practices
- The manner in which all students learn and develop
- Types of diverse learners
- Developing multiple assessment measures
- Sources and uses of technology

Knowledge serves as the core of the conceptual framework. Candidates demonstrate proficiency in general education, target subject area(s), and professional education courses. They accommodate for diverse learners and learning styles in their instruction. The TEP assures the success of its graduates through various assessments. Projects, field experiences, lesson plans, and teaching internships give the candidate knowledge of pedagogy, interaction with diverse learners, employment of multiple assessment methods, and the use of technology to enhance learner outcomes.

Critical Dispositions

The EPP believes candidates should display the following dispositions:

- Good work habits
- A positive attitude and love of learning
- Confidence in their own knowledge and skills
- Honesty and trustworthiness
- Self-reliance and problem-solving behavior
- An appreciation and empathy for the worth and diversity of all humans
- An awareness of ethical, political, social, and environmental issues and obligations.

TEP members agree that dispositions required of teachers encompass a range of attributes that begin with those any employer expects of a successful employee. These include being on the job promptly, doing the work on time, in an exemplary manner, and displaying a friendly personality and cooperative attitude. Teacher candidates must possess an intimate understanding of the feelings, thoughts, and motives of others. They need a keen awareness that allows them to provide what Shulman refers to as nurturing. He believes “good teaching includes nurturing the moral and spiritual development, the civic engagement, and the socialization of students” (Tell, 2001).

The TEP believes all candidates should exhibit the above qualities to foster a positive learning environment for every student. To achieve this, they must be empathetic to the feelings, thoughts, and motives of their students. In addition to their positive attitude toward students, candidates must display a positive attitude toward colleagues, administrators, parents, and other members of the community. Assessment of candidate dispositions occurs throughout the program beginning with recommendations from faculty that candidates must have prior to admission to the program. During the admission interview, a panel uses a rubric to evaluate, among other things, candidates’ dispositions.

EPP Philosophy

The philosophy of the TEP draws from the mission, philosophy, and goals of the university. The development of the program in teacher education is based on beliefs about students, the environment, education, and professional teacher education:

- All individuals have the ability to learn and grow.
- Individuals are products of a variety of cultures and diverse school settings.
- It is possible to assist most individuals to complete a degree in teacher education.
- The practical application of theoretical concepts in a school setting is the basis for excellence in teaching.

- Teacher educators are responsible for providing learning experiences that assist candidates in developing attitudes, values, knowledge and skills that form the basis of competent educational practice and leadership.
- Future teachers must be encouraged to think critically and communicate effectively.
- The intelligent use of current and developing technology is essential to the practice of teaching in the twenty-first century.
- Student teachers (Interns) and OPSU TEP graduates can and must have a positive impact on P-12 learners.

EPP Competencies

John Dewey believed and others agree that education should develop a love of active doing and effective capacity. Education should prepare students for an intelligent choice of a calling in which they may be most serviceable to the community.

Program objectives indicate elements from the EPP’s conceptual framework; “Gateway to the Future.”

1. The teacher candidate will acquire a comprehensive **academic foundation in the liberal arts** as provided by the general education curriculum.
2. The teacher candidate will master **the content knowledge and research base** of specialty areas.
3. The teacher candidate will display mastery in **instructional practices of professional studies** by meeting the InTASC Standards
4. The teacher candidate will participate in **mentorship opportunities** within field studies.
5. The teacher candidate will integrate multiple **technologies** into lesson planning.
6. Through lesson plans, the teacher candidate will display **an understanding and appreciation of diversity** in cultures, learning, and environments.
7. The teacher candidate will have a positive impact on P-12 student achievement.

Professional Education Standards

The teacher education faculty of OPSU has adopted the 2011 InTASC Standards as approved by the State Department of Education, the Oklahoma State Board of Education, the Office of Educational and Accountability, and the Oklahoma State Regents for Higher Education. These standards provide the structure for professional education course work at OPSU.

INTASC Standards

Standard #1 - Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 - Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 - Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4 - Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 - Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 - Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 - Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 - Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9 - Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others

(learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 - Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The OPSU Portfolio process and requirements are designed to meet these standards.

Subject Area Competencies

Each area of teacher education (agriculture education, music education, elementary education, etc.) has its own set of subject area competencies based on state and national competencies. This information is available in the OPSU library and in the dean of education's office. The subject area competencies are reflected in the course syllabi of the required major course work of the individual discipline.

Graduation Requirements for Education Students

The minimum credit total required for a bachelor's degree from Oklahoma Panhandle State University is 124 hours, 40 hours of which must be from upper division courses. At least 60 semester hours of the degree must be completed at a four-year institution offering a teacher education program with at least 30 hours completed at OPSU and 15 of the last 30 hours completed in residence.

General Education: 40+ semester hours to be completed during the freshman and sophomore years (elementary education majors have specific course requirements to fulfill the "4x12" program—check with your advisor.)

Foreign Language: **All graduates seeking teacher certification must show proficiency in a language other than English. (This proficiency may be shown in a variety of ways, and is not included within the teacher education program of 124 hours for graduation. See pg. 19 for more information.)**

Major: One major of 40+ semester hours is required. In any major at least one half of the course work must be of upper level classes.

Professional Education: This will consist of a minimum of 30 hours. **All course work identified as Professional Education (see pg. 19) must be taken at a four year accredited teacher education institution.**

Elective Credit: In addition to the courses taken in general education, the major, and in professional education, sufficient elective credit should be earned to complete the minimum total of 124 semester hours for graduation including a minimum of 40 hours of work in upper level courses.

Arranged Classes Students at Oklahoma Panhandle State University will be allowed to take arranged classes (a maximum of two (2) only), with the written permission of the instructor, the dean of the school, and the vice president of academic affairs, only if the student is in his/her last semester prior to graduation, and only if the class(es) needed is (are) either not offered during the semester or is (are) in direct conflict with another required class(es). **No “methods” or professional education courses will be taken by arrangement or by correspondence/online without the pre-approval of the Dean of Education.**

Important Information for Teacher Candidates of OPSU

Oklahoma Panhandle State University, within the School of Education, offers courses leading to the Bachelor of Science degree in elementary education. Professional education course work required for the certification recommendations of elementary, secondary, and PK-12 teachers in Oklahoma is also presented. Within this academic and professional structure, teacher education candidates are assigned and expected to complete experiences leading to successful teaching appointments.

The professional education component includes 68-100+ clock hours of pre-service field experiences in the public schools. The academic course work cultivates an understanding of human learning and development and techniques of classroom management, instructional practices, and methodology appropriate for the instructional level of the certificate. The professional education experience is concluded with the satisfactory completion of a student intern assignment.

The OPSU TEP is designed to explore the education curriculum in-depth and develop related teaching skills. The professional education curriculum enables teacher candidates to successfully perform necessary competencies required for certification. The OPSU TEP includes a variety of cultural and liberal arts experiences in general education, specialty areas (majors), and

professional education courses. Improving the quality of the academic and professional performance of beginning classroom teachers is a major responsibility of the TEP. Teacher candidates who are admitted to the OPSU TEP must perform at a predetermined level in both essential knowledge and performance during the process of becoming a competent professional teacher.

The OPSU TEP is supported by a planned and continuous evaluative feedback system that includes the progress of the graduates as beginning classroom teachers. Program changes and requirements in the guidelines established by professional associations are included in the university program as they occur. When program changes are made, every effort will be made to “Grandfather” the current candidate in their existing degree program.

Denial of Admission or Dismissal from the Oklahoma Panhandle State University Teacher Education Program

The obligation for maintaining academic integrity, professional standards and ethics, and legal responsibilities should be considered fundamental in the preparation of future educators. Oklahoma Panhandle State University’s (OPSU) Teacher Education Program (TEP) assumes this obligation to parents, public schools, and the State of Oklahoma. In this respect, the OPSU TEP will attempt to screen and deny admission or dismiss from the program those students deemed unsuitable teacher education candidates. This is an attempt to protect public school students from unacceptable teacher education candidates. In addition, this good faith effort will preserve the credibility and effectiveness of the OPSU TEP in maintaining its relationship with public schools and demonstrate the program’s efforts to provide teacher candidates who are suited to teach public school students.

OPSU maintains the obligation to deny admission to or dismiss from the OPSU TEP at any time, any student whose personal conduct is deemed detrimental to

1. the welfare of students in the public schools;
2. the OPSU TEP’s effective working relationship with the public schools;
1. the student’s future success in the program;
2. the student’s fitness to teach;
3. the OPSU TEP’s role in training future educators; or
4. the profession of teaching.

Behavior that may constitute grounds for denial to or dismissal from the OPSU TEP includes, but is not limited to, conduct that may result in felony conviction. A student who is denied

admission or who is being considered for dismissal from the OPSU TEP for personal conduct shall be so notified in writing by the Dean of the School of Education. Such notice shall include a statement of

1. the proposed action;
2. the reason(s) for the proposed action;
3. the evidence supporting the alleged personal conduct in question; and
4. the opportunity to appeal the proposed action to the Teacher Education Council.

The student who is denied admission to or dismissed from the OPSU TEP who wishes to appeal this decision must request, in writing to the Dean of Education, a hearing within ten (10) calendar days of receipt of written notice of the proposed action. A hearing date will be set and the student will be notified of the day, date, time, and location of the hearing by the chair of the Teacher Education Council. The hearing will be conducted by the Teacher Education Council with the chair of the Council presiding. The student will be afforded those rights available under an administrative hearing. The chair of the Teacher Education Council shall render in writing, the findings of fact and the decision of the Teacher Education Council. This written decision will be completed within a reasonable period of time. The Dean of the School of Education will decide if the student will be allowed to attend classes, including field experiences and student teaching, during the pendency of the hearing.

Suspension Procedures

A student shall be suspended immediately when there is reasonable belief that grounds exist for such suspension from the OPSU TEP. In addition, if there is a reasonable belief, the immediate suspension of a student is necessary because it is to be considered in the best interests of the OPSU TEP, the public schools, or public school students; then the Dean of the School of Education (or in the absence of the Dean, the Chair of the Education Department or designee) may suspend the student immediately from the OPSU TEP, including field experiences or student teaching. When circumstances arise indicating there is an immediate need to suspend, the student will be notified verbally or in a delivered message from the Dean. The process for dismissal of a student from the OPSU TEP will be initiated, if necessary within five calendar days following suspension of the student. To the extent possible, students reinstated after the initiation of the suspension from the OPSU TEP policy, will be restored to their previous

position and status without action detrimental to their studies, progress, and evaluation of their work.

Alternative Certification

OPSU, working with the Oklahoma State Department of Education, offers the required course work for graduates seeking alternative certification within the state of Oklahoma. Alternative certification is available for a person holding at least a baccalaureate degree in a field of study that corresponds to an area of Oklahoma certification for an elementary/secondary certificate, secondary certificate, or vocational-technical certificate. Alternative certificates are not available for elementary education, special education, or early childhood education. Required coursework for alternative certification may consist of the following coursework:

- EDUC 3223 Education of the Exceptional Child
- EDUC 3213 Human Development: Child and Adolescent Psychology
- EDUC 4222 Methods and Materials of Secondary Teaching
- Any additional course work required by the State Department of Education

Procedures Applicable to All Teacher Candidates

Students who plan to pursue a teaching career must make application for admission to the teacher education program during their sophomore year. This means that all requirements for application must be completed as quickly as possible, including passing the Oklahoma General Education Test (OGET) prior to admission. Application forms may be obtained on-line and must be filed by the last Friday Prior to Fall Break or the second Friday in March of each year. **No applications will be accepted during Interim or summer sessions.** Teacher candidates must have completed or be enrolled in EDUC 2113 Introduction to Education, AGED 3103 Introduction to the Teaching of Agricultural Education, or MUED 3113 Introduction to Music Education. Transfer students with more 45 semester hours who intend to pursue a teaching career are required to remove all general education curriculum deficiencies during their first year at OPSU as well as make application for admission to the teacher education program concurrently with the first enrollment at OPSU.

Professional education courses (listed on page 19) must be taken from a four-year institution with an approved teacher education program. No professional education courses may be transferred to OPSU from a community college or a junior college.

Teacher Education Program (Admission Requirements)

Admission to the teacher education program at Oklahoma Panhandle State University includes the following conditions: **(NOTE: All requirements must be completed PRIOR to admission into the OPSU Teacher Education Program.)**

- A. Passing score (240 or higher) on the Oklahoma General Education Test (OGET)
- B. Aptitude and proficiency in English established by:
 - 1. A letter grade of “C” or better in ENG 1113
 - 2. A letter grade of “C” or better in ENG 1213
- C. Demonstrated proficiency in Speech
 - 1. A letter grade of “C” or better in COMM 1113 or equivalent.
 - 2. Successful completion of teacher candidate interview
- D. Scholastic Achievement
 - 1. A cumulative GPA of 2.50 in all course work.
 - 2. A GPA of 2.50 in required general education course work.
 - 3. A minimum letter grade of “C” is required in all specialty (Major) and professional education course work. The teacher candidate must maintain a minimum cumulative GPA of 2.50 to continue in the teacher education program at OPSU.
- E. Enrollment in or completion of EDUC 2113 Introduction to Education, AGED 3103 Introduction to the Teaching of Agricultural Education, or MUED 3113 Introduction to Music Education.
- F. Have on file a current background check from CertifiedBackground.com.

As an additional requirement, all students enrolled in EDUC 2001 Education Seminar will be required to take the Learning Express Library (TM) simulation PPST exam to determine an approximate general education level and to determine whether or not remediation will be required prior to the student taking the OGET.

Each teacher candidate is subject to all program and certification requirement in effect at the time of admission to the teacher education program. Any break in continuous enrollment will require the teacher candidate to fulfill the requirements in force at the time of re-enrollment. Any professional education class more than five years old, following a break in enrollment, will not fulfill the requirements of the OPSU Teacher Education Program and must be repeated. New

State Department of Education (SDE) or Office of Educational Quality and Assessment (OEQA) regulations will be followed when implemented.

Additional Education Certification Areas

These are “add-on” areas. Student must first obtain an initial teaching certificate in their major area of study.

Additional Certification Areas in Oklahoma are now “proficiency based.” This means that a person seeking additional teaching areas will need to show proficiency in the selected area by passing the required exam(s). A person that wishes to add an additional teaching field will be required to pass only the selected Subject Area Tests (OSAT). If he/she passes the exam, the certification area will be added to his/her teaching certificate. There are no minimum number of course hours required before a person can sit for an exam.

Internship (Professional Semester / Student Teaching)

Students who have been admitted to the teacher education program are required to make another formal application prior to enrolling in the professional semester (student teaching semester) and secure a student intern assignment following the completion of all course work. The application can be obtained on-line and must be filed by second Friday in February of the school year prior to the candidate’s professional semester. The applications will be given to the Field Placement Officer (FPO) who will evaluate all applications for eligibility to enroll in the professional semester and present the applications to the Dean of Education. The FPO will assign the teacher candidate to an internship based on input by the public schools, the student’s request, and the availability of locations within the OPSU service area. No student will be assigned in a school that is more than 150 miles of OPSU with the possible exception of Agricultural Education student teachers or with special permission.

Requirements for Admission to the Professional Semester

1. All course work must be completed (or enrolled in).
2. Minimum cumulative grade point average of 2.50.
3. Minimum grade point average in the major course work of 2.50; GPA of 2.50 in general education; and a minimum letter grade of "C" in all specialty (major) and professional education course work.
4. Teacher candidates must complete all course work for certification in at least one area (elementary, secondary, P-12) prior to being admitted to their professional semester.

- This includes the completion of all correspondence courses (with grades recorded on transcript) and the finalization of "Incomplete" grades.
5. Student Athletes must have exhausted all athletic eligibility prior to Internship semester or understand participation in any OPSU sponsored athletic program cannot occur during the Intern semester.
 6. The approval and recommendation by faculty in a candidate's teaching field.
 7. Application for the Student Intern Program must be on file in the office of the Field Placement Officer by the second Friday of the school year prior to the time the candidate is eligible to perform his/her student teaching. No applications will be accepted during any interterm or summer session.
 8. Teacher candidates are required to return to the OPSU campus for training seminars, the midterm seminar, and final portfolio reviews. Other required meetings may be scheduled by the Dean of Education.
 9. No teacher candidate will receive an intern assignment during any time the candidate is involved in institutional probation.
 10. Any teacher candidate convicted of a felony crime within the preceding ten (10) year period of making application for the Student Intern Program forfeits the right to obtain a teaching certificate (O.S. 70-3-104.1) Candidate must have a current background check from CertifiedBackground.com on file.

The Professional Semester

The professional semester is an entire semester devoted to the Student Intern Program. During the Internship, the Intern is expected to devote full time to the classroom and professional responsibilities.

August Experience

It is the belief of the OPSU EPP that practical experience is just as valuable as classroom learning. That is why there are so many field experiences built within our program. One of the most valuable experiences that a teacher candidate can have is that of "setting up the classroom for the first of the year." For this reason, the EPP has implemented the "August Experience." All teacher candidates who have been accepted into the professional semester of student teaching will be given the location of their student teaching placement and the name of their cooperating teacher by the first of May of the year prior to their student teaching assignment. This will be for teacher candidates completing their student internship in the fall or spring semesters.

To fulfill the requirements of the August Experience:

1. The intern will need to contact both the building principal of their assigned school and their assigned cooperating teacher. This will allow the student and cooperating

- teacher to meet and become familiar with each other. The intern will need to set up future dates prior to the beginning of the school year (This applies to the candidate who will be student teaching in the spring semester, also.) for the following activities.
2. One half-day minimum will be spent helping the cooperating teacher “set up” the classroom—creating bulletin boards, arranging desks, entering names in the grade book, etc.
 3. One half-day minimum is required to attend a pre-school professional development activity with the cooperating teacher, other teachers at the school, and the administration.
 4. The teacher candidate will be expected to attend his/her assigned school for the first day of class. Teacher candidates may miss the first day of their scheduled classes at OPSU if the first day of public school happens to be the same as OPSU’s. If this happens, the teacher candidate is to contact the Field Placement Officer by calling 580-349-1414 or e-mail delilah.henderson@opsu.edu who will issue a memo to the OPSU professor explaining the absence.
 5. The teacher candidate will be required to write a 3-5 page reflection paper about this activity.

It is expected that this August Experience will be one of the most beneficial of all preservice experiences that OPSU can provide the teacher candidate. Therefore, there will be no exceptions to this requirement. All student teachers will participate or they will not be allowed to student teach that year.

Due Process Rights

A teacher candidate desiring to appeal any decision of the OPSU Teacher Education Council or its representatives may do so by filing a written request with the Dean of Education. The written request must be received within ten (10) days following the notification of the decision of the OPSU Teacher Education Council.

Upon receipt of a written request appealing a decision of the OPSU Teacher Education Council, the dean of education shall request each school dean to appoint one member from his/her school to serve on an appeals committee. The appeals committee shall meet within ten (10) days after receiving the student’s written request to consider the written appeal, to hear the student’s oral presentation, and to question the student whose presence is mandatory. A final decision must be rendered within thirty (30) days after the initial meeting of the appeals committee. The vice president for academic affairs will serve as ex-officio chairperson of the appeals committee.

Certification Examinations

All students graduating from an accredited institution of higher education approved or accredited by the Office of Educational Quality and Assessment (OEQA, and seeking to enter the public education system as a teacher shall be subject to the assessment, certification and licensing procedures established in the Oklahoma Teacher Preparation Act.

This simply means that all teacher candidates are required to take and pass competency examinations that assess general education knowledge, subject area knowledge, and professional education knowledge. OPSU students are required to take the OGET, OSAT and the PPAT to meet the assessment requirement.

The two levels of Professional Education are:

1. Elementary (PK-8)
2. Secondary (6-12)

All teacher candidates seeking to add other teaching areas to his/her initial teaching certificate are urged to talk to his/her advisor about suggested course work.

Foreign Language Proficiency

Teacher candidate graduates must show a novice-high level of speaking and listening proficiency in a language other than English as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This is both a graduation requirement and a certification requirement, and is in addition to the regular degree program of 124 hours.

This proficiency may be met in the following manner:

- Complete (with a grade of “C” or higher) a one semester course (3-4 hours) of a foreign language at an accredited college or university, or
- Pass the OPSU Spanish language competency oral examination (Students who profess a competency in a foreign language other than Spanish will be handled on a case-by-case basis.)
- Successfully complete Level One of any language using Rosetta Stone.

The student’s permanent folder and graduation check sheet will reflect the date the foreign language proficiency is met.

OPSU PROFESSIONAL EDUCATION CLASSES

Professional Education Classes (non-restricted)

Dept. No. Class Title

AGED 3103 Introduction to the Teaching of Agricultural Education

AGED 3203 Planning the Community Program in Agriculture Education
 EDUC 2001 Education Seminar
 EDUC 2113 Introduction to Education
 EDUC 2222 Communication Skills for Teachers
 EDUC 2233 Diversity in Education
 EDUC 2323 Reading in the Content Area
 EDUC 2623 Children's Literature
 EDUC 3213 Human Development: Child and Adolescent Psychology
 MUED 2113 Introduction to Music Education

Professional Elementary Education (restricted classes)

EDUC 3313 Foundations of Reading (pre-req. for EDUC 3233 & EDUC 3253)
 EDUC 3233 Methods and Materials / Elementary Reading
 EDUC 3253 Diagnostics and Prescriptive Teaching of Reading
 EDUC 3333 Methods and Materials / Creative Arts
 EDUC 3563 Practicum I
 EDUC 4173 Methods and Materials / Elementary Math & Science
 EDUC 4223 Methods and Materials / Elementary Language Arts
 EDUC 4273 Practicum II
 EDUC 4323 Methods and Materials / Elementary Social Studies
 EDUC 4433 Elementary Classroom Management and Assessment

MUED 3313 Elementary School Music Methods

Professional Secondary Education (restricted classes)

AGED 4103 Methods of Teaching and Management in Vocational Education
 AGED 4362 Agriculture Education Tests and Measurements
 *EDUC 4322 Methods and Materials of Secondary Teaching
 EDUC 4533 Secondary Classroom Management and Assessment
 *MATH 4322 Methods and Materials of Teaching Mathematics in Secondary Schools
 * Cross Referenced

MUED 3322 Secondary School Music Methods

Core Professional Education (restricted classes)

EDUC 3223 Education of the Exceptional Child
 EDUC 4313 Educational Psychology
 EDUC 4333 Educational Technology/MUSI 4313 Music Technology

Professional Semester (restricted classes)

EDUC 4450 Student Teaching in Elementary School
 EDUC 4720 Student Teaching in Secondary School
 EDUC 4750 Student Teaching in Elementary / Secondary School

Graduation Policy (adopted March, 2010)

Any candidate who fails to pass the required OSAT exam(s) for his/her major will be allowed to complete the Internship and graduate providing the following conditions are met:

1. The candidate must have attempted the required OSAT exam(s) at least three times. For example, a secondary math candidate must have attempted the OSAT 11 (advanced math) or the OSAT 25 (middle level/intermediate) three times. Exams must be the same, i.e., candidate may not attempt OSAT 11 once and OSAT 25 twice. The Elementary Education candidate will become eligible for this policy only if both required exams (50 and 51) have been attempted three times (if not passed).
2. The candidate must have received a minimum overall score of 235 on the failed exam(s) during one of the attempts.
3. The candidate must meet with his/her portfolio chair to analyze deficiencies and to develop a plan of attack for passing the failed OSAT.

Candidates meeting these policy requirements cannot be reported to the State Department of Education as a "program completer". This means that the path to Oklahoma certification will be dependent upon current OSDE guidelines regarding alternative certification for college graduates. This statement applies to other states as well.