Jeannine Rainbolt College of Education

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Administrative Officers
Joan K. Smith, Ph.D., Dean
Gregg Garn, Ph.D., Associate Dean for Professional Education
Patricia L. Hardré, Ph.D., Associate Dean for Graduate Studies and Research
Sherry Cox, M.A., Associate Dean for Undergraduate Advising

Degrees Offered
• Bachelor of Science in Education
• Master of Education
• Doctor of Philosophy
• Doctor of Education

General Information

HISTORY
One of the stated purposes of the University of Oklahoma when founded in 1890 was the study of the “art of teaching.” However, education as a field of study did not become a priority until Stratton D. Brooks assumed the presidency of the University. Under Brooks’ leadership, education first became a field of study (1909), then a school of study in the College of Arts and Sciences (1910), and finally an independent school (1920). Brooks brought Warren Waverly Phelan from Baylor University in 1912 to serve as the first director of the school. Phelan served until 1926.

In 1929, the School of Education became the College of Education under the direction of Ellsworth Collings, who had been director of the School of Education. He served until 1945, and seven deans have served the College of Education since Collings. The current dean is Joan K. Smith, appointed in 1995.

The College of Education was reorganized in 1986 into three departments: the Department of Educational Leadership and Policy Studies, the Department of Educational Psychology, and the Department of Instructional Leadership and Academic Curriculum. The college currently has more than 700 undergraduate and 800 graduate students who are pursuing degrees and/or certification. The College offers master’s, Ph.D., and Ed.D. degrees; it is second only to the College of Arts and Sciences in the number of doctoral degrees awarded.

MISSION STATEMENT
The primary mission of the Jeannine Rainbolt College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research, and practice in the multi-disciplinary field of education.

PROGRAMS AND SPECIAL FACILITIES
TE-Plus Teacher Education Program
The Jeannine Rainbolt College of Education’s teacher preparation program is “TE-PLUS — Teacher Education: Professionalism, Leadership, Understanding, and Scholarship.” This extended program includes both...
undergraduate and graduate coursework and experiences. In the undergraduate component, students complete general education requirements and the majority of their professional and specialized education coursework which includes extensive field experiences in a variety of educational settings. This leads to a Bachelor of Science in Education.

After students complete the graduate component and pass all state certification exams, they will be recommended to the State Department of Education for initial licensure. The exams required for program completion and licensure include Oklahoma General Education Test (OGET), Oklahoma Subject Area Test (OSAT), and Oklahoma Professional Teaching Examination (OPTE).

The Oklahoma Writing Project

The Writing Project, directed by Priscilla Griffith, is devoted to improving the quality of composition instruction in elementary and secondary schools. The program, which has professionally prepared more than 500 educators as teacher consultants, is part of the National Writing Project, a network of university school programs across the nation. The OPW Teacher Consultants then travel to schools throughout the state, presenting in-service workshops to assist other educators in developing students’ writing performance.

Zarrow Center for Learning Enrichment

The Zarrow Center for Learning Enrichment at the University of Oklahoma studies transition, self-determination, and post-secondary education of youth and adults with disabilities and those at risk for school failure. Masters and doctoral students who conduct research at the Zarrow Center learn skills to become future educational leaders. Faculty and students disseminate their work through books, articles, teaching materials, classes, workshops, and professional presentations. An endowment from the Zarrow Family Foundation of Tulsa funds the Zarrow Center activities.

FACILITIES

Center for Educational Development and Research (CEDaR)

The Center for Educational Development and Research (CEDaR) provides support for the research and scholarship of faculty and graduate students in the College of Education. Its work includes data services, academic editing, survey design and administration, and grant-writing support. In addition, CEDaR regularly sponsors workshops on research related software.

The K20 Center for Educational and Community Renewal

The K20 Center for Educational and Community Renewal is a consortium of school-university-community partnerships committed to improving student achievement and democratic citizenship through authentic teaching, technology integration, and cooperative networking. It is an interdisciplinary, university-wide center with a focus on educational and community renewal in the U.S. and internationally. The K20 Center proposes a model addressing the needs of children and families through interactive, action-oriented partnerships among schools, families, universities, and community and government agencies. The K20 Center brings teachers, administrators, students, parents, school board members, community members, business leaders, information technologists, university faculty and students together to share ideas, observe best practices, identify and analyze problems, and develop strategies for improved teaching, learning, and community life.

The Counseling Psychology Clinic

The Counseling Psychology Clinic is a training facility for the Counseling Psychology, Community Counseling, and School Counseling graduate programs and offers instructional, counseling, and assessment services to all Oklahomans. The purpose of the OU Counseling Psychology Clinic is to provide services to individuals, couples, families, and children involving various problems of living. Counseling services are charged on a sliding scale, based on familial income and the number of dependents. In addition to therapy, counselors provide psychological assessment services for children, adolescents, adults, couples, and families. Anyone currently living in Oklahoma can come to the clinic for services. University affiliation is not necessary to receive services. For an appointment, call (405)-325-2914.

The Hardman Center

The Hardman Center for Children with Learning Differences was created through a gift from Ruth G. Hardman, a long-time Tulsa resident known for her philanthropy and interest in literacy and education. The Hardman Center has a dual mission of outreach across the state to assist parents, teachers, and schools in helping children with learning differences be more successful in school, and of applied research to close the gap between best and current practices in literacy education.

The Institute of Child Development

The Institute of Child Development, which serves approximately 50 children from the Norman and University communities, has been accredited by the National Academy of Early Childhood Programs. Working with children from 2–5 years old, the Institute meets a variety of strict standards, including providing activities appropriate for preschool children, having an adequate student-staff ratio, meeting stringent health and safety standards, and providing opportunities for parental involvement. The OU Institute of Child Development was in the first group of licensed child care facilities in the United States to be accredited.

Science Education Center

The Science Education Center’s mission is to continue to be at the forefront of science education research while preparing teachers and professionals for lasting scholarly work and personal development in order to improve upon science education.

Advising Center

The Advising Center serves as an advising and information center for undergraduate and graduate certification only students in the Jeannine Rainbolt College of Education. This office maintains records on all students pursuing teacher education. Students must consult their adviser before they will be cleared to enroll in classes. Advising occurs in both group and individual settings before advanced registration begins each semester. Students are encouraged to consult with their adviser about matters pertaining to their degree program and certification requirements. The office is located in room 137 Ellsworth Collings Hall (ECH). For an appointment, call (405) 325-2238.

Student Organizations

THE COUNSELING STUDENT ASSOCIATION

The Counseling Student Association aids the entry of graduate students into the professions of Counseling Psychology, Community Counseling, and School Counseling through such activities as mentoring new students, arranging colloquia, and providing input into program curricula and governance.

DEAN’S STUDENT ADVISORY COMMITTEE (DSAC)

The presidents of all of the undergraduate student organizations in the Jeannine Rainbolt College of Education comprise the Dean’s Student Advisory Committee. Student leaders meet with the dean once a month to discuss current issues in the college and ways to improve their educational experience. The committee organizes several college events throughout the year, including the college-wide picnic, homecoming parade, Sooner Saturday, and the Scholastic Book Fair featuring book signings by authors of children’s books. Meetings are open to all interested students.

DIVERSITY APPRECIATION GROUP

Diversity Appreciation Group (DAG) is a student-run group that is part of the Counseling Student Association. Its main objective is to create a forum in which students and faculty can explore and discuss our beliefs, values and behaviors in relation to others who are different from us in terms of age, gender, race, ethnicity, religion, sexual orientation, physical and mental abilities, socio-economic status, and other differences. Activities and cultural events are organized to help participants challenge their own biases.

EDPSYCH GRADUATE ORGANIZATION (EGO)

The purposes of the EGO are to collect, organize, and disseminate information to all graduate students in the Department of Educational Psychology regarding department news; scholarship, fellowship, assistantship, and research opportunities; employment opportunities; and social gatherings. A further purpose of the group is to serve as a hub for networking and establishing support systems. The group serves as a colloquia from which to learn about the latest theories, ideas, technologies,
and practices within the specific areas of Instructional Psychology and Technology, the Counseling Programs, and Special Education. The group also serves as an agency from which to invite outside or local speakers on relevant subjects. Further, the group fosters understanding, cooperation, and collaboration between the specific areas of focus within Educational Psychology.

KAPPA DELTA PI (KDP)
Kappa Delta Pi, the international honor society in education, recognizes outstanding contributions to education and encourages professional fellowship. Those undergraduate education majors who exhibit sound scholarship (a GPA of at least 3.25), commendable personal qualities, and worthy educational ideals are eligible for membership.

OKLAHOMA EDUCATIONAL STUDIES ASSOCIATION (OESA)
OESA is an academic organization founded in 2001 to support graduate students and faculty in Education studies. Membership in OESA is open to all graduate students and faculty at the University of Oklahoma who are involved in educational inquiry in good academic standing, and committed to high quality scholarship and inquiry in the various fields of education. Education Studies derives its character and methods from a number of academic disciplines and area studies, including history, philosophy, sociology, anthropology, religion, politics and law, cultural studies, gender studies and educational policy studies.

THE STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN (SCEC)
The University of Oklahoma Student Council for Exceptional Children is dedicated to enhancing the preparation of preservice special educators as they are about to embark on teaching students of all abilities. Professional development on timely topics through specific presentations is ongoing throughout the fall and spring semesters. Direct interaction with fellow students and faculty members further enriches the experiences available through this organization. Service learning provides additional opportunities to strengthen skills that will be needed once practicing in the field. Membership is open to preservice general educators as well as special educators.

STUDENT OKLAHOMA EDUCATION ASSOCIATION (SOEA)
The University of Oklahoma Student Oklahoma Education Association (SOEA) is a pre-professional organization of undergraduate and graduate students currently preparing for careers in education. Through SOEA, students are affiliated with the larger Oklahoma Education Association and the National Education Association. Membership in SOEA provides networking opportunities with professional educators and the opportunity to participate in professional development workshops and unite for special projects.

Scholarships and Financial Aid

UNDERGRADUATE SCHOLARSHIPS
- Frank and Dyan Agar Scholarship
- Blanche Honaker Brakebill Scholarship
- Leah Copass Brakebill Scholarship
- Jeannine Rainbolt College of Education Associates Award
- Jeannine Rainbolt College of Education Undergraduate Scholarship Award
- Judith Bratcher Crockett Scholarship in Education
- Mary Marie Cunningham Scholarship
- Dallas Area Education Alumni Scholarship
- Frances Ranson Dunham Scholarship Fund
- Carl P. and Erma W. Dunifon Education Scholarship
- Garnett Fittro Award
- Dawn M. Glitsch Memorial Scholarship
- Virginia Hallum Trust Award
- Clara Rusk Hastings Scholarship Trust
- Elizabeth Raye Hazelwood Scholarship
- Joanne Hendrick Early Childhood Endowed Scholarship
- Rosa Brink and Shirley Brink Holladay Scholarship
- Diane Holt-Reynolds Memorial Scholarship
- Eunice Lewis Mathematics Education Scholarship
- Sandra L. O’Brien Endowed Scholarship
- Oklahoma State Regents for Higher Education Future Teacher Scholarship Program
- Parks Memorial Scholarship
- Jeanne Reeder Perkins Scholarship
- Jeanne T. Rainbolt Scholarship
- Erin and Mary Reed Scholarship
- Landra and Grant Rezabek Scholarship Fund
- Patricia Elaine Rigney Scholarship
- Lillian J. Scott Endowment Fund
- Sherry S. Steele Scholarship
- B.H. Taylor Scholarship
- Teach America Tomorrow Award
- University of Oklahoma Jeannine Rainbolt College of Education Alumni and Friends Association
- Nadine R. Vincent Scholarship Fund
- Lila Merle Welch Memorial Fund

GRADUATE SCHOLARSHIPS
- William Jeffrey Argo Scholarship Fund
- A.E. Clark Memorial Graduate Scholarship
- Jeannine Rainbolt College of Education Associates Awards Scholarships
- Jeannine Rainbolt College of Education Graduate Scholarship
- Dallas Area Education Alumni Scholarship
- Hannah Foreman Davis Scholarship Fund
- Frances Ranson Dunham Scholarship Fund
- Carl P. and Erma W. Dunifton Scholarship Fund
- Ruby Grant Reading Scholarship
- Herbert Hengst Scholarship in Administration in Higher Education
- Rosa Brink and Shirley Brink Holladay Scholarship
- Diane Holt-Reynolds Memorial Scholarship
- Kern and Ruth Chastaine Johnson Scholarship Fund
- Paul F. Kleine Graduate Scholarship
- Michael Langenbach Scholarship
- Sandra L. O’Brien Endowed Scholarship
- Jeanne Reeder Perkins Scholarship
- William B. Ragin Memorial Scholarship
- The Kailas and Becky Rao Scholarship in Memory of Dr. Gerald Kidd
- Dr. Glenn Snider Education Scholarship Fund
- Richard P. Williams Memorial Scholarship
- Fred Wood Scholarship

For more information on scholarship and financial aid opportunities, consult A Guide to Scholarships & Financial Aid available in the Office of Prospective Student Services and online through the OU Financial Aid Services Web site at http://financialaid.ou.edu/.
Undergraduate Study

General Information

STEPS IN ENROLLMENT

High School Students
If you are a high school graduate or soon will graduate, contact: Office of Admissions, 1000 Asp Avenue, Room 127, Norman, OK 73019-4076, (405) 325-2252.

Prospective students should follow all application instructions carefully. Information about tuition, fees, housing and student affairs is available from the Office of Admissions and the Office of Prospective Student Services.

Upon acceptance to the University, students will receive a letter containing information about advising and enrollment procedures. All students admitted directly from high school are advised through University College.

Transfer Students
If you wish to transfer from another college or university, contact: Office of Admissions, 1000 Asp Avenue, Room 127, Norman, OK 73019-4076, (405) 325-2252.

You may be admissible either to the University College or directly to the Jeannine Rainbolt College of Education, depending upon whether you have accumulated sufficient hours and meet other requirements for admission to the Jeannine Rainbolt College of Education.

Admission

There are three levels of admission involved in the TE-PLUS teacher education program.

I. Admission to the Jeannine Rainbolt College of Education

Students at the University of Oklahoma are eligible for admission to the college after they have:

A. a minimum of 24 semester hours earned from an accredited institution of higher learning;
B. a minimum of 2.75 combined retention grade point average on all coursework attempted;
C. declared major in education.

II. Full Admission to a Certification Program

Students are eligible to apply for full admission to a teacher education certification program after they have:

A. a minimum of 30 semester hours from an accredited institution of higher learning earning a grade of C or better in the following 24 hours of coursework as defined by the Oklahoma State Regents for Higher Education: English (Composition and Literature) ENGL 1113 and 1213 or their equivalencies—six hours; College Algebra—three hours; American History—three hours; American Government—three hours; Humanities—three hours; Social and Behavioral Sciences—three hours; Natural Sciences—three hours;
B. a minimum OU retention and combined retention grade point average of 2.75 on all coursework attempted;
C. a 3.00 combined retention grade point average on all coursework attempted or successful completion of the Pre-Professional Skills Test (PPST) or Oklahoma General Education Test (OGET).

Admission to a teacher education certification program requires meeting particular program requirements, submission of an application and essay, and an interview with program area faculty. Upon successful completion of the interview process, students will be fully admitted to a specific teacher education program and given permission to enroll in education classes.

III. Admission to the Graduate College to Complete the Graduate Certification Component of the TE-PLUS Program

Students must be admitted to the Graduate College to complete the graduate certification component of the TE-PLUS program. They may begin a master’s degree program or be classified by the Graduate College as a certification only student. Those students wishing to pursue a master’s degree must also meet the specific admission requirements for that degree. For full admission to the Graduate College, students must achieve a 3.00 grade point average on the last 60+ hours of undergraduate work; for conditional admission, students must achieve a 2.75-2.99 grade point average on the same 60+ hours. Students also must meet the admission requirements of the master’s program they wish to enter.

Academic credit from any division of the University of Oklahoma — Norman campus, Health Sciences Center, OU-Tulsa, or Continuing Education — is considered resident credit at the University of Oklahoma. Grades and hours earned in any of these divisions are included in the OU retention and cumulative grade point averages for purposes of admission or readmission to the University, and to the individual colleges within the University.

Admission requirements are subject to change on an annual basis. For information that applies to you, please consult the degree checksheet in effect at the time of your first enrollment in the state system.

Retention

A. Students must maintain a minimum OU retention and combined retention grade point average of 2.75 in all undergraduate coursework. Students whose OU retention or combined retention grade point average at the undergraduate level falls below 2.75 will be subject to dismissal from the college. In the graduate component of their program, students must meet Graduate College requirements of a minimum 3.00 grade point average in all graduate coursework attempted and earn no grade less than a B. Academic credit from any division of the University of Oklahoma — Norman campus, Health Sciences Center, OU-Tulsa, or Continuing Education — is considered resident credit at the University of Oklahoma. Grades and hours earned in any of these divisions are included in the OU retention and cumulative grade point averages for purposes of admission or readmission to the University, and to the individual colleges within the University.

B. Students must maintain a minimum of 2.75 grade point average in all professional and all specialized education courses earning no grade less than a C.

C. Students must earn a C or better in Communication 1113 or its equivalent.

D. Students who have not earned an OU retention or combined retention grade point average of 2.75 after the completion of 60 semester hours will be dismissed from the College.

E. Students will be withdrawn from courses for failing to observe prerequisites and corequisites. Continued disregard of prerequisites and corequisites is grounds for dismissal from the college.

F. Coursework over 10 years old in the professional and specialized education must be reviewed and approved by faculty in the appropriate area before it can be credited toward the completion of a teacher education degree or certification program. There is no guarantee that work over 10 years old will be accepted.

G. A student has six years to complete a teacher education degree after full admission to a teacher certification program. After the six-year period, a work over 10 years old will be accepted.

H. To begin the graduate certification component, students must be admitted to the Graduate College in good standing (3.00 on the last 60+ hours) or conditionally (2.75–2.99 on the last 60+ hours).

Requirements for Graduation

The responsibility for meeting all graduation requirements lies with the student. The requirements for graduation from the University of Oklahoma through the Jeannine Rainbolt College of Education are:

1. A minimum of 124 semester hours inclusive of general education, professional education, specialized education and elective courses.
2. OU retention and combined retention grade point averages of 2.75 or higher.
3. Minimum grade point average of 2.75 in all professional and all specialized education coursework.
4. A minimum of 40 hours of upper division coursework (3000-4000).
5. A grade of C or better in all professional and specialized education coursework.
6. A minimum of 60 hours from a senior institution.
7. Completion of an Application for Graduation and file by the published deadline.

General Education
General Education introduces the student to the arts, sciences and humanities as knowledge taken to be worthy in and of itself; as being valuable to the citizen participating in the American democracy; as knowledge useful to all in a technological society; and as an introduction to the fields of knowledge exposing the college student to various career options.

General Education is based on those studies known as the liberal arts and liberal sciences, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, the social and behavioral sciences, and oral and written communication skills.

Please refer to the respective checksheets for specific General Education requirements.

Professional Education
Professional core education courses are EDSP 3054, EIPT 3043, EIPT 3473, EIPT 3483, EDS 4003, EDUC 5920 and a graduate research course. Field experiences are required with EDS 4003 and EIPT 3483.

Education 5920 and a three-hour research course are completed in the graduate certification component. Admission to the student teaching internship semester requires admission to the Graduate College and satisfactory completion of all baccalaureate degree requirements.

Continued progress in the professional sequence is dependent upon successful completion of prerequisites. (A laboratory fee, covering materials and equipment use, is charged of all students taking EIPT 3043, Learning with Educational Technologies.)

Specialized Education
Specialized education requirements vary according to the teacher certification program. The requirements for each certification program are printed on the degree checksheet. These checksheets are available online at: http://checksheets.ou.edu/educindx.htm and in the Advising Center, 137 Ellsworth Collings Hall. Continued progress in the specialized Education coursework is dependent upon successful completion of prerequisites.

Other Requirements
TRANSFER WORK
All professional education coursework transferred to the University of Oklahoma and submitted by the student as the equivalent of required courses in any teacher certification preparation program will be subject to the approval of the Jeannine Rainbolt College of Education.

ACADEMIC RESIDENCE
A student in the Jeannine Rainbolt College of Education shall satisfy the minimum academic residence requirement by completing courses offered on the University’s Norman campus or at a residence center. Residency begins with full admission to teacher education. The student can meet the residence requirement through one of the two following options:
1. Completing in residence 45 of the last 60 hours prior to graduation after being fully admitted to a teacher education program; or,
2. Completing in residence the last 30 consecutive hours prior to graduation after being fully admitted to a teacher education program.

ADVANCED STANDING, CORRESPONDENCE AND/OR EXTENSION
Credit granted through advanced standing may be accepted as residence study. Please refer to the Admissions section of this catalog for further information on the regulations governing advanced standing credit. Credit earned through correspondence cannot be used to meet the basic professional sequence requirements. The maximum allowable accumulation of advanced standing, correspondence and extension study credit in general education, specialized education, and professional education shall be one-fourth the total semester hours required in each category.

University of Oklahoma regulations pertaining to the acceptance of correspondence and extension credit from other institutions must be met before such work may be applied toward the degree.

CREDIT HOUR LOAD
Undergraduate Students
Sixteen semester hours constitute a normal enrollment. Students may enroll for 17 or 18 semester hours if they have grade point averages of 2.75 or above. Students with grade point averages of 3.00 or above may enroll for 19 or 20 semester hours if they have the approval of their adviser and the dean of the college. Students with grade point averages of 3.50 may take more than 20 semester hours if they have the approval of their adviser and the dean of the college. During the summer session the maximum enrollment is nine hours.

Graduate Students
Students enrolled for the student teaching internship may not take more than nine semester hours without the approval of their faculty adviser and the dean.

PASS/NO PASS OPTION
The pass/no pass option may be used only on elective courses belonging to one of the General Education areas of free electives. That is, if a specific course is listed as a requirement in one of these areas, it may not be completed under the pass/no pass option. Since such specific requirements vary with the individual teacher certification programs, it is the responsibility of the students to check their particular program requirements in the General Education areas so that they may properly apply the pass/no pass option to their credit for graduation. All professional and specialized education course requirements are also excluded from the pass/no pass option.

STUDENT RESPONSIBILITY
The Jeannine Rainbolt College of Education disseminates information through the various offices, particularly the Student Services Center. An adviser is appointed to every student enrolled in the college. Even so, the student is expected to read the catalog, and know and understand all the requirements stated therein and on the appropriate degree checksheet.

The final responsibility for meeting degree requirements rests with the student.

ACADEMIC RETENTION NOTICE
Any student whose OU retention or combined retention grade point average falls below 2.75 will be subject to dismissal from the college.

Degrees Awarded
A degree is awarded only upon recommendation of the college, and represents the satisfactory completion of all requirements as set forth in the section, Requirements for Graduation section.

Degrees of Special Distinction will be awarded to graduating seniors who:
1. Have grade point averages of not less than 3.75 combined cumulative on all completed coursework;
2. Have completed not less than 60 hours of their last 75 hours in residence at the University; and
3. Have not been subject to disciplinary action.

Degrees with Distinction will be awarded to graduating seniors who:
1. Have grade point averages of not less than 3.50 combined cumulative on all completed coursework;
2. Have completed not less than 60 of their last 75 hours in residence at the University; and
3. Have not been subject to disciplinary action.
(OGET, OSAT, and OPTE), will be recommended by the Jeannine Rainbolt
College of Education for state licensure. A teaching license will be issued by
the Oklahoma State Department of Education. The license to teach is valid
for one year, during which time the holder participates in the Oklahoma
Resident Teacher Program. The residency must be served in an accredited
school and under the supervision of a committee composed of
professionals from the school and from among University teacher
education personnel.

The committee is responsible for assisting the resident teacher and for
making a final recommendation as to the resident teacher's eligibility for a
standard teaching certificate.

Teacher Certification Programs

The following three teacher certification programs are available exclusively
through the Jeannine Rainbolt College of Education:

- Early Childhood Education
- Elementary Education
- Special Education

The following are offered either through the Jeannine Rainbolt College of
Education or in collaboration with the College of Arts and Sciences:

- Foreign Language Education: French, German, Latin and Spanish
- Language Arts Education
- Mathematics Education
- Science Education
- Social Studies Education

The following is offered through the Weitzenhoffer Family College of Fine
Arts:

- Music Education: Instrumental, Vocal.

Graduation requirements vary according to which college a student elects
to enter, and are stated on the program area checklists.

Field Experiences

The TE-PLUS program contains three formal field experiences where
students are placed in educational environments representing rural, urban,
and suburban settings. These field experiences are tied to particular
coursework. Students will learn about the expectations and their
placements during class. Other, more informal field experiences are
affiliated with some of the courses in professional and specialized
education courses. These experiences are critical to student's professional
development. Each teacher certification program culminates with the
student teaching internship as a 16-week full-time field experience.

Program Requirements

Bachelor of Science in Education Majors

Undergraduate degree requirements are revised and published annually by
the Office of Curricular Changes and Academic Publications. The specific
requirements are available on the Internet at:


EARLY CHILDHOOD EDUCATION

General Education Requirements

1. English — 12 hours: ENGL 1113, ENGL 1213 or EXPO 1213, ENGL
   2413; COMM 1113.
2. Mathematics — 12 hours: MATH 1473, 1503 or 1523, 2213, 3213.
3. Social Studies — 12 hours: HIST 1483 or 1493; PS 1113; ANTH
   2113 or SOC 1113; Non-Western Culture — from approved general
   education list (3000-level or above) and adviser approved.
4. Science — 12 hours: One course in the biological sciences, BOT, HES,
   MBIO or ZOO; one course in the physical sciences, AGSC, ASTR, CHEM,
   GEOG, GEOI, GPHY, METR, PHYS; and any 2000-level or higher
   science course. One course must include a laboratory component.
5. Behavioral Science — three hours: EDEC 3413.
6. Practical Arts — three hours: EDEC 2203.
7. Arts and Humanities — three hours: PHL 1013.
9. Foreign Language — 0–10 hours; Two college-level courses in a single
   foreign language or proficiency; Teacher candidates must demonstrate
   conversational skills at a novice-high level in a language other than
   English.
10. Senior Capstone Course — EDEC 4123; satisfied under Specialized
    Education requirements.

Professional Education

EDS 4003, EIPT 3043, 3473, 3483; EDSP 3054; EDEC 3001, 4001, 4980.
Additional coursework required for certification: EDUC 5920 (PK-K), 5920
(1–3), ILAC 5143.

Specialized Education

EDEC 3213, 3211, 3223, 3221, 3233, 4123, 4121, 4203; MUED 2733;
EDMA 3053, 3153; EDLT 3183, 3253, 4303; EDSC 4093; EDSS 3553;
additional free electives to meet the 124 requirement for graduation.

ELEMENTARY EDUCATION

General Education Requirements

1. English — 12 hours: ENGL 1113, ENGL 1213 or EXPO 1213, ENGL
   2000-level or higher; COMM 1113 or COMM 2613.
2. Mathematics — 12 hours: MATH 2213, 2223, and two MATH courses
   from approved general education list.
3. Social Studies — 15 hours: HIST 1483 or 1493; PS 1113; any ANTH
   or SOC from approved general education list; GEOG 1103 or 2603;
   Non-Western Culture — from approved general education list
   (3000-level or above) and adviser approved.
4. Science — 12 hours: One course in the biological sciences, BOT, HES,
   MBIO or ZOO; one course in the physical sciences, AGSC, ASTR, CHEM,
   GEOG, GEOI, GPHY, METR, PHYS; and any 2000-level or higher
   science course. One course must include a laboratory component.
5. Foreign Language — 0–10 hours; Two college-level courses in a single
   foreign language or proficiency; Teacher candidates must demonstrate
   conversational skills at a novice-high level in a language other than
   English.
6. Senior Capstone Course — EDEL 4063; satisfied under Professional
   Education requirements.

Electives to total 55 hours.

Professional Education

EDS 4003; EIPT 3043, 3473, 3483; EDSP 3054; ILAC 4003, EDUC 4050,
EDEL 4063.

Specialized Education

EDEL 3002, 3243, 4101, 4980; EDMA 3553, 4553; EDLT 3253, 3711,
3713; EDSS 3553, 4323; EDSC 4093; EDSS 4193.

FOREIGN LANGUAGE EDUCATION

General Education Requirements

1. Communication Skills — nine hours: ENGL 1113, ENGL 1213 or EXPO
   1213; COMM 1113 or 2613.
2. Mathematics — three hours: any Math course from approved general
   education list.
4. Science — eight or nine hours: One course in the biological sciences,
   BOT, HES, MBIO or ZOO; one course in the physical sciences, AGSC,
   ASTR, CHEM, GEOG, GEOI, GPHY, METR, PHYS. One must include a
   laboratory component.
5. Behavioral Science — three hours: one course chosen from ANTH, PSY,
   or SOC.
6. Arts and Humanities — six hours: any two courses chosen from general
   education approved Artistic Forms list. No more than one course from each
   designator/prefix.
7. Contemporary World Culture — 13 hours: HIST 1223 or 1233 (Spanish majors complete HIST 2613 or 2623); an elementary knowledge of another classical or modern foreign language is required (two courses).
8. Non-Western Culture — three hours: one course chosen from approved general education list (3000-level or above).
9. Senior Capstone Course — three hours: FR 4993 or GERM 4333 or LAT 4503 or SPAN 4183.

Electives to total 55 hours.

**Professional Education**

EDS 4003; EIPT 3043, 3473, 3483; EDSP 3054; MLLL 4813 (Latin majors complete LAT 4313).

Additional coursework required for certification: EDUC 5920 (Elementary), 5920 (Secondary) and MLLL 5920.

**Specialized Education**

**French:** FR 1115, 1225, 2113, 2133, 2223, 2243, 3083, 3423, 3853, 4153, 4163, 4313, 4323; LING 4023; additional elective hours to meet 124 hour undergraduate minimum for graduation may be taken from MLLL, Classics, or Language area, seven hours.

**German:** GERM 1115, 1225, 2113, 2223, 3423, 3523, 3623, 3853, 4313, 4333, 4323, LING 4023, and six hours of GERM 4000–5000-level course in major language; additional elective hours to meet 124 hour undergraduate minimum for graduation may be taken from MLLL, Classics, or Language area, seven hours.

**Latin:** LAT 1115 and 1215 or 1315, 2113, 2213; 15 hours of Latin courses numbered 3000 and above; six hours chosen from LAT or CLC courses numbered 2000 or above; six hours of CLC courses numbered 3000 or above; LAT 4503 or CLC 4503. Additional elective hours to meet 124 hour undergraduate minimum for graduation may be taken from Classics or Latin area, seven hours. Students who choose LAT 1315 instead of LAT 1115 and 1215 must complete an additional five hours of electives.

**Spanish:** SPAN 1115, 1225, 2113, 2223, 3073, 3423, 3853, 4093, 4103, 4153, 4163, 4313, 4323, LING 4023; additional elective hours to meet the 124 hour undergraduate minimum for graduation may be taken from MLLL, Classics, or Language area, four hours.

**LANGUAGE ARTS EDUCATION**

**General Education Requirements**

1. Communication Skills — nine hours: ENGL 1113, ENGL 1213 or EXPO 1213; COMM 1113 or 2613; two courses chosen from the following: EDEN 4273; ENGL 2113, 2123, 2133, 3103, 3123, 3133, 3143, 5403.
2. Mathematics — three hours: any Math course from approved general education list.
4. Biological Science — four to five hours: one course in the biological sciences, BOT, HES, MBIO, or ZOO.
5. Physical Science — three to four hours: one course in the physical sciences, AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, MTR, PHYS. One course of the above biological or physical science courses must include a laboratory component.
6. Behavioral Science — three hours: one course chosen from ANTH, PSY or SOC.
7. Arts and Humanities — nine hours: ENGL 2413, 4130, any PHIL course from approved general education list.
8. Foreign Language — 3–10 hours; Two college-level courses in a single foreign language or proficiency; Teacher candidates must demonstrate conversational skills at a novice–high level in a language other than English.
9. Non-Western Culture — three hours: one course chosen from approved general education list (3000 level or above).
10. Senior Capstone — 3 hours: ENGL 4853 and EDEN 4914, satisfied under Professional Education requirements.

**Professional Education**

EDEN 3223, 4914, 4923; EDS 4003; EIPT 3043, 3473, 3483; EDSP 3054.

Additional coursework required for certification: EDUC 5920; EDEN 5203.

**Specialized Education**

**American Literatures:** Students must take at least four ENGL courses from the following list. One course must be ENGL 2773 or 2883; ENGL 2713, 2733, 2743, 3253, 3533, 3713, 4013, 4713, 4723, 4733, 4813, 4823, or 4833.

**English Literatures:** Students must take at least four ENGL courses from the following list. One course must be ENGL 2543 or 2653 and one must be ENGL 4523 or 4533. ENGL 3033, 3513, 3523, 3533, 3543, 3613, 3623, 4013, 4433, 4503, 4513, 4543, 4553, 4563, 4573, 4583, 4613, 4623, 4633.

**World Literatures:** ENGL 2313 and 2443; students must also take at least two ENGL courses from the following list. ENGL 2433, 3013, 3313, 3323, 3333, 3343, 3363, 3383, 3403, 3423, 3433, 3573, 3653, 4003, 4223, 4243, 4263, 4303, 4403, 4423, 4433, 4453, 4463, 5003.

**Communication and Linguistics:** Students must take at least one course from the following list. ENGL 4463, COMM 2003, 2213, 3223, 3513, 4153. Additional guided electives to meet the 124 hours required for graduation, 9 hours.

**MATHEMATICS EDUCATION**

**General Education Requirements**

1. Communication Skills — nine hours: ENGL 1113, ENGL 1213 or EXPO 1213; COMM 1113 or 2613.
2. U.S. History and Government — six hours: HIST 1483 or 1493; PSC 1113.
3. Biological Science — four to five hours: one course in the biological sciences, BOT, HES, MBIO, or ZOO. The course must include a laboratory component.
4. Behavioral Science — three hours: one course chosen from ANTH, PSY or SOC.
5. Arts and Humanities — nine hours: any PHIL course; any two courses chosen from general education Artistic Forms. No more than one course from each designator/prefix.
6. Contemporary World Culture — three hours: one course from one of the following areas: American ethnic studies, economics, foreign language, geography, or world literature.
7. Foreign Language — 0–10 hours; Two college-level courses in a single foreign language or proficiency; Teacher candidates must demonstrate conversational skills at a novice–high level in a language other than English.
8. Non-Western Culture — three hours: one course chosen from approved general education list (3000-level or above).
9. Senior Capstone Course — three hours: EDMA 4243.

Electives to total 55 hours.

**Professional Education**

EDS 4003; EIPT 3043, 3473, 3483; EDSP 3054; EDMA 4233, 4243; ILAC 4003.

Additional coursework required for certification: EDUC 5920, One of the following: EDMA 5753, ILAC 5143, MATH 5990.

**Specialized Education**

**MATH:** *2183, *2423, 2433, 2443, 2513, 3113, 3333, 3613, 4323, 4753; PHYS *2514; CS 1313 or 1323; HSCI 3013 or 3023; three to nine hours from Math 4193, 4383, 4673, 4733, 4793, 4803, 4853.

* These 10 hours along with the 45 hours listed in General Education comprise the 55-hour minimum college requirement for General Education.

Specialization electives: 5–11 hours chosen in consultation with adviser.
SCIENCE EDUCATION

General Education Requirements
1. Communication Skills — nine hours: ENGL 1113, ENGL 1213 or EXPO 1213; COMM 1113 or 2613.
2. Mathematics — six hours: Math 1523 or higher; one course in Algebra or Calculus.
4. Behavioral Science — three hours: one course chosen from ANTH, PSY or SOC.
5. Arts and Humanities — nine hours: any PHIL course; any two courses chosen from general education Artistic Forms. No more than one course from each designator/prefix.
6. Contemporary World Culture — three hours: one course from one of the following areas: American ethnic studies, economics, foreign language, geography, or world literature.
7. Foreign Language — 0–10 hours; Two college-level courses in a single foreign language or proficiency; Teacher candidates must demonstrate conversational skills at a novice-high level in a language other than English.
8. Non–Western Culture — three hours: one course chosen from general education list (3000-level or above).
9. Senior Capstone Course — EDUC 4060; satisfied under Professional Education requirements.
Electives to total 55 hours: four hours.

Professional Education
EDS 4003; EIPT 3043, 3473, 3483; EDSP 3054; EDSC 4513/5513; EDUC 4060. Additional coursework required for certification: EDSC 5514.

Specialized Education
*BOT 1114; *ZOO 1114, 1121; One of the following: ZOO 2124, 2234, 2255, 3103 and 3101, or 3214; CHEM 1315, 1415; *PHYS 2414, 2424; GEOL 1114; METR 1014; Electives — 14–15 hours: to be selected from subject area(s) in which certification is sought. All electives may be taken in one or more areas listed above. Additional coursework required for certification: Additional courses in the natural sciences at the graduate level.

SPECIAL EDUCATION

General Education Requirements
1. English — 12 hours: ENGL 1113, ENGL 1213 or EXPO 1213; any ENGL 2000-level or higher; COMM 1113 or 2613.
2. Mathematics — 12 hours: MATH 2213, 3213, and six hours of MATH 2000-level or higher; COMM 1113 or 2613.
3. Social Studies — 12 hours: HIST 1483 or 1493; PSC 1113; GEOG 1103 or 2603; Non-Western Culture — three hours: one course chosen from approved general education list (3000-level or above).
4. Science — 12 hours: one course in the biological sciences, BOT, HES, MBIO or ZOO; one course in the physical sciences, AGSC, ASTR, CHEM, GEOG, GEOL, GPHY, METR, PHYS; and, any 2000-level or higher science course. One course must include a laboratory component.
5. Behavioral Science — six hours: PSY 1113; PSY 2403 or 2603.
6. Foreign Language — 0–10 hours; Two college-level courses in a single foreign language or proficiency; Teacher candidates must demonstrate conversational skills at a novice-high level in a language other than English.
7. Senior Capstone Course — EDSP 4134 and 4144; satisfied under Specialized Education requirements. Electives: one hour.

Professional Education
EDS 4003; EIPT 3043, 3473, 3483; EDSP 3054; EDSC 4513, 4514.

Specialized Education
EDLT 4001, 4013, 4023, 4033, 4043, 4053, 4063, 4072, 4083, 4093, 4103, 4112.
Department of Educational Leadership and Policy Studies

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Faculty Roster
Professors Ballard, Dillon, Forsyth, O’Hair, Raburn, Rossow, J.K. Smith, Tan, Vaughn, Weber; Associate Professors Covaleskie, Carn, Jean-Marie, Karpiak, Laird, Lim, Maiden, Noley, Rager; Assistant Professors Adams, Bass, Dancy, Frick, Gutierrez, Pasque, Vargas, V. Williams.

Degrees Offered
• Master of Education
• Doctor of Education
• Doctor of Philosophy

Master’s Degree Programs
• Adult and Higher Education
• Educational Administration, Curriculum and Supervision
• Educational Studies

Doctoral Degree Programs
• Adult and Higher Education
• Educational Administration, Curriculum and Supervision
• Educational Studies

Certificate Programs
• Superintendent of Schools
• Principal, Elementary/Secondary Schools

Master’s Degree Programs
ADMISSION AND REQUIREMENTS
Admission to a master’s degree program in education requires a 3.00 grade point average for the last 60 credits of undergraduate study. Additional qualifications may be required by faculty in some areas.

Applicants for programs leading to the Master of Education degree must present a bachelor’s degree in an appropriate field from an accredited college or university. Students may elect a thesis or a non-thesis program. Students must complete degree requirements within six calendar years after their first graduate enrollment at the University of Oklahoma. A written comprehensive examination may be required in the Department of Educational Leadership and Policy Studies.

The program for the master’s degree includes intensive preparation for a specialized type of educational responsibility with study in associated fields. Work at the graduate level may be required in educational psychology and historical, philosophical and social foundations of education. The exact pattern of the program will be determined after consultation with the adviser. Students may obtain information about specific course requirements for each program area from the department office.

Specific program requirements are intended to provide excellence of preparation in the field of practice. General requirements within the program areas assure a common base for all graduates. Thesis programs require a minimum of 30 semester credit hours, and non-thesis programs typically require a minimum of 36 credits.

Descriptions of each master’s program are given on the following pages. Prospective students are encouraged to seek additional information by contacting the graduate liaison officer in the department about the program area of their interest.

ADULT AND HIGHER EDUCATION (EDAH)
The master’s program in Adult and Higher Education prepares individuals to assume entry-level and mid-level administrative roles in appropriate adult and higher education organizations. The master’s program is comprised of a comprehensive curriculum and practical experiences designed to prepare students for professional positions in a variety of educational and training organizations including colleges and universities, governmental agencies, educational planning agencies, and business and industry. The master’s program offers these emphases:
• Adult and Continuing Education
• Higher Education Administration
• Institutional Research
• Student Affairs
• Community College Administration
• Intercollegiate Athletics Administration
• Distributive/Distance Learning and Education
• Training and Development

Adult and Continuing Education
This emphasis is designed to provide students with the competencies necessary to develop and administer successful educational programs for adults based on the literature in adult learning, program planning, and administration. This emphasis prepares professionals for work as administrators, program planners, and adult education specialists in a variety of organizations including universities, colleges, community colleges, vocational schools, business, industry, and government.

Higher Education Administration
The general higher education concentration focuses on topics related to general administration in two- and four-year colleges and universities. In this concentration, students are introduced to theories, issues, and research related to organizational behavior, leadership, academic administration, financial management, and planning in higher education. The concentration enables students to become competitive candidates for entry-level to mid-level general administrative positions in a variety of higher education settings and positions.

Institutional Research
The institutional research concentration focuses on the utility of data and information in decision making, planning, and management in colleges and universities. Students are introduced to management and decision support systems and the types of research that should be undertaken on various institutional aspects (students, faculty, staff, facilities, capital and finance, curricula, programs, internal and external environments) which can yield important findings and implications for planning and management purposes. This concentration prepares students to assume institutional research positions in higher education.

Student Affairs
The student affairs concentration focuses on the connections between theory and practice related to college students. In this concentration, students are expected to connect theoretical and conceptual understanding of student affairs leadership, administration, and college student development to administrative practice through coursework, practica, and other experiences. Students are additionally expected to develop competency within the following general areas: diversity, social justice, student development, persistence, community college contexts, and/or student outcomes. This concentration prepares students to assume entry-level to mid-level administrative student affairs positions across college and university types. More specifically, students are prepared to assume leadership roles in such areas as student services, residence life, financial aid, counseling, Greek life, student activities, orientation, career placement, and student development.
Intercollegiate Athletics Administration

Intercollegiate athletics is increasingly becoming an important and complex administrative function in higher education. The intercollegiate athletics administration concentration focuses specifically on organizational, administrative, and managerial issues related to intercollegiate athletics. This concentration prepares students for careers in athletic and related departments in higher education.

Distributive/Distance Learning Education

The emphasis on distance education prepares professionals for work in the field of distance education as administrators, planners, instructors, and telecommunications specialists in a variety of education-related organizations, including universities, colleges, state and federal agencies, business and industry. The distance education emphasis offers concentrations in administration and program design. The administration concentration is designed to provide professionals with the competencies required to plan and administer distance learning systems. The distance education design concentration prepares instructors with the competencies required to teach students who study at a distance. The focus of this program is on the application of telecommunications in educational settings.

Training and Development

The training and development emphasis prepares professionals for work as trainers, directors of training programs, and human resource professionals in a variety of training organizations including business, industry, government, and educational entities. Adult learning theory, instructional strategies, and evaluation provide a basic foundation for the study of training and development.

EDUCATIONAL ADMINISTRATION, CURRICULUM AND SUPERVISION (EACS)

The purpose of the master’s degree program in educational administration, curriculum and supervision is to provide graduate-level preparation for professional positions such as elementary school principal, middle school principal, director of elementary education, secondary principal, secondary curriculum consultant or supervisor, general or specific supervisor, curriculum consultant, and curriculum director. This program is offered in both thesis and nonthesis formats.

ADULT AND HIGHER EDUCATION

ADULT AND HIGHER EDUCATION DOCTORAL PROGRAM

The doctoral program in Adult and Higher Education is designed to prepare individuals for teaching and research positions in Adult and Higher Education, and for individuals interested in administrative and service positions in colleges and universities, professional organizations, and other educational and training agencies in government and the private sector. The degree awarded in adult and higher education is the Doctor of Philosophy (Ph.D.). This degree is directed toward the development of scholars and scholar/practitioners in Adult and Higher Education and is intended to serve individuals who have promise of making scholarly contributions to their area of expertise. Doctoral emphases within the Adult and Higher Education program include:

- Adult and Continuing Education
- Continuing Professional and Higher Education
- Higher Education Administration, Institutional Research, Student Personnel Services, Community College Administration, and Intercollegiate Athletics Administration
- Distributive/Distance Learning Education
- Training and Development

Students selecting an Adult and Continuing Education emphasis will develop knowledge and research skills to meet the learning needs of adults in formal or informal settings. The Continuing Professional and Higher Education emphasis provides students with the knowledge, competencies, and research skills appropriate to the role of administrator, professor, and researcher within the continuing professional and higher education frameworks. The Higher Education emphasis provides students with an in-depth understanding of administrative and research issues related to higher education as a unique organization, institutional research, student personnel services, and intercollegiate athletics administration. The Distance Education emphasis prepares students for work in the field of distance education as administrators, planners, instructors, and telecommunications specialists in a variety of education-related organizations. In the Training and Development emphasis, students will develop an in-depth understanding of the human resource potential in governmental, business and industrial organizations.
EDUCATIONAL ADMINISTRATION, CURRICULUM AND SUPERVISION DOCTORAL PROGRAMS

The doctoral programs (Ph.D. and Ed.D.) in EACS are designed to prepare individuals for careers in the education profession, including those found in higher education institutions and public schools. The Ph.D. is intended for those who wish to pursue careers in the research-oriented professions such as a faculty member in a research institution or as a professional staff member in a research center. The degree requires a high level of commitment to research and an understanding of leadership functions. The Executive Ed.D. degree is intended for those aspiring to central office or other practitioner fields in education. It is offered in a cohort format and is intended especially for those who are committed to a career in school administration. The Ph.D. program is individually tailored to support the needs, interests, and career aspirations of each student. Basic coursework in administrative and organizational theory, community, educational renewal and human relations, curriculum, supervision, finance, law, policy, politics, leadership, and evaluation is available. Doctoral study may be interdisciplinary so coursework and experiences from other departments and colleges are encouraged.

EDUCATIONAL STUDIES (EDS)

The Ph.D. program in educational studies prepares experienced educators for teaching and research positions in higher education or leadership roles in community and higher education. The program engages students in interpretive, normative, and critical research on children’s and adults’ experiences in diverse historical and cultural contexts, via the arts, humanities, or social sciences. Such research requires a broad, complex, and transformative view of teaching, learning, curriculum, and their myriad contexts, including gender, age, race, ethnicity, sexual orientation, and socioeconomic status. This interdisciplinary field brings together historical, philosophical, sociological, economic, legal, anthropological, and human relations approaches to understanding and evaluating the means and ends of education, past and present, actual and potential, especially for social justice. The program requires students to work closely with faculty to design their programs of study and residency plans so that they are tailored to each individual’s own professional purposes and social justice concerns.

Graduate Student Organizations

*Phi Delta Kappa* is a national fraternity dedicated to the promotion of excellence in leadership, scholarship and service through the education profession. The University of Oklahoma chapter was established in 1921 and has operated continuously since that time. Membership, available to all graduate students without condition as to race, sex or ethnic origin, is based upon satisfactory performance at the graduate level, and the indication of potential in the furtherance of the objectives of the organization.

*Kappa Delta Pi*, also a national fraternity that encourages the development of leadership in education, is open to graduate students as well as upper-division and undergraduates who have shown evidence of successful scholastic achievement.

Certificate Programs for Educational School Administrators

**Administrative Officer**

In Oklahoma, certificates in school administration are issued by the Oklahoma State Department of Education. Applicants must meet three criteria:

1. Two years of teaching experience;
2. A masters degree in Educational Administration and Curriculum Supervision and recommendation from the director of the educational professions division of the institution;
3. A passing score on the appropriate Oklahoma State Certification exams.

To receive a recommendation from the University of Oklahoma, students must complete all the requirements of the program and be favorably recommended by their advisor.

The curricula for teacher education are planned by committees of the EACS faculty. As listed in the following pages, these curricula satisfy the requirements for standard certificates in Oklahoma. For additional information concerning teacher education at the University of Oklahoma, inquiries should be addressed to the Director, Division of Teacher Education.

Department of Educational Psychology

**Teresa K. DeBacker, Chair and Graduate Liaison**

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**Faculty Roster**

*Counseling Psychology*: Professors Newman, Pace, Pappas, Stoltenberg; Associate Professor Beesley, Frey, McWhirter, Robbins.

*Instructional Psychology and Technology*: Professors DeBacker, Greene, Miller; Associate Professors Bradshaw, Crowson, Ge, Hardré; Assistant Professors Cullen, Eyster, Hennessey, Hong.

*Special Education*: Professors Gardner, Haring, Martin; Associate Professor Lovett; Assistant Professor Brandes, Williams-Diehm.

**Degrees Offered**

- Master of Education
- Doctor of Philosophy

**Master’s Degree Programs**

- Community Counseling
- Instructional Psychology and Technology
- School Counseling
- Special Education

**Doctoral Degree Programs**

- Counseling Psychology
- Instructional Psychology and Technology
- Special Education

**Purposes**

The mission of the Department of Educational Psychology, through its programs in counseling, instructional psychology and technology, and special education is to:

1. Develop and disseminate new knowledge through research and scholarly activity, deliver quality instruction, and provide professional training worthy of recognition at the regional and national levels;
2. Provide service to the University and leadership to our respective disciplines at the state, regional and national levels;
3. Be responsive to those opportunities for research, training and service occurring at the junctures of those disciplines within the department, and;
4. Participate fully in those teacher-preparation and related educational programs, through which the Jeannine Rainbolt College of Education meets the state’s needs for educational personnel.
Graduate Assistantships
A limited number of graduate assistantships and fellowships are available. These are usually reserved for students in doctoral programs. Applications can be made through the program area coordinator.

Special Facilities
COUNSELING CLINIC
The Counseling Psychology Clinic is located at 3200 Marshall Avenue, Suite 100. The clinic functions as a mental health facility for Norman and surrounding areas with services provided by masters students in the community and school counseling programs and doctoral students in counseling psychology.

Admission Requirements
Admission to study for the master’s degree in education requires a grade point average of 3.00 in the last 60 hours of undergraduate study. Additional requirements in some areas are determined by area faculty.

Requirements for the Master’s Degree
Applicants for programs leading to the degree of Master of Education must present a bachelor's degree in an appropriate field from an accredited college or university. A student must complete work within six calendar years after the student’s last graduate enrollment at the University of Oklahoma. Depending on program area, a written examination is required and thesis, non-thesis, or special project options may be applicable.

Master’s Degree Programs
Descriptions characterizing each master’s program follow. Prospective students are encouraged to seek additional information by contacting the program coordinator in their area of interest.

COUNSELING
The counseling program area offers two master’s degree programs:

Community Counseling — This 49 credit-hour program is designed to train persons who are interested in working as counselors in various community, state, and federal agencies. All students complete a one-year supervised practicum at the OU Counseling Clinic, and a one-year internship at an external mental health agency. For graduates of this program who wish to pursue the Licensed Professional Counselor (LPC) license issued by the state of Oklahoma, 11 hours of additional coursework is required. This additional coursework is available to those who wish to meet LPC requirements.

School Counseling — This 48 credit-hour program is designed to train persons interested in working as counselors in elementary and secondary schools in both public and private settings. It is a two-year, 48-hour program designed to accommodate the work schedules of public school teachers. Graduates of the program will have completed the coursework and experiences necessary to obtain state certification as a school counselor in Oklahoma.

INSTRUCTIONAL PSYCHOLOGY AND TECHNOLOGY
The program area in instructional psychology and technology offers two master’s degree options:

- Instructional Design and Technology
- Instructional Psychology and Technology

The Instructional Design and Technology master’s degree option develops the knowledge and skills necessary for the execution and management of instructional design/development projects in a variety of settings. Study of the psychological foundations of learning and the elements of instructional design are central to this option. Additionally, students can select electives that will prepare them to manage the design of advanced learning technologies and complex learning environments. Instructional Designers work with content experts to develop training and instructional programs in business, industry, or government. Students wishing to pursue doctoral work in instructional design and technology may also select electives providing the research foundations needed.

The Instructional Psychology and Technology masters’ degree option develops expertise in the psychological foundations of learning and instruction. Within this option individuals may select elective courses that strengthen their effectiveness in instruction and assessment, or choose an emphasis focusing on the integration of instructional technology in their classroom teaching. Individuals may also select an emphasis that prepares people wanting to pursue a doctoral degree in the field of Instructional Psychology and Technology.

SPECIAL EDUCATION
The master’s degree program in special education is designed to prepare master educators to meet the needs of individuals with disabilities in schools and other natural environments. It is possible to complete special education teacher certification requirements while working towards the M.Ed. degree. Graduates of the program typically assume positions as teachers or administrators of programs serving individuals with disabilities.

Students in the program are required to complete six core courses in special education and one introduction to research course. These core courses focus on advanced knowledge regarding instructional strategies, management techniques, accommodations, and modifications to support individuals with disabilities as they reach their fullest potential. Students take an additional 12 credit hours of elective courses designed to accommodate individual interests. Thus, students complete the program with either 32 or 34 credit hours depending on whether they select a non-thesis or thesis option. Students have the opportunity to work closely with nationally recognized faculty and develop a support network of professional colleagues as they become master educators.

Doctoral Programs
Doctoral programs in the Department of Educational Psychology are designed for present and prospective administrative, service and faculty positions in colleges and universities, public schools, and other education and training agencies in government and the private sector. Doctoral programs exist in the areas of instructional psychology and technology, counseling psychology (accredited by the American Psychological Association) and special education.

Ph.D. programs in the Department of Educational Psychology are directed at development of scholarly expertise in an area and are intended to serve individuals who have promise of making contributions to their area of expertise. In addition, the Ph.D. counseling psychology program is designed to prepare licensed psychologists in this specialty area.

Department of Educational Psychology
Quantitative, and Analytic), which are used along with other data as a basis for admission. Programs may impose admission requirements in addition to those set by the Graduate College and the department. The program area coordinator should be consulted for special program application requirements, and for annual admission application deadlines. A TOEFL of 550 or better is required for international students.

An advisory committee will be appointed by the graduate dean upon recommendation from the student’s area and the department chair and/or graduate studies committee in consultation with the student. The advisory committee will consist of a chairperson from the student’s major field, at least one faculty representative outside the Department of Educational Psychology and other members to total at least five. The “outside member” should be a regular graduate faculty member at the University of Oklahoma Norman campus. The advisory conference will determine the program of study that must be completed to qualify for the degree.

Upon completion of the majority of required coursework (exclusive of dissertation), the student must complete the General Examination. Prior to attempting the General Examination, a student must demonstrate proficiency in research methods. For more detailed descriptions of research proficiency procedures, contact the graduate liaison in the department. The student must also meet all relevant requirements of the Graduate College, as well as those of the student's individual program area.

The candidate is expected to complete all degree requirements within four years after the General Examinations. Failure to accomplish this may require the candidate to retake the General Examination.

Prospective students are encouraged to consult the Department of Educational Psychology Graduate Student Handbook for information about program availability, and college and departmental requirements. In addition, the section of the Graduate Bulletin, which describes the procedures and requirements for graduate study at the University, should be reviewed and kept as a reference.

Master’s Degree Program Concentrations

- Bilingual Education
- Early Childhood Education
- Elementary Education
- English/Language Arts Education
- Instructional Leadership
- Mathematics Education
- Reading Education
- Science Education
- Secondary Education
- Social Studies Education
- Natural Science (Interdisciplinary degree Jeannine Rainbolt College of Education and College of Arts and Sciences)

Doctoral Degree Program Concentrations

- Early Childhood Education
- Elementary Education
- English/Language Arts Education
- Instructional Leadership
- Mathematics Education
- Reading Education
- Science Education
- Secondary Education
- Social Studies Education

Requirements for the Master’s Degree

Admission to study for the master’s degree in education requires a grade point average of 3.00 in the last 60 hours of undergraduate study. Additional requirements in some areas are determined by area faculty.

Applicants for programs leading to the degree of Master of Education must present a bachelor’s degree as conferred by the University of Oklahoma or the equivalent, and the prerequisites for graduate courses in the teaching subjects. The student may elect a thesis or a non-thesis option. A student must complete work within five calendar years after the student’s first graduate enrollment at the University of Oklahoma.

The program for the master’s degree includes intensive preparation for a specialized type of educational responsibility with study in associated fields. The exact pattern of the program will be determined after consultation with the adviser. Work may also be taken in any academic fields in which the student has course prerequisites. The student should check with the program area for specific course requirements.

These programs are separate from teaching certification programs.

Master’s Degree Program Concentrations

Descriptions characterizing each master’s concentration follow. More information can be obtained from the Department of Instructional Leadership and Academic Curriculum, 820 Van Vleet Oval, Norman, OK 73019-2041. Prospective students are encouraged to seek additional information by contacting the program coordinator in their area of interest.

BILINGUAL EDUCATION

The purpose of the master’s concentration in bilingual education is to advance the student’s understanding of limited English proficiency students and the instructional strategies necessary in teaching these students. NOTE: This program has a limited enrollment and is offered via cohort groups.

EARLY CHILDHOOD EDUCATION

The purpose of the master’s concentration in early childhood education is to increase the depth and breadth of students’ understanding of developmental theory, curriculum, and instructional methodology for educating and caring for children from birth to age eight. Students will explore current research and issues in the field and the forces affecting them.
EARLY CHILDHOOD EDUCATION
The purpose of the master’s concentration in early childhood education is to increase the depth and breadth of students’ understanding of developmental theory, curriculum, and instructional methodology for educating and caring for children from birth to age eight. Students will explore current research and issues in the field and the forces affecting them.

ELEMENTARY EDUCATION
The purpose of the master’s concentration in elementary education is to provide advanced professional education and specialized academic work designed to further the professional competence level of teachers in elementary schools.

ENGLISH/LANGUAGE ARTS EDUCATION
The purpose of the master’s concentration in English/language arts is to advance student understandings of the field of English Education through studies of English/language arts teaching, curriculum, and research in literacy, language, composition, and literature.

INSTRUCTIONAL LEADERSHIP
The purpose of the master’s concentration in instructional leadership is to increase students’ understandings of the multi-disciplinary nature of the field, including inter- and cross-disciplinary studies within and outside the department.

MATHEMATICS EDUCATION
The purpose of the master’s concentration in mathematics education is to promote professional and scholarly growth in students’ understanding of mathematics learning and pedagogy from theoretical, research, and practical orientations, as well as to provide leadership for the mathematics education community.

READING EDUCATION
The purpose of the master’s concentration in reading education is to foster students’ understanding of current theory and research in literacy learning, teaching, and curriculum from birth through post-secondary education. Students may also wish to obtain a reading specialist certification in conjunction with the master’s degree. Please see the Reading Specialist Certification description in the next section.

SCIENCE EDUCATION
Central to the master’s concentration in science education is the development of professionalism, scholarship, and leadership in pedagogy and science content. Students explore teaching and learning at all school levels and in diverse environments.

Science, Technology, Engineering, Mathematics (STEM) Education
The purpose of the master’s concentration in STEM education is to provide students who hold a B.S., M.S., or Ph.D. degree in science, technology, engineering or mathematics (STEM) the opportunity to earn an M.Ed. degree in STEM education with a specialization track in teaching at either the secondary education (middle school, junior high school, or high school level or the higher education (college or university) level. Students will select either a science education or a mathematics education focus. The Secondary Education track can lead to certification in the State of Oklahoma.

SECONDARY EDUCATION
The purpose of the master’s concentration in secondary education is to provide advanced professional education and specialized academic work designed to enhance the professional competence level of teachers in secondary schools.

SOCIAL STUDIES EDUCATION
The purpose of the master’s concentration in social studies education is to advance student understanding in social studies teaching and content in elementary and secondary education.

Reading Specialist Certification
The requirements for certification as a Reading Specialist include:
1. Standard Oklahoma Teaching Certificate.
2. Completion of a master’s degree in reading education.
3. Compilation of a portfolio demonstrating mastery of the Oklahoma Competencies for certification as a Reading Specialist.
4. Passing score on the state certification examination for Reading Specialists.

TEACHING CERTIFICATION
Students holding a bachelor’s degree and wishing to qualify for a standard teaching certificate may apply for admission to do so as graduate students. Further information about available programs may be obtained by writing: Jeannine Rainbolt College of Education ILAC, Graduate Records Office, 820 Van Vleet Oval, Norman, OK 73019-2041.

Requirements for the Doctoral Degree
Doctoral programs are designed for present and prospective service and faculty positions in colleges and universities, public schools, and other education and training agencies in government and the private sector.

The Doctor of Philosophy (Ph.D.) program is directed at the development of scholarly expertise in an area and is intended to serve individuals who have promise of making contributions to their areas of expertise. Details are available in the Jeannine Rainbolt College of Education, Graduate Records Office, 820 Van Vleet Oval, Norman, OK 73019-2041.

Admission to doctoral study requires a minimum 3.25 grade point average on all graduate work attempted, and additional requirements as determined by program areas within the department. These include such things as a writing sample, personal interview, and letters of recommendation. All applicants must present Graduate Record Examination general test scores (verbal, quantitative and analytic), which are used along with other data as a basis for admission. A TOEFL of 550 or better for international students is also required.

A student may be accepted into a doctoral program only after the application is completed and the student has been accepted by the program area. An advisory committee will be approved by the graduate dean upon recommendation from the student’s area and department graduate liaison in consultation with the student. The advisory committee will consist of five members, with at least three from the department and one from outside the department. The advisory committee will determine the program of study that must be completed to qualify for the degree.

The candidate is expected to complete all degree requirements within four years after the General Examinations. Failure to accomplish this may require the candidate to retake the General Examination.