



OSU Professional Education Policy Manual

Prepared By

OSU Professional Education Unit

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INTRODUCTION

This document has been developed by the Oklahoma State University Professional Education Unit in order to familiarize constituents with policies related to certification programs at our institution.

1.1 Changes in Policy

This manual supersedes all previous policy manuals and memos.

1. The Professional Education Council is responsible for “reviewing and approving all policies governing the preparation of school professionals and recommending their implementation to the appropriate administrative units” and “providing a forum for discussion of plans and policies related to the preparation of school professionals among members of the extended community (including the public and business sectors) who are stakeholders in improving education.” (Oklahoma State University Professional Education Council By-Laws.



2 ADMISSIONS

Policies in this section are related to admission to Professional Education and are in compliance with the Oklahoma State Regents for Higher Education policies for Teacher Education (3.21, 3.21.2, 3.21.3) and the Oklahoma Commission for Teacher Preparation Rules (2011, 7). The date in parentheses is noted as approval or last revision date of the policy.

2.1 Professional Education Admission Criteria (05/15/2010)

The criteria for admission to OSU Professional Education programs are based on Oklahoma State Regents for Higher Education requirements and University-wide policies recommended by the Director of Professional education through the Council of Professional Education. These requirements were amended in June, 2009 eliminating the “interview” as criteria. Requirements are applicable to all Professional Education administrative units of the colleges preparing teachers. A student is not considered a fully eligible participant in a Professional Education program until formally admitted to Professional Education.

OSU made the decision to follow the state’s lead and remove the “interview” from the Unit’s admission criteria. However, each program has made the choice of whether the interview will continue to be a “program requirement” or not. (Per PEC vote 05/10/2010).

Criteria for Admission to professional Education Programs

1. Successful completion of the Oklahoma General Education Test (OGET).
2. Pass a Professional Education Foundations course with a minimum grade of "C".
3. Pass a laboratory and clinical experience (observation) course with a minimum grade of "P" or "C".
4. Earn and retain at least 2.50 grade point average.

2.2 Enrollment in Lab & Clinical Experiences for Admission (02/03/1993)

Enrollment in a lab and clinical experience rather than completion will satisfy this criterion for admission providing:

1. Student has all other admission criteria complete at time of enrollment in lab and clinical experience.

2.3 Accepting Admission (01/23/1996)

It was recommended and approved to accept admission to teacher education from other Oklahoma institutions across the board.

2.4 Retention in Professional Education (11/06/1996)

For participation in all courses requiring full admission to Teacher Education and for continued acceptability and recommendations 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 college/departmental requirements. The student is responsible for monitoring his/her 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 continuing 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.

3 FIELD EXPERIENCES AND CLINICAL PRACTICE

Policies in this section are related to field experiences and clinical practices within Professional Education and are in compliance with the Oklahoma Commission for Teacher Preparation Rules (2011, 6). The date in parentheses is noted as approval or last revision date of the policy.

3.1 Practicum Requirements for Students Previously Certified at Different Levels (02/03/1993)

Students previously certified at a level different from the level for which a certification recommendation is requested, may be required to complete a practicum which would be determined on an individual basis considering the prior experience of the student.

3.2 Student Teachers Serving in a Substitute Teacher Role (02/19/2013)

The intent of the clinical practice (student teaching) does not include the use of the student teacher as a substitute teacher. To assure continued success for both the Clinical Practice Intern and the students, the school administration has the discretion to use the intern as a substitute for the assigned Cooperating Teacher ONLY in an emergency and ONLY for a short period of time. The policy guidelines for substitute teaching are:

1. In the unavoidable absence of the Cooperating Teacher, the intern may be allowed to assume responsibility only for the classes of the Cooperating Teacher. Should this event occur during the first four weeks of the internship, a suitable supervisor, such as another teacher, administrator or a substitute teacher, must remain in the classroom with the intern.
2. Should the Cooperating Teacher's absence extend beyond three (3) days, the school should, in cooperation with the University Supervisor and the Clinical Practice Coordinator, arrange for continued supervision and/or possible change of assignment.
3. The intern may serve as the substitute for his/her cooperating teacher in a non-emergency situation during the last two weeks of the internship. The intern may be paid the established rate of pay as set by the local school district for serving as the substitute.

3.3 Student Memorandum of Understanding (09/06/1995)

OKLAHOMA STATE UNIVERSITY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is an agreement among the following parties: Oklahoma State University Professional Education Program (called the "University"), the School to which the Student is assigned, and the Student. As the Student enters into student teaching (called the field experience), the Student acknowledges her/his responsibilities and agrees to the following:

- A. The Student will read and adhere to School and University policies, procedures, programs, and operating standards. Examples may include but are not limited to the following: rules for hours of School operation and necessary absences, monthly and narrative reports, and continuity of services during University holidays, as planned in advance with the Office of Professional Education.
- B. The Student will be under the direction and supervision of the School and University representatives during the field experience and agrees to follow all reasonable and lawful directions from School officials. The Student should expect to prepare for multiple teaching tasks with appropriate lesson plans.
- C. The Student will complete all documentation required by the University for the field experience activities.
- D. The Student will prepare and participate in regular evaluation conferences and seminars, as required by the University or School.
- E. The Student has the responsibility to act professionally and ethically while maintaining confidentiality.
- F. The Student is responsible for his/her own health, accident, automobile, and professional liability insurance, as these are not provided by the University or School. If the School has special health requirements (i.e. workshops), the Student is expected to meet the requirements of the School.
- G. If the Student misses more than two days of the field experience, additional days may be added to the field experience.
- H. The Student is not an employee of the School or the University; therefore, is not entitled to financial remuneration during the field experience unless otherwise arranged by the School and Student under the laws of the State of Oklahoma. The Student may be hired to substitute teach after the tenth week of the field experience in the classroom where the Student is assigned.
- I. Travel to and from the field experience placement is the responsibility of the Student.
- J. If the Student does not perform satisfactorily during the field experience, the University may remove the Student from the School and terminate the field experience for that semester.
- K. The Student does not have any convictions, outstanding criminal charges or warrants of arrest pending against him/her in Oklahoma or in any other state jurisdiction.
- L. The Student may not request or be placed in a school where their children attend, a relative is employed, or they have developed a personal relationship with an employee of the school. In addition, they may not request a school system from which they have attended.
- M. Some districts require drug tests of their employees. Therefore, the student may be asked to participate in random drug testing. Failure to comply with such a request or testing positive for any illegal substance will result in termination of the internship.

I have read the Memorandum and agree to abide by the stated policies. In addition, I understand that if I do not meet all student teaching requirements, or if I provide false information, I will not be allowed to student teach. The information I have provided on my student teaching application is accurate and true to the best of my knowledge. I hereby request permission to student teach and authorize OSU to release any of the information I have provided, including transcripts, to school districts requesting it.

Student Signature

Student Name (Please Print)

Date

Oklahoma State University PEU or Program Representative Signature

Date

Revised 1.31.14

The Professional Education Council is responsible for adopting policies governing the entire unit. In the event of a policy change, professional education faculty and advisors will be notified immediately, and this Policy Manual will be updated on the OSU Professional Education website.

3.4 Diverse Field Placements (11/07/2007)

NCATE Statement

“America's classrooms are becoming increasingly diverse; more than one-third of the students in P-12 classrooms are from minority groups. The families of an increasing number of students are immigrants, many with native languages other than English and from diverse religious backgrounds. Growing numbers of students are classified as having disabilities. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, dispositions that respect and value differences, and skills for working in diverse settings.”

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

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

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

3.5 Out-of-Area/Out-of-State Placements (11/07/2007)

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

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

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

1. All necessary and appropriate fees required in securing and finalizing the placement (e.g., such as reimbursement for cooperating teacher, supervisor, etc.). These fees are payable to the Office of Professional Education or designated office and/or out-of-state university at the beginning of the semester in which the placement is sought.
2. If a recommendation for licensure/certification is to be made by Oklahoma State University, the candidate is responsible for reimbursing visits performed by the cooperating institution. All other criteria pertaining to in-state clinical practice placements apply as previously stated.
3. OSU fees - A non-refundable administrative fee to cover time and extra work related to securing an out-of-area placement may be assessed when an approved request is submitted to the Clinical Practices office. The fee is due upon approval of designated site/s.
4. Supervising teacher fees - The out-of-area/out-of-state supervising fee is determined by each supervisor, the out-of-area/out-of-state university, and the Clinical Practices Office and typically ranges from \$400 to \$800 to cover the expenses incurred to conduct the required observations and student teaching evaluations. Students are responsible for all costs related to their out-of-area/out-of-state supervision. The fee is to be paid to Office of Professional Education, who will then pay the supervisor.

5. Cooperating teacher fees - Whereas local cooperating teachers are compensated with free tuition vouchers, an out-of-area/out-of-state cooperating teacher may not benefit from such compensation. At the very least, the student teacher is expected to write a thank-you note to his or her cooperating teachers.
6. Additional fees - The local (out-of-area/out-of-state) cooperating university may require a fee for supervision for student not enrolled in their university or require co-registration in additional credits as a student at their university to attend their student teaching seminars.

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

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

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

3.6 State Background Check (12/12/2012)

In alignment with Oklahoma state statutes and administrative code (OS §70-6-190, OS §70-3-104, OAC 210:20-9-98), the Oklahoma State University (OSU) Professional Education Unit (PEU) requires a state level background check (name check) on ALL non-certified candidates prior to placement in any field experience or clinical practice. The candidate is responsible for associated fees, which may vary depending on in-state or out-of-state student status. The PEU may request an updated background check as needed. While we make every effort to place candidates in the best possible field experience or clinical practice situation, school districts

do review background checks and past criminal history in terms of their own policies and may decline hosting a particular candidate for field experiences or clinical practice.

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

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

3.7 Completion of Subject Area Test Prior to Student Teaching (1/22/2014)

Effective beginning with Spring 2015 student teachers, all initial certification candidates are required to have passed the appropriate subject area test prior to being placed in a student teaching experience. Individual appeals may be directed to the Student Affairs Committee, and programs may apply for an exception to the Professional Education Council.

4 CERTIFICATION

Policies in this section are related to certification and are in compliance with the Oklahoma State Regents for Higher Education policies for Teacher Education (3.21, 3.21.4, 3.21.5) and the Oklahoma Commission for Teacher Preparation Rules (2011, 4, 5, 8, 9). The date in parentheses is noted as approval or last revision date of the policy.

4.1 Candidates Convicted of Felony Criminal Activity (02/19/2001)

A policy was adopted which states:

It is recommended that a person known to have been convicted of felony criminal activity and seeking certification would not be recommended by Oklahoma State University's Professional Education Office for a period of ten years following the conviction. It is further stated that persons with felony charges pending against them would have the recommendation deferred until a court judgment is known. (See O.S. §70-6-190)

4.2 Certification Substitution Form (02/03/2005)

A proposal was submitted for a certification substitution form stating that the College of Education uses a similar form for course substitutions and this would be used for substitution of courses for certification in non-COE programs. This was approved.

4.3 Foreign Language Requirement for Certification (04/14/2010)

The OCTP and the Oklahoma State Regents for Higher Education have established policies requiring all candidates for degrees in professional education programs to demonstrate proficiency in a foreign language at the "novice-high" level. "Novice high" is a specific competency defined by the American Council on Teaching of Foreign Languages. This competency is further defined as being novice high in **communication** (speaking and listening) skills in a single foreign language.

Who must demonstrate proficiency in a foreign language at the novice high level? This requirement is placed upon candidates in professional education programs, but is dependent upon a number of factors. The following candidates must successfully demonstrate competency at the novice high level in a single foreign language.

- Candidates who are freshmen entering college for the first time beginning in the Fall 1997 or later.
- Candidates who already have a college degree, but who are seeking initial Oklahoma licensure and who were fully admitted to an accredited teacher education program during or after Fall 1997.

Students seeking to transfer between institutions of higher education in Oklahoma should request information on how novice high proficiency is determined and documented on each campus under consideration.

While individual degree plans may include a foreign language component, successful completion of courses in a foreign language DOES NOT document proficiency in a foreign language as defined by the American Council on Teaching of Foreign Languages. As a result, the OSU Professional Education Council has established the following ways in which a student may attain documented novice-high competency:

1. The candidate who wishes to be tested in a language may choose, at personal expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, or
2. The candidate may complete two years of high school coursework in a single foreign language with grades of “B” or better (from a State Department of Education approved high school program), or
3. The candidate may complete five or more credit hours (or transcribed equivalent), in a single foreign language from an accredited college or university with a grade of “C” or better, or
4. The candidate may meet the requirement by transfer of documentation of meeting the foreign language competency from one of the teacher education programs in the State of Oklahoma approved by the Oklahoma State Regents for Higher Education.

Students whose native language is other than English may document proficiency in English as their second language with a score of 550 or more on the Test of English as a Foreign Language.

5 MISCELLANEOUS

Policies in this section are related to Professional Education in general and are in compliance with the Oklahoma State Regents for Higher Education policies for Teacher Education (3.21) and the Oklahoma Commission for Teacher Preparation Rules (2011). The date in parentheses is noted as approval or last revision date of the policy.

5.1 Institution of Higher Education Guarantee/Warranty on Teacher Education Graduates (04/05/2000)

Oklahoma State Regents for Higher Education Teacher Warranty

Since 1992, the Oklahoma State Regents have implemented multiple teacher education initiatives designed to improve teacher education. In May 2000, the Oklahoma State Regents for Higher Education and the twelve presidents of teacher education institutions took another step in improving teacher education by offering a warranty that all teacher education graduates recommended for licensure will meet the employing school's expectations in 15 competency areas. Students entering college in fall 2000 and completing an approved teacher education program in Oklahoma would be the beneficiary of this warranty. The state university that awards the degree and submits the recommendation for teacher licensure will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers.

The approved state university that awarded the degree and submitted the recommendation for teacher licensure will assure that the candidate:

- 1. The teacher understands the central concepts and methods of inquiry of the subject matter disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**
- 2. The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development.**
- 3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.**
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.**
- 5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.**
- 6. The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry collaboration and supportive interaction in the classroom.**
- 7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, the community; and adapts instruction based upon assessment and reflection.**
- 8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.**

9. **The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.**
10. **The teacher fosters positive interaction with school colleagues, parent/families, students' learning and well-being.**
11. **The teacher shall have an understanding of the importance of assisting students with career awareness and application of career concepts to the academic curriculum.**
12. **The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.**
13. **The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as, the legal rights and responsibilities of the teacher.**
14. **The teacher understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).**
15. **The teacher understands the state teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.**

HONORING THE WARRANTY

If during the Residency Year, the resident year teacher is judged to be performing unsatisfactorily in the classroom on the basis of appraisals by the members of the Resident Year Committee, the employing school system may enact the Oklahoma Teacher Education Warranty.

Did the teacher enroll in college for the first time in the fall semester 2000 or later?

Did the teacher complete an approved teacher preparation program in Oklahoma?

Is the teacher in his/her Resident Year of teaching?

Is the unsatisfactory performance related to areas identified in the Oklahoma pre-service teacher preparation competencies?

Is the teacher assigned to his/her degree field and at appropriate grade level?

If the answers to the above questions are all "yes," the following steps should be taken:

The higher education member of the residency year committee will contact the Dean/Director of Teacher Education at the appropriate institution of higher education. The Dean/Director and/or his/her designate shall visit the school site as soon as possible to meet with the Resident Year committee to ascertain that the situation is warrantable. The Resident Year Teacher will receive additional training at no expense to the teacher or the school. The additional training will consist of an individualized plan agreed upon among the Resident Year Teacher, the school district, and the university. The plan will include learning outcomes desired. Implementation may begin during the summer. Assistance may be provided through distance technology or through arrangements mutually agreed upon by the university, the teacher and the school district. Participation of the members of the entry-year committee in the design of this plan in no way obligates the school system to employ the Resident Year teacher during his/her second year.

The appropriate institution of higher education will continue to provide support and assistance to the beginning teacher during the second year in a manner which is mutually agreeable to the beginning teacher, the Resident Year Committee, the employing school system and the Dean/Director and/or his/her designate.

5.2 Core Concepts and Goals (11/12/2002)

The Conceptual Framework Committee recommends that the Core Concepts and Goals be collapsed into three areas: Integration, Diversity, and Professionalism and that pre-service candidates would address Life-long Learning as one of the components under Professionalism. This becomes effective with the admission of pre-service candidates in the spring of 2003. Pre-service candidates currently admitted to professional education certification programs must present portfolios addressing all four of the current criteria, unless the candidate's program has declared that it will follow the new guidelines. It is the individual certification program's responsibility to inform its students of the change.

5.3 Student Appeal Form (09/07/2005)

The following form was approved for use.

INSTRUCTIONS FOR COMPLETING AND PROCESSING THE PROFESSIONAL EDUCATION APPEAL FORM

1. Initiating the Professional Education Appeal

Complete the Professional Education Appeal Form. If you have questions about the procedures and information required for processing this appeal, please contact the Professional Education Specialist (744-6253).

2. Types of Appeals

a. Prerequisite for Admission or Admission to Professional Education

In requesting an appeal:

- (1) identify the deficiency(ies) that you have, and
- (2) state in detail how and when you will remove the deficiency(ies).

b. Retention in Professional Education; Application for a Student Teaching Placement; Exit from Program

In requesting an appeal:

- (1) identify the reasons for the appeal on the Professional Education Appeal Form.
- (2) Your statement must include a plan of action that would allow you to meet all Professional Education requirements.

3. Filing Appeals Process

- a. It is the student's responsibility to complete the form and obtain the necessary signatures.
- b. All appeals must be filed with the Professional Education Specialist, 325L Willard. When possible the committee will meet prior to the beginning of the semester.

4. Official Notification of the Appeal Decision

You will be notified in writing of the Committee's decision regarding your appeal. This notification will be sent by the Office of Professional Education, generally within one week following the meeting of the committee. Your appeal may lead to a contractual agreement involving you, your department, and the Office of Professional Education.

PROFESSIONAL EDUCATION APPEAL FORM

Name _____ Date Appeal Filed _____

Residence where you can be contacted:

Address _____ College _____

City _____ Certification Area _____

State _____ Zip _____ Faculty Advisor _____

Telephone _____ Classification: Soph Jr Sr Gr

Email Address _____

Type of Appeal: _____ Prerequisite for Admission to Professional Education
_____ Admission to Professional Education _____ Retention in Professional
Education
_____ Student Teaching _____ Exit from Program

Deficiencies:

Plan for Remediation:

Supporting documentation or additional information may be attached to this form.

Student's Signature

___ I support appeal ___ I do not Support appeal

Faculty Advisor Date

___ I support appeal ___ I do not Support appeal

Department Head Date

LACK OF SUPPORT DOES NOT JEOPARDIZE THE STUDENT'S RIGHT TO APPEAL.

Received by: _____ Date: _____
Committee Action: _____ Approved _____ Denied

Revised October/2003

**Professional Education Appeal
Committee Information**

Student Name _____

Date Appeal Filed: _____

Date of Declaration/Matriculation _____

Date of Admission (if applicable) _____

Current Overall GPA _____ OGET Score _____ Date
Passed _____

Specialization GPA _____ OSAT Scores _____ Date
Passed _____

Professional Ed GPA _____

Orientation to Teacher Education Course _____ Grade

Lab and Clinical Experiences Course _____ Grade _____

Additional Information:

Committee Recommendation:

5.4 Dispositions (04/09/2008)

PEU will adopt and measure two NCATE required dispositions: (1) fairness and (2) belief that all students can learn. We recommend that these two dispositions be assessed multiple times. Assessment rubrics may have to be modified or created so that data regarding dispositions can be collected and analyzed separately from other program components. Individual programs may identify and assess additional dispositions as desired or mandated by their respective SPAs, but the PEU as a whole will address only the two dispositions required by NCATE.

5.5 Portfolio (09/16/1998)

Per Title 712. Oklahoma Commission for Teacher preparation (OCTP), Chapter 10. Teacher preparation, institutions shall require all initial and advanced certification program students to develop a portfolio following the guidelines listed below.

The portfolio development process will begin with enrollment in the professional education coursework. This requirement is in effect for the following students:

- a. Candidates who are entering freshmen beginning Fall 1997
- b. Candidates already enrolled in an Oklahoma institution prior to Fall 1997 and admitted to an accredited teacher education program during or after Fall 1997 who will graduate after September 1, 1999.
- c. Degreed candidate seeking initial Oklahoma licensure who was admitted to an accredited Oklahoma teacher education program during or after Fall 1997.
- d. Candidates holding a valid Oklahoma credential and seeking to add an advanced certificate who will complete certification area requirements after September 1, 1999.

Resolution passed by the OSU Professional Education Council

Checkpoint 1: Application for Admission to Professional Education. Students should begin these processes with the first professional education course taken.

Checkpoint 2: Prior to placement for student teaching.

Checkpoint 3: At the point of recommendation for Licensure (completed during student teaching semester and submitted before OSU can recommend for licensure).



6 REMOVED POLICIES

Following is a list of policies that have been removed by the Professional Education due to a change in Oklahoma law, OSRHE policies, or OCTP policies. The date of removal is also provided.

Policy	Date Approved	Date Removed	Reason(s)
Graduate Admission Criteria to Professional Education	09/06/1995	08/15/2012	Superseded by initial certification at the M.S. level
Revised Alternative Criteria for Admission to Professional Education	04/03/1996	08/15/2012	OSRHE policy revision
Calculation of 3.0 GPA in Liberal Arts & Humanities Courses	04/23/1998	08/15/2012	OGET replaced this as an admission criteria
Professional Education Interview	04/23/1998	05/15/2010	PEC voted to delete the interview as an admission requirement
Regional Plan for Placing of Student Teachers	07/01/1992	08/15/2012	Outdated – had not been in practice for years
Background Check Prior to Student Teaching	02/19/2001	08/15/2012	Superseded by Policy 3.6 State Background Check
Speech/Drama/Debate Certification Program	09/02/2004	08/15/2012	This program was deleted in 2004

