

**Cameron
University
Teacher Education**



**Undergraduate
Handbook**

rev. Spring 2012



CAMERON UNIVERSITY
Teacher Education Program
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between Cameron University and candidates in the teacher education program.

Terms of this Agreement:

1. The Student must complete, sign, and return this MOU upon admission to Teacher Education. The MOU will be completed during the EDUC 1800 Seminar.
2. The Cameron University Teacher Education Undergraduate Handbook that is reviewed in EDUC 1800 Seminar governs this MOU. Students are individually responsible for reading and complying with the Cameron University Teacher Education Undergraduate Handbook.
3. The Plan of Improvement procedure, included in the Teacher Education Undergraduate Handbook, shall be followed if problems arise concerning the student's classroom performance, dispositions, and/or performance in the field. Unsatisfactory performance, lack of improvement, or low dispositional assessment scores can result in a student's dismissal from the program.

With regard to field experiences:

1. The candidate shall act professionally and ethically at all times during the field experience.
2. The candidate shall respect the confidentiality of information that the teacher/school indicates is confidential, and any personal, sensitive, or private information that he/she discovers or has access to, including but not limited to school and medical records, both during and after the field experience.
3. The candidate shall adhere to policies, procedures, and operating standards of both the University and the sponsoring school district, and shall complete and submit all required documentation, including proof of immunizations, drug tests or background checks as requested.
4. The candidate travels to and from the field experience location at his/her own expense and risk.
5. The candidate acknowledges that Cameron University has made no representations regarding the safety and conditions of the field experience location and that the candidate has had the opportunity to discuss the location and conditions of the field experience placement if desired.

The undersigned has received and read a copy of the Cameron University Teacher Education Undergraduate Handbook and agrees to all the terms and conditions contained or incorporated therein.

Signature: _____

Printed Name: _____

Date: _____



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Content subject to change in order to reflect changes in the Teacher Education program.

Cameron University's Teacher Education Program

Cameron offers teacher education programs accredited by the Oklahoma Commission for Teacher Preparation (OCTP) and the National Council for the Accreditation of Teacher Education (NCATE).

Cameron offers education degrees at the early childhood, elementary, and secondary levels. Secondary education programs are offered in biology, chemistry, English, mathematics, and social studies. Elementary/secondary programs are offered in music, physical education, and romance languages.

Unit Mission

We believe that competent, caring, and committed educators are successful in their careers.

Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn.

Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivation.

Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve.

We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

Conceptual Framework

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.



An educator who is COMPETENT displays the following dispositions:

- Values subject matter
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

Core Beliefs

Cameron University's education programs are built upon the following core beliefs:

1. An effective educator uses knowledge of *human development and learning*, combined with knowledge of *pedagogy and content*, to best support learning for all students.
2. An effective educator uses *formal and informal assessment* to evaluate student learning and modifies instruction as needed so that all students can learn.
3. An effective educator engages students in *critical thinking and problem solving*.
4. An effective educator plans instruction based on *student needs, curriculum goals and standards, and community needs and in response to diversity*.
5. An effective educator creates classroom environments that promote *fairness, positive social interactions, active learning, and motivation* so that students will have a high level of engagement.
6. An effective educator is skilled in *verbal, nonverbal, and written* communication in order to clearly communicate with *students, families, colleagues, and the community*.
7. An effective educator is able to *think critically and solve problems* and *uses technology* to enhance instruction.
8. An effective educator is a *reflective, life-long learner* who *seeks out professional development* resources and opportunities, *collaborates* with colleagues, is *willing to change* as needed, and maintains a high level of *professionalism*.

Dispositions with Indicators

(as aligned with Conceptual Framework)

Caring

Exhibits a belief that all students can learn

- Verbalizes philosophy that all students can learn
- Provides equitable experiences for everyone involved
- Does not discriminate
- Can verbalize any of the following: multiple intelligences, learning styles, No Child Left Behind, etc.

Demonstrates strong interpersonal skills

- Respects divergent views
- Easily communicates ideas to others
- Works cooperatively with others
- Willing to listen to other's ideas

Is sensitive to student needs

- Shows willingness to help others
- Shows flexibility when appropriate
- Takes on extra duties to help others

Competent

Values subject matter

- Demonstrates passion and enthusiasm for content area
- Demonstrates continued learning in the content area

Appreciates multiple teaching strategies

- Recognizes multiple delivery methods for content
- Willingness to use or familiarity with technology
- Willingness to involve others in the teaching process

Uses fair and consistent practices

- Does not show bias when working with others
- Exhibits good sportsmanship
- Demonstrates good leadership skills

Committed

Demonstrates professionalism

- Speaks and writes standard English
- Punctuality
- Professional dress
- Manages time and resources appropriately
- Works collaboratively with parents, students, and other professionals or colleagues

Is a reflective decision-maker

- Exhibits critical thinking/problem solving skills
- Provides a rationale for decisions
- Reviews and revises decisions based on evidence

Is dedicated to the profession

- Takes advantage of professional growth opportunities
- Membership in a professional or community organization
- Volunteers in the school or community

Oklahoma General Competencies for Teacher Licensure and Certification

[Adopted May 23, 1996, by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1998]

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) 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 at all grade levels including early childhood, elementary, middle level, and secondary.
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 curriculum integration processes 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 learning, thus, providing opportunities for success.
6. The teacher develops a knowledge of and uses 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, and 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, parent, 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, parents/ families, and organizations in the community to actively engage them in support of student learning and well-being.
11. The teacher shall have an understanding of the importance of assisting students with career awareness and the 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, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
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.

Primary Sources of Competencies:

Competencies 1-10 are based on "Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue," prepared by the Council for Chief State School Officers' Interstate New Teacher Assessment and Support Consortium.

Competencies 11-13 were developed as a result of input from Oklahoma educators.

Competencies 14 and 15 are based on Oklahoma law.

Representation of Development Committee:

Elementary teachers including Teacher of the Year finalists, elementary principals, and professors of teacher education.

Sources:

Information from the National Council for Accreditation of Teacher Education (NCATE) Elementary Education Task Force
Oklahoma Core Curriculum Pursuant to 70 O.S. § 11-103.6(a)

Oklahoma Criteria for Effective Teaching Performance

I. Practice

A. Teacher Management Indicators

1. Preparation: The teacher plans for delivery of the lesson relative to short-term and long-term objectives.
2. Routine: The teacher uses minimum class time for noninstructional routines thus maximizing time on task.
3. Discipline: The teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
4. Learning Environment: The teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.

B. Teacher Instructional Indicators

1. Establishes Objectives: The teacher communicates the instructional objectives to students.
2. Stresses Sequence: The teacher shows how the present topic is related to those topics that have been taught or that will be taught.
3. Relates Objectives: The teacher relates subject topics to existing student experiences.
4. Involves All Learners: The teacher uses signaled responses, questioning techniques and/or guided practices to involve all students.
5. Explains Content: The teacher teaches the objectives through a variety of methods.
6. Explains Directions: The teacher gives directions that are clearly stated and related to the learning objectives.
7. Models: The teacher demonstrates the desired skills.
8. Monitors: The teacher checks to determine if students are progressing toward stated objectives.
9. Adjusts Based on Monitoring: The teacher changes instruction based on the results of monitoring.
10. Guides Practice: The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice: The teacher requires students to practice newly learned skills without the direct supervision of the teacher.
12. Establishes Closure: The teacher summarizes and fits into context what has been taught.

II. Products

A. Teacher Product Indicators

1. Lesson Plan: The teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files: The teacher maintains a written record of student progress.
3. Grading Patterns: The teacher utilizes grading patterns that are fairly administered and based on identified criteria.

B. Student Achievement Indicators

Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.

Specialty Professional Association Standards

Each program must also meet the standards of the corresponding specialty professional association (SPA). Below are links to the standards for each SPA.

Biology Education

National Science Teachers Association (NSTA)

<http://www.nsta.org/pd/ncate/>

Chemistry Education

National Science Teachers Association (NSTA)

<http://www.nsta.org/pd/ncate/>

Early Childhood Education

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/academy/standards/>

Elementary Education

Association for Childhood Education International (ACEI)

<http://www.acei.org/standhp.htm>

English Education

National Council of Teachers of English (NCTE)

<http://www.ncte.org/about/over/standards>

Mathematics Education

National Council of Teachers of Mathematics (NCTM)

<http://www.nctm.org/standards/>

Music Education

Oklahoma State Department of Education

<http://www.sde.state.ok.us/Teacher/ProfStand/pdf/Competencies.pdf>

Physical Education

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

<http://www.aahperd.org/naspe/template.cfm?template=programs-ncate.html>

Romance Languages Education

American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=3384>

Social Studies Education

National Council for the Social Studies (NCSS)

<http://www.socialstudies.org/teacherstandards/>

Education Student Services

Education Student Services (ESS) consists of program admission, field experiences, and teacher licensure. Students can get information on all of these things in one convenient location. In Lawton, ESS is located in Nance-Boyer 1012 and is staffed by a team of people who know or can find the answers:

Claudia Edwards, Graduate Advisor

Courtney Glazer, Coordinator of Education Student Services & Field Experiences

Ramona Mott, Teacher Certification Specialist

At RSU, Education Student Services is located in 121 Baird Hall and is staffed by the CU Elementary Education Coordinator at Rogers State University.

Teacher Education Council

The Teacher Education Council, which includes representatives from all education programs spanning several university departments, serves in an advisory capacity to the Director of Teacher Education. The council is vital to the governance of Cameron's program and meets monthly during the school year.

The council does the following:

- reviews teacher education regulations and proposed changes;
- reviews all approved teacher education programs;
- makes recommendations regarding the professional education sequence; and
- makes recommendations regarding the selection, admission, and retention of teacher education candidates.

Education Portfolio

Oklahoma Commission on Teacher Preparation (OCTP) Portfolio

The institution requires all initial and advanced certification candidates to develop a portfolio which documents the candidate's accomplishments, learning, and strengths related to the competencies, standards, and outcomes established by the Oklahoma Commission for Teacher Preparation, The Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education and the institution. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of competencies, standards, and outcomes determined by the aforementioned groups.

The teacher education unit and programs:

1. Require the portfolio development process to begin no later than initial enrollment into the professional education course work;
2. Have a written philosophy related to portfolio development and assessment which is consistent with the institution's and unit's mission and conceptual framework(s);
3. Have written policies, criteria, and institutional rubric related to the portfolio assessment(s) of individuals enrolled in initial and advanced certification programs.

Consequently, it is the policy of Cameron University that all teacher candidates, including students transferring from other institutions, shall submit required artifacts for all courses which are assessed as meeting appropriate program standards on the schedule specified in the Undergraduate Transition Points requirements.

Undergraduate Education Portfolio Philosophy

Faculty define a portfolio as a collection of documented, credible and tangible artifacts that chronicle the accomplishments of teacher candidates throughout their preparation. The portfolio illustrates the diverse range of experience and learning opportunities provided to candidates throughout their programs. The portfolio documents candidates' growth toward meeting the fifteen (15) Oklahoma General Competencies for Teacher Licensure and Certification as well as Specialized Professional Association (SPA) standards. The portfolio development process allows teacher candidates to produce evidence of their growth as they critically reflect on their own learning as well as that of the students they will teach.

Creation of the portfolio in web-based format gives candidates the flexibility to develop and include multi-dimensional artifacts. Transition points established for candidate portfolio review and assessment give candidates feedback on their progress in becoming competent, caring, and committed educators. The pre-service portfolio serves as documentation of authentic faculty assessment and a tool for program improvement.

The portfolio is built around the Oklahoma General Competencies for Teacher Certification and Licensure, the philosophy of Cameron University's education unit, and the Conceptual Framework adopted by the unit.

Overview of the Undergraduate Portfolio Requirement

All professional teacher education candidates must have a completed and satisfactorily assessed electronic portfolio in order to achieve a successful academic experience at Cameron University's Department of Education. The documents you upload to your portfolio reflect your growth and professional development through the conduct of your academic program. Documents you submit to the portfolio represent completed course assignments from your program of studies, evidence of your field classroom experiences, and other aspects of your preparation program.

You will be using electronic, online software through which to process and store your documents (artifacts) and in which a record of artifact assessment is recorded. Taken together, the work recorded in your portfolio represents evidence of your understanding and practical application of the content knowledge, skills, and dispositions embraced within your preparation program.

In addition to making the results of your portfolio available to university instructors and colleagues, you may be asked to submit your portfolio to program accrediting agencies. Your web-based portfolio will be archived by the Cameron Department of Education. You are the owner of your portfolio contents. No staff or faculty persons are authorized to modify the documents you have prepared and submitted to your electronic portfolio.

Portfolio Management Software – Chalk & Wire

The Department of Education has elected to use the services and resources of Chalk & Wire Learning Assessment, Inc. of St. Catharines, Ontario, Canada, to deliver an electronic portfolio management system to faculty and teacher candidates. The expression "Chalk & Wire" will be used throughout the handbook to refer to Chalk & Wire Learning Assessment, Inc. The Cameron University contact for technical issues related to Chalk & Wire is Professor Kelly McClure, kmclure@cameron.edu, room 1029 Nance Boyer Hall.

Undergraduate Portfolio Policies & Procedures

- All candidates admitted to the teacher education program at Cameron University are required to develop an electronic portfolio.
- The portfolio is comprised of required artifacts and reflections. Every artifact must be created by the candidate and be accompanied by a reflection.
- The portfolio includes documentation that candidates meet the fifteen (15) Oklahoma General Competencies for Teacher Licensure and Certification and SPA standards. Additional artifacts may be required for documentation of specific program standards.
- Each portfolio will be kept in the Chalk & Wire electronic management format.
- Satisfactory completion of the lesson plan in Chalk & Wire is a requirement for admission to the Teacher Education Program. The portfolio development process begins in EDUC 3003, Introduction to Teaching, or when a transfer student applies for admission to the Teacher Education Program.
- Satisfactory completion of five (5) competencies is required before a student will be placed in student teaching.

- Satisfactory completion of ten (10) remaining competencies is required prior to program completion.
- Transfer students seeking entry to the Teacher Education Program will have their lesson plans assessed in Chalk & Wire prior to the end of the semester in which they interview.
- The portfolio will be built within the framework of Chalk & Wire ePortfolio software. Initial training for the use of the software will be provided by the department, but it is the candidate's responsibility to maintain and manage the eportfolio appropriately.
- A license is required to be purchased at the University Bookstore, and must be renewed each year by purchasing a renewal card at the bookstore.
- The portfolio will include the following: a table of contents; artifacts documenting knowledge, skills, and experiences that meet the required competencies; documentation of experiences in the public schools including field components, residencies, and involvement with candidates, parents, families and the community. Specific requirements are listed in each of these areas.
- Instructors in the professional education sequence will provide the opportunity for candidates to develop artifacts which demonstrate their progress in attaining the required competencies. Candidates will have assigned artifacts from their coursework to include in their portfolios. Artifacts will be the original work of teacher candidates, not material copied from other sources. Artifacts should demonstrate the candidate's best work at the time of assignment.
- The courses in the professional education sequence require that specific portfolio artifacts, forms, or competencies be included in the portfolio and submitted to the instructor for assessment. Portfolio artifacts, forms, and competencies which may be required for a specific course must be submitted to instructors for scoring during the semester in which the course is taken. Instructors may include specific dates for submitting portfolios, portfolio artifacts, forms, and competencies in their course syllabus.
- Once an artifact has been entered in the portfolio and assessed by an instructor, the artifact must remain in the portfolio.

Portfolio Frequently Asked Questions

Q. Do I have the option of meeting my portfolio requirement in Hard Copy format?

A. No. Teacher education candidates engaged in a professional education certification program after September 1, 2007 must use the electronic portfolio format (Chalk & Wire).

Q. How do I obtain a Chalk & Wire Account?

A. You may purchase an initial license or an annual subscription renewal at the Cameron University Bookstore at any time.

Q. Where can I learn how to use Chalk & Wire?

A. Student tutorials and other support services are available on the Chalk & Wire general web site at: <http://chalkandwire.com/support/>. The login page for creating an account and logging into an existing account is: <http://chalkandwire.com/cameron/>.

Q. Can I access my account and portfolio on any computer at any location?

A. Yes. Chalk & Wire is completely web-based and can be reached from any web-capable computer or device.

Q. When are the artifacts (documents) I prepare for class assignments required to be uploaded to my portfolio for assessment by my instructors?

A. Your portfolio artifacts must be assessed by your instructors prior to the completion of any course which is part of your program plan of studies.

Q. Is the assessment of my portfolio directly related to the grades I receive in my courses?

A. Not directly. A course cannot be considered complete until the portfolio assessment is made by the instructor. Course grades, on the other hand, are determined by the assignment rubrics and grading protocol found in the course syllabus.

Q. Will I be able to resubmit documents for re-assessment in Chalk & Wire after they have been evaluated by my instructors?

A. No. If a student does not receive an overall passing score of 3 on the artifact rubric and/or the reflection rubric, the artifact/reflection must be resubmitted and rescored until it does receive an overall passing score of 3 on the appropriate rubric. This should be done during the semester the course is taken or as agreed upon by instructor and student. Artifacts or reflections that have already received a passing score will not be re-scored.

Q. Can I include additional assignments in my portfolio besides those that are required?

A. Yes, you may add assignments to your portfolio at any time.

Q. Will my instructors or other university staff members have access to, or modify the contents of my portfolio?

A. No. You are the owner of your portfolio. No one--other than the system administrator, and then only for managing technical issues--will have access to, or modify, the files you upload to your electronic portfolio.

Q. I'm a transfer student. Do I still have to meet portfolio requirements?

A. Yes, transfer candidates still must complete portfolio assignments. All assignments from courses transferred in will be scored by the curriculum committee.

Q. I have some specific questions about my portfolio. Who should I see for assistance?

A. The Director of Assessment oversees the portfolio and should be able to answer any questions you may have. The Director of Assessment can be reached by calling the Department of Education office 581-2320.

Q. I'm having trouble using Chalk & Wire. Who should I see for help?

A. Mr. Kelly McClure is available by email at kmccclure@cameron.edu or phone at 580-581-2276. You may also make an appointment with Mr. McClure for one-on-one training.

Q. If I want to use student information or images in my class assignment documents, should I obtain parental permission before I include that information in my portfolio artifacts?

A. Yes. While only those officials and colleagues who have a need to know will have access to the artifacts in your portfolio, do not make written references to, or use images of, students involved in your field experiences without first obtaining a release from parents giving you permission to include those names or images in your documents.

Detailed Portfolio Submission Policies

Artifact/Reflection Submission/Resubmission Policy

Students are required to submit a passing portfolio artifact(s) and reflection(s) for education courses using their Chalk and Wire ePortfolio account. Each artifact and reflection must be assessed by the course professor during the semester that the student is enrolled in the education course. If a student does not receive an overall passing score of 3 on the artifact rubric and/or the reflection rubric, the artifact/reflection must be resubmitted and rescored until it DOES receive an overall passing score of 3 on the appropriate rubric. This should be done during the semester the course is taken or as agreed upon by instructor and student. Required artifacts/reflections for 5 of the Oklahoma Competencies must receive **passing** scores on Chalk and Wire prior to admission to Student Teaching. Required artifacts/reflections for all 15 Oklahoma Competencies must receive **passing** scores on Chalk and Wire prior to program completion.

Courses Transferred from other Colleges/Universities

Students transferring Education courses from other colleges/universities will create 2 portfolios; one for Cameron courses and one for transfer courses. The portfolio for transfer courses will have ONLY the general Oklahoma Competency rubrics as well as the Artifact Reflection Rubric. At or before Admission to Teacher Education, students will submit a letter to the Chair of the Curriculum Committee noting Education courses transferred in from other colleges/universities. The Curriculum Committee will assign the student to a professor who teaches Cameron's comparable course. That professor will work with the student to identify or create an artifact that will fulfill the Oklahoma Competency for that course. The student will then submit the artifact and reflection to their transfer portfolio on Chalk and Wire for that professor to assess.

Failure to Submit Artifacts/Reflections in a Timely Fashion or Failure to Pass the Chalk and Wire Assessment

If a student has failed to submit or pass the required artifact/reflection during the course, he/she will receive the consequence listed in section VI of the professor's course syllabus. Submission of required artifacts/reflections *after* course completion may result in delay of the student teaching semester OR delay of graduation. Late artifacts/reflections should be submitted to the Chair of the Curriculum Committee. Allow at least 4 weeks for assessment and notification. Should the late artifact or reflection not pass the Chalk and Wire assessment by the Curriculum Committee, it will need to be resubmitted until it does pass. Failure to receive a passing score may delay the student teaching semester or graduation.

Resubmission of passing artifacts/reflections

Resubmission of passing artifacts/reflections is permitted for inclusion in the student's Chalk and Wire ePortfolio, but *passing* artifacts/reflections will not be scored again by any member of the education faculty for any reason.

Common Education Program Portfolio Assignments

The following assignments are common to all teacher education programs at Cameron. Additional assignments from your major are likely. (R) indicates a reflective piece accompanies the assignment.

OK Competency 1: Content Knowledge

Methods – Lesson Plan (R)

OK Competency 2: Development

Developmental Psych – Child Observation Paper & Game (R)

OK Competency 3: Exceptionalities

Educational Psychology – Motivational Analysis (R)

OK Competency 4: Curriculum Integration

Media & Technology – Multimedia Presentation (R)

OK Competency 5: Classroom Management

Classroom Management – Video Self-Assessment (R)

OK Competency 6: Communication

Classroom Management – Video Self-Assessment (R)

OK Competency 7: Planning

Practicum – Teacher Work Sample (R)

OK Competency 8: Assessment

Assessment – Teacher-Made Test (R)

OK Competency 9: Reflection

Student Teaching – Weekly Reflections (R)

OK Competency 10: Collegiality

Exceptional Child – Grant Writing (R)

OK Competency 11: Career Awareness

Student Teaching – Career Lesson Plan (R)

OK Competency 12: Learning & Change

Student Teaching – Student Interest Inventory (R)

OK Competency 13: Legal Aspects

Exceptional Child – IEP with Impact and Legal Responsibility (R)

OK Competency 14: Oklahoma Core Curriculum (PASS)

Introduction to Teaching – Lesson Plan (R)

OK Competency 15: Oklahoma Criteria for Effective Teaching

Educational Psychology – Observation Assignment (R)

Student Teaching – Final Mentor and Supervisor Evaluations

Student Teaching – Technology & Multicultural Lessons

Theory to Practice

Educational Psychology – Observation Reports

Student Teaching – Teaching Styles Checklist

Guidelines for Reflections

As you prepare your reflections, consider the following steps and questions. We would expect your reflection to be approximately two double-spaced pages.

Reflection is not a linear process, but learning how to write reflectively sometimes requires us to consciously process the events, people, and impressions around us in order to analyze and reflect on them for future action. Remember that reflection moves beyond description into analysis and purposeful or intentional action.

Step One: What? (Description of the Artifact) The first step is to describe what you know – what you can see and hear, or what a person tells you. Ask yourself questions such as the following if you are trying to describe your artifact:

- What is going on? When did it occur? Who was involved?
- Where am I? What is the perspective from which I am observing? How does my perspective impact what I see, hear and know?
- Reflect upon Cameron University’s teacher education conceptual framework of “providing competent, caring, and committed educators” and discuss how this artifact represents this framework.

Step Two: Why? (Analysis and Interpretation) While you are describing an artifact, you are likely to consider why the artifact was required. You are moving into analysis. This process is critical to reflective practice. Some of the following questions might be helpful as you analyze how the artifact meets the competency.

- How does this artifact demonstrate your understanding of the competency? Explain.

Step Three: So What? (Meaning and Application) Being able to describe something and figure out why it happened isn’t enough to improve one’s teaching. A reflective practitioner needs to see the overall meaning of events in order to use them to improve teaching practice. Consider the following questions:

- What have I learned from this? How could the experience be improved?
- How might this change my future thinking, behaving, and interactions?
- What questions remain about the experience?

Step Four: Now What? (Implications for Action) It is in this stage that reflection moves into action planning. What are the implications of what you have discovered from the preceding steps? Note: the most powerful reflection focuses on student learning – how you will shift your practice to improve learning for your students. Keep in mind that when you reflect on student learning, you want to consider the needs of your current learners and plan what you will do next to support their learning and you want to consider what you will do differently for future learners. These points should be considered as you reflect on the artifacts in your portfolio.

- Next time a situation like this presents itself, what do I want to remember to think about? How do I want to behave? What will I do differently?
- How will this artifact help you be an effective teacher as it relates to this competency?
- How would this artifact be used to impact student learning?

Artifact Reflection Rubric

Criteria	Does Not Meet Expectations 1	Meets Expectations 3	Exceeds Expectations 5
Description of the Artifact	Does not include description of the artifact, when it was created, who was involved, <u>or</u> explains how the artifact represents Cameron’s conceptual framework	Includes description of the artifact, when it was created, who was involved, <u>and</u> explains how the artifact represents Cameron’s conceptual framework	Includes description of the artifact, when it was created, who was involved, explains how the artifact represents Cameron’s conceptual framework, <u>and</u> provides details of the candidate’s dispositions at the time of the artifact’s creation
Analysis and Interpretation	Does not include any specific examples in the discussion of how the artifact demonstrates understanding of all elements of the competency	Includes one (1) specific example of how the artifact demonstrates understanding of all elements of the competency	Includes two (2) or more specific examples of how the artifact demonstrates understanding of all elements of the competency
Meaning	Does not include one (1) specific example of what the candidate learned from the experience of creating the artifact	Includes one (1) specific example of what the candidate learned from the experience of creating the artifact	Includes two (2) or more specific examples of what the candidate learned from the experience of creating the artifact
Implications for Action	Includes discussion of what candidate will do differently in the future as a result of this experience <u>or</u> how the artifact will help the candidate to become a better teacher in terms of the given competency	Includes discussion of what candidate will do differently in the future as a result of this experience <u>and</u> how the artifact will help the candidate to become a better teacher in terms of the given competency	Includes discussion of what candidate will do differently in the future as a result of this experience, how the artifact will help the candidate to become a better teacher in terms of the given competency, <u>and</u> how this artifact could be used to impact student learning

rev. 12/3/07

Education Program Transition Points

Admission to Teacher Education (same for all programs)

- Passing score on the OGET.
- Minimum retention GPA of 2.5.
- Completed ENGL 1113 with a grade of C or better.
- Completed ENGL 1213 with a grade of C or better.
- Completed COMM 1113 with a grade of C or better.
- Completed MATH 1513 or higher with a grade of C or better.
- Completed HIST 1483 or 1493 with a grade of C or better.
- Completed PS 1113 with a grade of C or better.
- Completed two Humanities with a grade of C or better.
- Completed EDUC 1800 with a grade of S.
- Completed EDUC 3003 with a grade of C or better or is concurrently enrolled with a grade check of C or better.
- Completed or concurrently enrolled in EDUC 3733.
- Completed or concurrently enrolled in Biological or Physical Science.
- Grade Equivalent score of 12.0 or higher on the Nelson Denny.
- Passing score on EDUC 3003 lesson plan rubric.
- Completed the Application for Admittance to Teacher Education.
- 3 satisfactory recommendation forms with unit dispositions.
- Satisfactory completion of entry interview.

Biology Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – Biological Sciences • Satisfactory Practicum assessment • Passing grade in all bio ed courses; C or better in all education courses • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • Foreign language proficiency

Chemistry Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – Chemistry <u>or</u> Physics <u>or</u> Physical Science <u>or</u> Earth Science • Satisfactory Practicum assessment • Passing grade in all chem ed courses; C or better in all education courses • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • Foreign language proficiency

Early Childhood Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – Early Childhood Education • Satisfactory Practicum assessment • C or better in all ece major coursework • Passing score on State Reading (Phonics) Test • Passing scores on 5 competencies • Passing scores on ECE portfolio 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • C or better in all courses required for certification • Foreign language proficiency

Elementary Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – Elementary Subtest 1 <u>and</u> Elementary Subtest 2 • Satisfactory Math Methods, Reading Diagnosis, Practicum assessments • Passing score on State Reading (Phonics) Test • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • C or better in all courses required for certification • Foreign language proficiency

English Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT - English • Satisfactory Practicum assessment • C or better in all Eng ed major & prof ed courses • Submission of content portfolio • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • Foreign language proficiency

Mathematics Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – Advanced Math • Satisfactory Practicum assessment • Passing grade in MATH 4772 • Passing scores on: Mid-Level & Major Field • Submission of technology & proof portfolios • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • C or better in all courses required for certification • Foreign language proficiency

Music Education (Instrumental & Vocal)

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – Instrumental Music/General Music <u>or</u> Vocal Music/General Music • Satisfactory Practicum assessment • C or better in all music ed major coursework • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • Foreign language proficiency

PE Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – PE/Health/ Safety • Satisfactory Practicum assessment • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • C or better in all courses required for certification • Foreign language proficiency

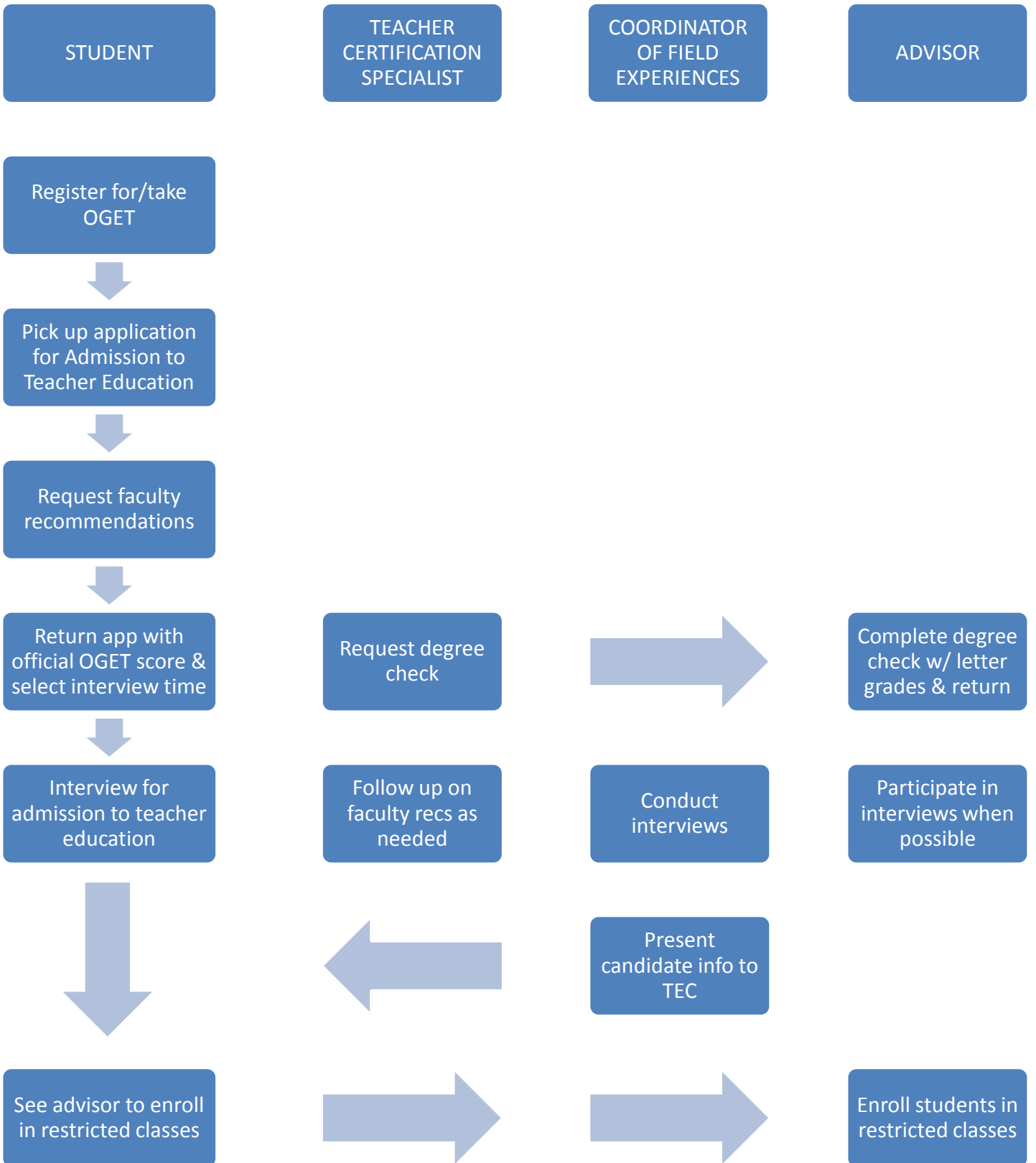
Romance Languages Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – French <u>or</u> Spanish • Satisfactory Practicum assessment • Passing grade in all rom lang education major courses • Score of Advanced-Low on OPI • Submission of content portfolio • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better

Social Studies Education

<i>Entry to Student Teaching</i>	<i>Exit from Student Teaching</i>	<i>Program Completion</i>
<ul style="list-style-type: none"> • OSAT – US Hist/OK/Govt/Econ <u>or</u> World Hist/Geog • Satisfactory Practicum assessment • Passing grade in all social studies ed courses; C or better in all education courses • Passing scores on 5 competencies 	<ul style="list-style-type: none"> • Passing scores for final 10 competencies • Teaching Styles Checklist • Satisfactory student teaching evaluations 	<ul style="list-style-type: none"> • Exit survey • Retention GPA of 2.5 or better • Foreign language proficiency

ADMISSION TO TEACHER EDUCATION



Process for Gaining Admission to Teacher Education

1. Pick up and complete an application for admission.

After you have taken the OGET, you will want to complete an application for Admission to Teacher Education. Each application consists of an application form, an autobiographical data sheet, and three recommendation forms. Application packets are available in Nance-Boyer 1012 or at RSU in 121 Baird Hall.

2. Request faculty recommendations.

You will complete the top of the recommendation form, including your choice to waive or not waive your rights to see the recommendation after it has been completed and your signature. Deliver the recommendation forms to the faculty members you wish to complete them—*two from general education and one from the education department*. When requesting recommendations from faculty members, please be mindful of the time of year. You should not expect faculty to be available during breaks and other busy times, such as finals week. Faculty members will return the recommendation forms directly to the Teacher Certification Specialist in Lawton or the Academic Advisement Specialist at RSU.

3. Sign up for an interview.

Interviews for Admission to Teacher Education occur five times during the year, which coincide with the return of OGET scores: in August prior to fall classes beginning, in October/November, in January prior to spring classes beginning, in March/April, and in May prior to summer classes beginning. You may only sign up for an interview date and time when you have your passing OGET scores in hand. In Lawton, you may sign up for an interview in the Education Student Services office (NB 1012); at RSU you may do so in 121 Baird Hall.

4. Submit a lesson plan for scoring (if not scored in Chalk & Wire during Introduction to Teaching).

By the end of the semester in which you interview, you must have a passing score on a lesson plan. When you interview for Admission to Teacher Education, the committee will let you know if you have a passing score for a lesson plan in Chalk & Wire. If you do, you will not need to submit anything through Chalk & Wire during that semester. If you do not have a scored lesson plan, you will need to submit one in Competency 14 of your portfolio through Chalk & Wire. Instructions for the submission of your lesson plan will be provided at that time.

5. Interview

Complete an interview with a committee of faculty members. You can expect to be asked several questions about your experiences as they relate to your desire to be a teacher. The committee is responsible for recommending you for admission to the program.

6. Receive notice of your acceptance into the Teacher Education program.

The Teacher Education Council meets after the interviews to review committee recommendations and candidate information to determine whether or not candidates will be accepted into the Teacher Education program (conditional on a passing score on a lesson plan). Following their determination, the hold on your enrollment will be lifted so that you may enroll in restricted classes. You will also receive a formal letter acknowledging your acceptance.

Admission to Teacher Education Policies for Transfer Students

Students Who Have Been Admitted to Teacher Education at another University

Transfer candidates who were admitted to teacher education at another college or university may receive conditional admission to teacher education at Cameron for one semester. Conditional admission means candidates will be allowed to enroll in restricted courses for one semester. During that time, the following items must be completed:

- passing score on admission interview
- passing scores on three (3) recommendation forms completed by faculty in attendance at the interview
- passing score on the OGET
- GPA of 2.5 or better
- completion of courses required for entry to teacher education with grade of "C" or better
- passing score on lesson plan and reflection

Foreign Language Proficiency for Students in Teacher Education

Language proficiency at the novice-high level in a foreign language as defined by the American Council on the Teaching of Foreign Languages is mandated by the Oklahoma State Regents for Higher Education for all teacher candidates in Oklahoma's Teacher Preparation Programs.

At Cameron University, language proficiency at the novice-high level must be demonstrated in one of the following ways:

(1) Cameron Students:

Students who have completed the first semester of a foreign language course at Cameron University within ten years of their being admitted to the university's Teacher Education Program and have passed the listening/speaking examination culminating in a course grade of C or above are certified by the Department of Foreign Languages to have achieved a novice-high oral and listening competence in that language.

(2) Students from Accredited Colleges or Universities within the United States:

Students who have completed the first semester of a foreign language course at any accredited college or university within the United States within ten years of their being admitted to Cameron University's Teacher Education Program and have passed that course with the grade of C or above are certified to have achieved a novice-high oral and listening competence in that language.

(3) Cameron Students who have studied a foreign language in High School:

Cameron University students who have studied a foreign language in high school must either enroll in the first semester of a beginning foreign language course, take a departmental proficiency exam to determine their level of oral and listening competence in the language, or receive at least three (3) hours credit from the CLEP or DANTES test.

(4) Students who have Advanced Credit: Military (DLPT) credit:

Students who have 3 or more credit hours of foreign language earned through Advanced Credit: Military (DLPT testing) on their transcript will be considered to have "Novice-High" oral and listening competence in the language or languages. Students with fewer than 3 credit hours of Advanced Credit: Military (DLPT testing) on their transcript must enroll in the first semester of a beginning foreign language course or take a departmental proficiency exam to determine their level of oral and listening competence in the language.

(5) Students who have CLEP or DANTES credit:

Students who have at least 3 hours of foreign language credit on their transcript from the CLEP test or the DANTES test will be considered to have a novice-high oral and listening competence in the language.

(6) Students who have studied American Sign Language at an accredited College or University within the United States:

Students who have completed the first semester of American Sign Language with a grade of C or above at an accredited college or university in the United States within ten years of being admitted to the university's Teacher Education Program will be considered to have a novice-high competence. Students may also demonstrate novice-high competence by taking a departmental proficiency exam.

(7) Students from accredited colleges and universities outside the United States:

Students in this category will be considered on an individual basis.

The Foreign Language Novice-High Proficiency Test

The Foreign Language Novice-High Proficiency Test is a listening/speaking test which consists of fifteen questions. The testing fee is \$15. If the test is passed, students will receive a notation on their transcript that they have met the regents' requirement. No credit hours will be awarded for the proficiency test.

Students are invited and highly encouraged to make use of the materials available in the Language Learning Center on the Cameron campus (Nance-Boyer 2005) to review the foreign language for which they plan to be tested or retested for novice-high proficiency.

Students may achieve a passing grade on the Foreign Language Novice-High Proficiency Test by answering between 12 and 15 questions correctly for a grade of 80% (B) or higher.

Students who do not pass the Foreign Language Proficiency Test at the Novice-High Level may retake the test once more. Students will pay a \$15 fee to retake the test. If a passing grade is not achieved on the second test, students must enroll in a language course and complete the course with a grade of C or above.

Students may test in languages other than Spanish, French, Italian, or German by special arrangement with the Department of Foreign Languages. Latin or American Sign Language may be substituted for an oral language.

In order to arrange for testing, Lawton students should go to the Department of Foreign Languages Academic Office (Nance-Boyer 2014) for an application form. RSU students should consult with the Academic Advisement Specialist at Rogers State University who will help arrange for testing. After the students have paid the \$15 testing fee at the Business Office in the Administration Building, they should return the application form and the receipt of payment signed by a cashier to the Department of Foreign Languages and make an appointment for the testing session. After the test, the Department will send the results to the student, the University Testing Center, and the Registrar. No test may be scheduled for the first week of classes, the last week of classes or finals week. No test will be given between semesters. Test results will be available four-to-six weeks following the test date. Some results may take longer, depending on the language tested.

Rev. 1/01, 2/01; Approved by the Teacher Education Council on 2/21/2001.

Oklahoma State Certification Tests

The Commission for Teacher Preparation developed a testing program for teachers in the State of Oklahoma with the National Evaluation Service. Students admitted to teacher education programs after September 1, 1997, will participate in this testing program in order to receive their initial teaching license.

There are 3 tests: Oklahoma General Education Test (OGET), Oklahoma Subject Area Tests (OSAT), and Oklahoma Professional Teachers Examination (OPTE). To be admitted to teacher education at Cameron, students must have a passing score on the OGET; to be admitted to student teaching at Cameron, students must have a passing score on the OSAT. You must register approximately one month in advance of the testing date.

All certification tests are available in a paper-based format several times during the year. Most of the test administrations include Cameron University as a paper-based testing site. The Oklahoma Professional Teaching Examination (OPTE), along with the Oklahoma General Education Test (OGET), is now offered on computer. Computer-based testing (CBT) for these tests is available during select six-day testing windows at Pearson Professional Centers in Oklahoma City, Tulsa, and across the nation.

The tests will contain both multiple choice type items and “constructed response” items. Constructed response items are like essay questions.

Information about the tests is posted as it becomes available on bulletin boards in Nance-Boyer and can be found on the Cameron website at <http://www.cameron.edu/education/licensure>.

Test Registration: http://www.ceoe.nesinc.com/CE12_reg_test_toc.asp

Test Study Guides: http://www.ceoe.nesinc.com/CE_studyguide_opener.asp

Recommended Classes to be Taken Prior to Oklahoma State Certification Tests

<i>Test</i>	<i>Recommended Courses</i>
OGET	Completion within last 5 years of: Comp 1, Comp 2, one math, one science, one humanity, U.S. history, government
Advanced Mathematics OSAT	Completion of 30 or more hours from the following: Calculus & Analytic II & III, Foundations of Mathematics, Introductory Linear Algebra, History of Mathematics, College Geometry, Number Theory, Teaching of Secondary Mathematics, Introduction to Probability & Statistics I
Biology OSAT	Completion of: Principles of Biology I & II, Botany or Zoology, Chemistry I & II, Organic Chemistry, and Genetics; Completion or concurrent enrollment in Evolution
Chemistry OSAT	Completion of: Chemistry I & II and Physics I & II
Early Childhood OSAT	Completion or concurrent enrollment (at least ½ of the course completed) in: Health, Safety & Nutrition, Methods & Practicum in Early Childhood, Methods & Practicum in Cognitive Development, Creative Experiences, Language Arts Methods, Mathematics Methods, and Diagnosis & Remediation of Reading Difficulties
Elementary OSAT – Subtest 1	Completion or concurrent enrollment (at least ½ of the course completed) in: Language Arts Methods, and Diagnosis & Remediation of Reading Difficulties
Elementary OSAT – Subtest 2	Completion or concurrent enrollment (at least ½ of the course completed) in: Mathematics Methods, Science Methods, Social Studies Methods, and Wellness & Exercise Science
English OSAT	Completion or concurrent enrollment (at least ½ of the course completed) in: Introduction to Literary Studies, Survey of American Literature to 1865 & since 1865, Survey of English Literature to 1800 & since 1800, Survey of World Literature through the Renaissance & since the Renaissance, Shakespeare, Advanced Composition, English Linguistics, and Advanced Grammar & Usage
French OSAT	Completion of junior & senior level subject area courses; Completion or concurrent enrollment (at least ½ of the course completed) in: Teaching Foreign Languages: Theory & Methods
Instrumental or Vocal Music OSAT	Completion of: Music Literature I & II, Harmony & Structure I-IV, Sight Singing I-IV, Music History I & II, Fundamentals and Advanced Conducting
Middle Level Science or Physical Science OSAT	Completion of: Chemistry I & II, Physics I & II, Principles of Biology I, and Physical Geology
Physical Education OSAT	Completion or concurrent enrollment (at least ½ of the course completed) in: Applied Anatomy & Kinesiology, PE in Elementary Schools, PE in Jr. & Sr. High Schools, Motor Learning, Methods of Teaching PE
Spanish OSAT	Completion of junior & senior level subject area courses; Completion or concurrent enrollment (at least ½ of the course completed) in: Teaching Foreign Languages: Theory & Methods
US History/OK History/ Government/Economics OSAT	Completion of: American Federal Government, US History to 1865 & since 1865, Introduction to Historical Research & Writing, Oklahoma History, Principles of Economics I, Principles of Economics II or Economic Geography, and State & Local Politics or Concepts of Political Science or International Relations
World History/ Geography OSAT	Completion of: Early World Civilization, Modern World Civilization, Western Civilization I & II, Introduction to Historical Research & Writing, Human Geography, and World Regional Geography
OPTE	Completion or concurrent enrollment in: all education courses <i>except</i> student teaching and Classroom Management

Field Experience Policies

Education candidates at Cameron University are required to complete a variety of field experiences as part of their coursework. These experiences vary from observations in Introduction to Teaching to a full internship during the final semester. All field placements at Cameron are jointly determined between the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University and the public schools.

Diversity of Placements

Cameron University is dedicated to preparing teacher education students for working with diverse student populations. In order to reach this goal, all students must experience a variety of field placements including schools of high and low socio-economic status, schools with a high minority population, and classrooms of students with special needs. These criteria are of high importance when field placements are assigned. For this reason, you will not complete more than one field placement at the same school and you may be required to complete field placements both in and out of Lawton/Claremore.

Field Experience Transfer Policy

In the event that you are transferring in a class from another university in place of a Cameron course that includes a field experience, you must either provide documentation of the completed field experience or complete an additional, equivalent field experience at Cameron. Transfer field experiences will be handled through the Office of Field Experiences/CU Elementary Education at RSU Office.

Assigning Placements

All field placements will be made by the Office of Field Experiences/CU Elementary Education at RSU Office. Many steps are involved in making your field placements from you filling out the Field Placement Request form to getting permission from principals and classroom teachers for you to visit their classrooms. The following policies are in place to ensure the validity of your field placements.

Placements will be made primarily in the Lawton area. Exceptions will be made for candidates in the RSU program and those taking classes via ITV or on nights and weekends. For those of you living outside of Lawton, we prefer to save the nearest local schools for your student teaching.

The Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University considers the following guidelines when making placements. Recent high school graduates are not typically placed in high school settings in their freshman or sophomore year at Cameron. Only in rare cases will students be placed in schools which their children attend or at which a relative is employed.

Procedure for Appealing a Placement

Candidates wishing to appeal their placements may do so in writing to the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University. Further appeals should be made in writing to the Director of Teacher Education.

Guidelines for Being in the Schools

- Dress professionally at all times when you are in the schools. This includes avoiding any revealing clothing, covering tattoos, and removing piercings.
- Leave cell phones and pagers in your vehicle or turn them off while in the schools. Please do not expect to answer a call or respond to a text message while you are observing.
- Plan on at least one hour for each visit to the school.
- You are required to sign in at the office during each visit to the school.
- You should not expect to observe during lunch times (11:00-12:30 for elementary and 11:30-1:00 for secondary) or only on Fridays as this will negatively impact your ability to schedule observation time or the quality of the lessons you observe while at the school.
- Your available times to observe are sent to the schools as a guide when making your placement. You can and should negotiate your times with your assigned teacher once you make initial contact with the school.

Evaluation of Field Experiences

Many of your field experiences will be evaluated, either by the classroom teacher with whom you work or by your Cameron instructor. Prior to your field experience, your instructor should share the assessment form that will be used with you. The results of these assessments will be shared with you at the conclusion of the course during which it is used.

Dealing with Field Experience Concerns

Should you have a concern about your field experience, the first thing you should do is communicate with your Cameron instructor. From there, your instructor will either speak to the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University or send you to contact the coordinator directly. If your concern involves your instructor, then you may approach the Coordinator of Field Experiences/Academic Advisement Specialist at Rogers State University.

rev. 7/11

Education Programs – Required Field Experiences

Program(s)	Course	Hours
All	EDUC 3003 Introduction to Teaching	10
	SPED 3103 The Exceptional Child	10
	EDUC 3753 Educational Psychology	10
	EDUC 4313 Practicum in Assessment & Instruction	60
	EDUC 4815/4825/4935/4945/4965/4975/4995 Directed Observation & Internship	2@240 ea.
Early Childhood	ECE 3154 Methods & Practicum in Early Childhood Education	35
	ECE 4144 Methods & Practicum in Cognitive Development	35
Early Childhood and Elementary	EDUC 4463 Mathematics Methods	10
	EDUC 4553 Diagnosis & Remediation of Reading Difficulties	10
English	ENGL 4773 Teaching of English	2
Music	MUSC 4712 Elementary Methods	10
	MUSC 4722 Secondary Instrumental Methods (or) MUSC 4732 Secondary Vocal Methods	10
PE	HPET 3013 Adapted Physical Education	3
	HPET 3333 Physical Education in the Elementary School	3
	HPET 4773 Methods of Teaching Physical Education	3

Descriptions of Undergraduate Field Experiences

All Programs

EDUC 3003: Introduction to Teaching—Ten (10) hours of observation in a classroom. Candidates write up their experiences in an observation paper.

SPED 3103: The Exceptional Child—Ten (10) hours of observation in a classroom of children with exceptionalities. Candidates may observe a special education classroom or a regular education classroom containing several children with exceptionalities.

EDUC 3753: Educational Psychology—Ten (10) hours of focused observations in a classroom. Candidates look for and document given elements of teaching. Each focused observation is recorded and analyzed.

EDUC 4313: Practicum in Assessment and Instruction—Sixty (60) hours of observation, teacher assistance, and teaching in a single classroom. Each candidate gives a pre-test, teaches a series of lessons, and gives a post-test to determine student learning gains. A detailed Teacher Work Sample is created in conjunction with the field experience.

EDUC 4815/4825/4935/4945/4995: Directed Observation & Internship—Six (6) to seven (7) weeks of student teaching in each of two settings. Candidates write lesson plans as needed and reflect weekly in writing.

Program-Specific

ECE 3154: Methods & Practicum in Early Childhood Education—Thirty-five (35) hours in an early childhood classroom.

ECE 4144: Methods & Practicum in Cognitive Development—Thirty-five (35) hours in an early childhood classroom.

EDUC 4463: Mathematics Methods—Ten (10) hours of individual or small group tutoring in the area of math. Candidates design a series of lesson plans covering multiple topics and teach them to children. Candidates also turn in written reflections about their experiences in the field.

EDUC 4553: Diagnosis & Remediation of Reading Difficulties—Ten (10) hours of individual tutoring in the area of reading. Each candidate assesses a single child's reading ability, creates a series of lessons aimed at improving the reading, and delivers the lessons in a one-on-one setting. Candidates write a case study based on their experiences.

ENGL 4773: Teaching of English—Two (2) hours of observation in a secondary English classroom.

HLTH 3013: Adapted Physical Education—Three (3) hours of observation in a PE class with students who have exceptionalities.

HPET 3333: Physical Education in the Elementary School—Three (3) hours of observation in an elementary PE class.

HPET 4773: Methods of Teaching Physical Education—Three (3) hours of observation in a PE class.

Record of Field Experiences and Diversity: B.S. in Elementary Education

Course	# of Hours	Field Experience Site	Semester	Grade Level /Subject	Exceptionality	High SES	Low SES	High Minority
EDUC 3003: Introduction to Teaching								
SPED 3103: The Exceptional Child					X			
EDUC 3753: Educational Psychology								
EDUC 4463: Mathematics Methods								
EDUC 4553: Diagnosis & Remediation of Reading Difficulties								
EDUC 4313: Practicum in Assessment and Instruction								
EDUC _____: Directed Observation & Internship	N/A							
EDUC _____: Directed Observation & Internship	N/A							



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students. An educator who is COMPETENT displays the following dispositions: values the subject matter (s)he teaches; appreciates multiple teaching strategies; and uses fair and consistent practices. An educator who is CARING displays the following dispositions: exhibits a belief that all students can learn; demonstrates strong interpersonal skills; and is sensitive to student needs. An educator who is COMMITTED displays the following dispositions: demonstrates professionalism; is a reflective decision-maker; and is dedicated to the profession.

Record of Field Experiences and Diversity: B.A./B.S. in K-12 or Secondary Education

Course	# of Hours	Field Experience Site	Semester	Grade Level /Subject	Exceptionality	High SES	Low SES	High Minority
EDUC 3003: Introduction to Teaching								
SPED 3103: The Exceptional Child					X			
EDUC 3753: Educational Psychology								
EDUC 4313: Practicum in Assessment and Instruction								
EDUC _____: Directed Observation & Internship	N/A							
EDUC _____: Directed Observation & Internship	N/A							



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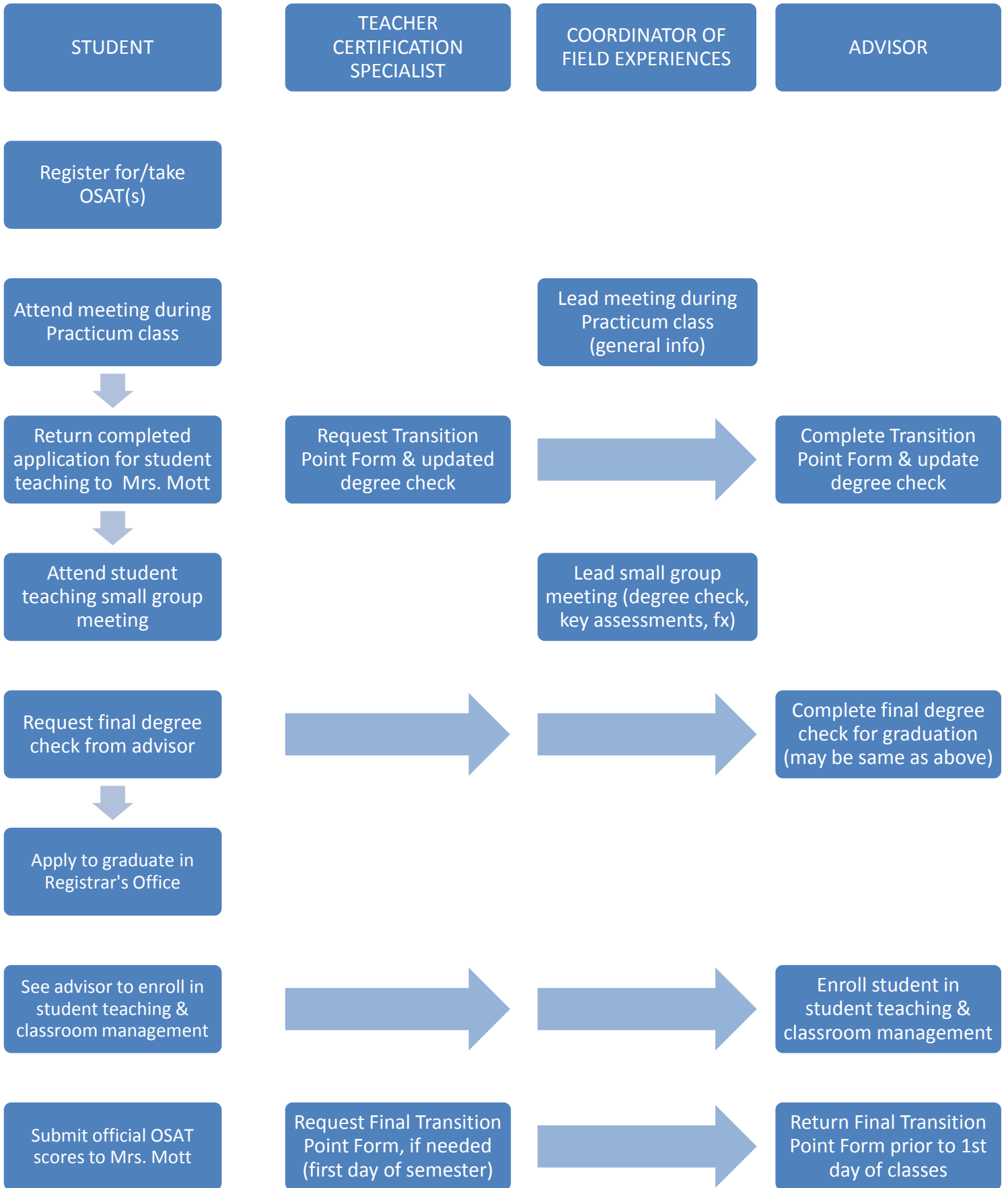
Record of Field Experiences and Diversity: B.S. in Early Childhood Education

Course	# of Hours	Field Experience Site	Semester	Grade Level /Subject	Exceptionality	High SES	Low SES	High Minority
EDUC 3003: Introduction to Teaching								
SPED 3103: The Exceptional Child					X			
ECE 3154: Methods & Practicum in Early Childhood Education								
EDUC 3753: Educational Psychology								
ECE 4144: Methods & Practicum in Cognitive Development								
EDUC 4463: Mathematics Methods								
EDUC 4553: Diagnosis & Remediation of Reading Difficulties								
EDUC 4313: Practicum in Assessment and Instruction								
EDUC 4935: Directed Observation & Internship in Primary Grades	N/A							
EDUC 4995: Directed Observation & Internship in Early Childhood	N/A							



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ENTRY TO STUDENT TEACHING



Process for Gaining Entry to Student Teaching

1. Complete an application for student teaching.

If you intend to student teach during the spring semester, applications are due on September 15th. If you intend to student teach during the fall semester, applications are due on February 1st. The application packet includes an application form, a dispositional self-assessment, criminal history disclosure, personal information sheet, and record of field experiences. When possible, applications will be distributed during Practicum class. Also application packets for Lawton candidates can be picked up in Nance-Boyer 1012, and application packets for RSU candidates can be picked up in 121 Baird Hall.

2. Sign up for a small group meeting.

Student teaching meetings occur after applications are due. When you return your application for student teaching, you will be able to sign up for a meeting time.

3. Meet with Coordinator of Field Experiences/CU Elementary Education Coordinator at RSU

The purpose of the small group meeting is to discuss placement information and to ensure all degree requirements and key assessments required for student teaching have been (or are in the process of being) met.

Out of Area Student Teaching Placements

Candidates who are unable to complete their student teaching close to the Lawton or Claremore areas may be allowed to do so in conjunction with another university with an equivalent NCATE-accredited program. Candidates are financially responsible for all fees charged by the host university. A candidate wishing to complete student teaching out-of-area must complete an application to do so at least two months prior to the end of the pre-student teaching semester. The application includes an explanation of need, an action plan for completion of responsibilities, and two faculty references focused on the qualities of committed candidates that would lead to success in an out-of-area placement. Upon approval of the out-of-area placement, the candidate agrees to contact the host university and secure placement. Placement information must be communicated to the Coordinator of Field Experiences and/or the CU Elementary Education Coordinator at Rogers State University at least one month prior to the end of the pre-student teaching semester.

Academic Labs

Lawton

The Academic Labs are provided to give students an opportunity to improve their academic skills. Students can increase their reading, study, test taking, math, and writing skills with concentrated individual effort. The instructors in the Labs are able to develop individual programs or to direct students to appropriate classes. Students are urged to take advantage of this free service whenever they need it but especially early in the semester when they have time to improve for that semester.

1. READING LAB – NB 1008

This lab specializes in study skills, improvement of reading, and test taking skills. Classes can be taken (classes meet in NB 1008 and are in the regular schedule of classes) or individualized programs can be developed with the instructor.

2. WRITING LAB – NB 2037

This lab provides assistance for all types of writing. Students receive assistance for their individual writing problems.

3. MATH LAB – BURCH 211

The instructors in this lab will assist students with their individual needs in mathematics.

Rogers State University

The Tutoring Lab in Health Sciences 227 is designed to provide an atmosphere conducive to studying as well as learning. Students are given an opportunity to improve their academic skills. Tutors are available to assist student in improving their reading, study, test-taking, math, and writing skills with concentrated individual assistance from the tutors. Students are encouraged to take advantage of these free tutoring services. The phone number is 918-343-7828.

1. READING LAB

This lab provides assistance for Developmental Reading I. Individualized programs can be developed with the instructor.

2. WRITING LAB

This lab provides assistance for Basic Writing, Composition I, Composition II, and Essay Writing. Tutors will also proofread papers for other courses.

3. MATH LAB

This lab provides assistance for Elementary Algebra Plus, Intermediate Algebra, College Algebra, Math for Critical Thinking, and Math Structures I and II.

Student Organizations

Student Oklahoma Education Association (SOEA)

Sponsors: Marco Columbus, Lawton campus
Jennifer Holloway, Claremore campus

This organization is open to all students who are planning to be teachers. It is the Cameron unit of the statewide organization, the Oklahoma Education Association (OEA). There are a number of benefits to joining this group including the availability of professional liability insurance for coverage when working in the public schools.

SOEA plans monthly meetings with informative guest speakers and hands on activities. SOEA also conducts certification test study sessions once a year. Watch bulletin boards for announcements of upcoming meetings.

Learn more at <http://www.cameron.edu/education/organizations> or www.okea.org

Council for Exceptional Children (CEC)

Sponsor: Sue Hoppe

This is a student Chapter of the Council for Exceptional Children. The dues include two journals. This group meets monthly and students attend one state meeting a year. In addition to the meetings there are activities with children with disabilities. Anyone who is interested is eligible for membership and encouraged to participate.

Learn more at <http://www.cameron.edu/education/organizations> or www.cec.sped.org

Honor Societies

Kappa Delta Pi Honor Society

Contact: Dean Ronna Vanderslice

The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. The vision of Kappa Delta Pi is to help committed educators be leaders in improving education for global citizenship. Individually and collectively, Society members recognize and honor achievement; strive to a high degree of professional fellowship, leadership, and growth in the field of education; and serve their students and educational community.

Cameron's Upsilon Xi chapter issues invitations for membership to education students who have completed at least 30 hours of coursework, demonstrate a cumulative GPA of 3.0 or better, and demonstrate leadership abilities.

Learn more at <http://www.cameron.edu/education/honors> or www.kdp.org

Pi Lambda Theta International Honor Society

Contact: Courtney Glazer

Pi Lambda Theta's mission is to honor outstanding educators and inspire them to be effective leaders who address critical issues in education.

Membership is open to any graduate or undergraduate student who intends to pursue a career in education, has achieved a cumulative grade-point average of at least 3.5 on a 4.0 scale, and has been admitted to teacher education. Students who meet the qualifications are invited to join Pi Lambda Theta during Admission to Teacher Education interviews.

While Cameron does not have a chapter of Pi Lambda Theta, education students are encouraged to join at the national level to receive membership benefits and recognition.

Learn more at <http://www.cameron.edu/education/honors> or www.pilambda.org

Undergraduate Education Scholarships & Financial Incentives

Jane M. Morse Memorial Scholarship - Awarded for the fall during the preceding spring semester. Applicants must have a cumulative 3.0 GPA or above, be admitted to the teacher education program in elementary education, and enrolled in at least twelve hours of course work at Cameron. Applications are available on the Cameron financial assistance website.

Sondra Bonnington Special Education Scholarship - Awarded for the fall during the preceding spring semester. Applicants must be classified as a junior, senior, or graduate, be seeking special education certification, and enrolled in special education courses. Applications are available on the Cameron financial assistance website.

Irene and Buck Clements Early Childhood Education Scholarship - Awarded for the fall during the preceding spring semester. Applicants must be currently enrolled in or have completed early childhood classes, participate in extracurricular activities on and/or off campus, and be eligible for admission to teacher education. Applications are available on the Cameron financial assistance website.

Regent's Future Teacher Scholarships - Awarded for the fall during the preceding spring semester for areas of teacher shortages. These are usually not for elementary education majors. An application and information on shortage areas may be obtained from the Dean's office (Nance-Boyer 1023) or the CU Elementary Education at Rogers State University office (121 Baird Hall).

Comanche County Retired Teachers Association Scholarship - Awarded each year to pre-service teacher who is a junior or above (may be post-baccalaureate). Criteria are GPA, 2 letters of reference, need, an interview, and a 300 word essay. Finalists are selected by the Department Scholarship Committee. A panel from the Comanche County Retired Teachers Association reviews the finalists and selects the recipient. Applications are available in the ESS office (Nance-Boyer 1012).

Scottish Rite Scholarship - Awarded for the fall during the preceding spring semester. Student must be student teaching in the spring of the academic year for which the award is made. Applications are available from the Dean's office (Nance-Boyer 1023) or the CU Elementary Education at Rogers State University office (121 Baird Hall).

Teacher Shortage Employment Incentive Program (TSEIP) – The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative program administered by the Oklahoma State Regents for Higher Education. The program reimburses eligible student loan expenses or pays an equivalent cash benefit to individuals who graduate from an Oklahoma accredited teacher education program, receive teaching certification in math or science, and agree to teach in an Oklahoma public secondary school for at least five years. Participants must:

- Complete the [TSEIP Participation Agreement](#) no later than the date of their graduation.
- Declare an intention to teach in Oklahoma and graduate from an Oklahoma accredited teacher education program.
- Maintain satisfactory progress in an academic program leading to an undergraduate or graduate degree in math or science education.
- Complete an approved program of professional teacher education that includes a student teaching requirement that leads to a certificate to teach math or science at the secondary level.
- Be employed to teach either science or math at least 75 percent of the time within 16 months of graduating from an accredited university.
- Complete the first full year of eligible full-time teaching service within 25 months of graduation date from a four-year college or university.

TSEIP agreements and more information may be obtained from the Dean's office (NB 1023).

Department of Education Complaint Procedure

In the event that a dispute arises between a candidate and a faculty member in the Department of Education, the candidate is expected to follow the procedures detailed below.

Lawton

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:
2. The Department Chair is contacted in person or by email. The Department Chair will schedule a meeting and will request a written complaint. If not resolved:
3. A written statement is filed with the Dean of the School of Education and Behavioral Sciences. The Dean will request a meeting. If not resolved:
4. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Student Services as appropriate.

RSU

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:
2. The Academic Advisement Specialist at RSU is contacted in person or by email. The coordinator will schedule a meeting and will request a written complaint. If not resolved:
3. The Department Chair is contacted by phone or by email. The Department Chair will schedule a meeting and will request a written complaint. If not resolved:
4. A written statement is filed with the Dean of the School of Education and Behavioral Sciences. The Dean will request a meeting. If not resolved:
5. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Student Services as appropriate.

All written complaints will be kept on file for three years in the appropriate office.

Education Programs - Plan of Improvement

A plan of improvement detailing the area(s) of concern and the expectations for improvement may be put into place as the need arises. Once a need for a plan of improvement has been identified, a meeting will occur with the student, instructor, and department chair. Failure to provide evidence of improvement in the areas included in the plan will result in action taken at the discretion of the course instructor. An appeal of the plan may be made in writing to the Chair of the Education Department/Academic Advisement Specialist at RSU. In the event that the chair/coordinator and instructor are the same, a written appeal may be made to the Dean.

State Minimum Teacher Salary Schedule Beginning 2011-2012

70 O.S. § 18-114.12

Beginning with the 2010-2011 school year, teachers in the public schools of Oklahoma shall receive in salary and/or fringe benefits not less than the amount specified in the following schedule. When determining minimum salary, "fringe benefits" shall mean only the employee's share of retirement, if paid by the district.

Years of Experience	Bachelor's Degree	Master's Degree	Doctor's Degree
0	\$31,600	\$32,800	\$34,000
1	\$31,975	\$33,175	\$34,375
2	\$32,350	\$33,550	\$34,750
3	\$32,725	\$33,925	\$35,125
4	\$33,100	\$34,300	\$35,500
5	\$33,500	\$34,700	\$35,900
6	\$33,900	\$35,100	\$36,300
7	\$34,300	\$35,500	\$36,700
8	\$34,700	\$35,900	\$37,100
9	\$35,100	\$36,300	\$37,500
10	\$35,950	\$37,575	\$39,625
11	\$36,375	\$38,000	\$40,050
12	\$36,800	\$38,425	\$40,475
13	\$37,225	\$38,850	\$40,900
14	\$37,650	\$39,275	\$41,325
15	\$38,075	\$39,700	\$41,750
16	\$38,500	\$40,125	\$42,175
17	\$38,925	\$40,550	\$42,600
18	\$39,350	\$40,975	\$43,025
19	\$39,775	\$41,400	\$43,450
20	\$40,200	\$41,825	\$43,875
21	\$40,625	\$42,250	\$44,300
22	\$41,050	\$42,675	\$44,725
23	\$41,475	\$43,100	\$45,150
24	\$41,900	\$43,525	\$45,575
25+	\$42,325	\$43,950	\$46,000

Career /Technology Ag Teacher*	=	Minimum Salary	+	\$2,400/year - 12-month contract
Career/Technology Econ. Teacher*	=	Minimum Salary	+	\$2,000/year - 10-month contract
Other Career/Tech Teacher*	=	Minimum Salary	+	\$2,000/year - 10-month contract
Special Education Teacher**	=	Minimum Salary	+	5 percent above the prevailing wage paid teachers of children who are nondisabled in the same school district.
Alternative Education Teacher***	=	Minimum Salary	+	5 percent above designated step for that teacher within the adopted salary schedule of the district.

*Salary distribution per the policies and procedures manual of the Oklahoma State Board of Career and Technology Education.

**Salary distribution mandated by 70 O.S. § 13-110.

***Alternative Education salary distribution mandated by 70 O.S. § 1210.565.

The State Board of Education shall accept teaching experience from out-of-state school districts that are accredited by the State Board of Education or appropriate state accrediting agency for said districts. For the purpose of state salary increments and retirement, no teacher shall be granted credit for more than five (5) years active duty in the military service, or out-of-state teaching experience as a certified teacher or its equivalent. Nothing in this section shall prohibit boards of education from crediting more years of experience on local salary schedules than those allowed for state purposes. The provisions of the above salary schedule shall not apply to teachers who have entered into postretirement employment with a public school in Oklahoma and are still receiving a monthly retirement benefit. (70 O.S. 2001 § 18-114.7)

Teacher Supply and Demand Study

April 2002

Conclusions - Identified Teacher Education Shortage Areas

Similar to findings in the 1998 study, there is no shortage in the production of new teachers; however, there are shortages due to difficulties in hiring and retaining teachers. Based on the trends from the past four years, shortages can be expected in the following areas.

Early childhood. Urban areas show increased demand for teachers in this area; the number of births has increased in three of the last five years. To maintain current student to educator ratios, over 250 more early childhood teachers will be needed from 2000-01 to 2004-05.

Special education. The overall reserve pool of special education teachers is relatively large; however, several areas, including deaf-blind, visually impaired, hearing impaired, and autism, have few reserves. To maintain current student to educator ratios, 1,735 special education teachers will need to be hired from 2000-01 to 2004-05.

Foreign language. Reserve pools for this area are low. About 15 percent of middle school and 16 percent of high school foreign language classes have over 25 students. Over the next five years, 78 middle school and 275 high school teachers in a variety of different languages will be needed.

Possible shortages are projected in the following areas.

Guidance counselors. The number of counselors eligible for normal retirement increases significantly throughout the next five years. The reserve pool is inadequate considering the number of school districts, although a projected overall decline in student enrollments will be directly tied to the demand for counselors. To maintain current supply levels, 566 new counselors will be needed in the next five years.

Librarians. Projected normal retirements over the next five years are high, and the reserve pool of librarians is small. Given the projected decline in overall student enrollments, the demand for librarians, assuming historical ratios of student to librarian, may decline. To maintain current ratios, 274 new hires will be needed.

Art/Music. Approximately 28 percent of middle school and 20 percent of high school classes have over 25 students, and the percentages of current teachers eligible for retirement in 2005 are 28 and 27, respectively. To maintain current supply levels, 139 middle school and 402 high school art and music teachers will need to be hired.

Science. In 2005, 20 percent of middle school science and high school biology teachers and 30 percent of high school chemistry teachers will be eligible for normal retirement. Middle school enrollment is predicted to increase over the next five years. Urban school districts will show the greatest change in demand for high school biology and chemistry teachers; mid-size districts will have an increased demand for high school physics teachers.

Vocational Education. Thirty-six percent of middle school and 29 percent of high school vocational education teachers will be eligible for normal retirement in 2005. The total reserve pool is adequate, but there are many areas with less than five teachers in reserve. Mid-size and rural school districts will show

the greatest demand for middle school vocational education teachers, and urban districts will show increased demand for high school teachers in this area. Over the next five years, 627 high school vocational education teachers will be needed to maintain current student to educator ratios.

Mathematics. Approximately 13 percent of middle school math classes consist of more than 25 students, and about 16 percent of high school math classes have more than 25 students. The demand for both middle and high school math teachers is predicted to increase in urban school districts. To maintain current supply levels, 308 middle school and 736 high school math teachers will need to be hired in the next 5 years.

Speech pathologists. Due to how data are collected for speech pathologists, similar projections are not possible. However, based on the low percentage (40 percent) of certified graduates hired and previous shortages, speech pathology is considered a shortage area.

Projected Demand by School District

The largest school districts are projected to need 3.1 percent more educators in 2004-05 than in 1999-00. Other school districts are expected to have a slight decrease in demand ranging from 0.4 to 7.8 percent with the rural smallest school districts having the largest overall decrease.

Rural Districts

- Administrators show decreases in demand of 2 percent and 5 percent for the two rural clusters.
- Early childhood education shows no change for one rural cluster and a 3 percent decline for the other rural cluster over the projection period.
- Elementary grades show a 3 percent decline in demand.
- Demand for middle school positions show mixed results. The most rural cluster shows a 4 percent increase in demand over the projection period, while the other cluster shows a 2 percent decline.
- High school positions for rural clusters show substantial decreases of 6 and 10 percent over the projection period. These changes represent very small numbers.

Mid-size District Clusters

- Administrators show a small decrease in demand for most mid-size clusters and one cluster shows no change in demand.
- Early childhood education shows changes in demand over the projection period ranging from no change to a 9 percent increase.
- Elementary grades show virtually no change in demand over the projection period with changes ranging from a 3 percent decline to no change at all.
- Middle school positions show mixed results with changes ranging from a 5 percent decline to a 2 percent increase over the projection period.
- High school positions for mid-size clusters show decreases ranging from 3 to 4 percent. These changes represent very small numbers.

Urban District Clusters

- Administrators show a small increase in demand for most urban clusters; however, some urban clusters show a small decline in demand.
- Early childhood education shows increases ranging from 4 to 10 percent.
- Elementary grades show virtually no change in demand over the projection period.

- Middle school positions show an increase of about 5 percent in the most urban districts over the projection period. The other urban clusters range from no change in positions to declines as great as 10 percent.
- High school positions for urban clusters show increases as high as seven percent for the most urban cluster over the projection period. However, all other urban clusters show declines in demand for high school positions ranging from 3 to 7 percent. These changes represent very small numbers.

The National Center for Education Statistics data indicate that public schools across the country will need at least 2 million new teachers by 2010. Nationally, schools in poor, high minority, and urban districts are already in dire need of qualified teachers. Non-white students are expected to comprise the majority of all K-12 students in the United States by 2035; however, 90 percent of current teachers are Caucasian.

Contributing Factors to Shortage Areas

Teacher salaries. A 2000 analysis of teacher salaries by the American Federation of Teachers, reports that the national average for teacher salaries during the 1999-2000 school year was \$41,820. Oklahoma was ranked 50th of 51 states (the report included the District of Columbia), with an average salary of \$29,525, or 70.6 percent of the national average. The report shows Oklahoma in a three-year sinking trend; Oklahoma ranked 48th in 1997-98 and 49th in 1998-99. Although the minimum salary mandated in Texas is lower than that in Oklahoma, local districts in Texas are paying more. For instance, in Houston, first year teachers with a baccalaureate are paid \$34,588 per year; in Denton, \$33,500; and in Fort Worth, \$36,250. Oklahoma districts generally pay just above the minimum state mandate of \$27,060 (by law, this figure can include benefits). A first year teacher in Oklahoma City with a baccalaureate makes \$26,700 (plus benefits); in Tulsa, \$26,000 (plus benefits); and in Lawton, \$27,301. An Oklahoma teacher with a master's degree and 20 years of experience could earn a lower salary than a first year teacher in Fort Worth, Texas. As evidenced above, in some instances, Oklahoma school districts include benefits in the salary minimum, which means teachers are paid even less.

Other states offer financial incentives beyond salary and benefits. For example, the Dallas Independent School District pays new teachers a minimum of \$34,100 and offers hiring bonuses based on the date of hire: \$1,500 in June; \$1,000 in July; and \$500 in August. Additionally, the district offers an annual stipend of \$3,000 for bilingual teachers; \$1,000 for math and science teachers (grades 7-12); and \$500 for special education or Spanish teachers. The Houston Independent School District pays new teachers \$34,588 and offers first year teachers a signing bonus of \$3,000 over two years. Teachers in critical shortage areas receive a \$5,000 bonus over two years. Other special incentives include a \$500 bonus for new hires with a college GPA over 3.0; a retention bonus of \$3,000 to every teacher with more than three years of experience; and an extra \$500 bonus for teachers with more than 24 years of experience.

Sources: Oklahoma State Regents for Higher Education, Oklahoma State Department of Education

Oklahoma Education Employment Opportunities

The Department of Education at Cameron posts job openings as they become available on its website at <http://www.cameron.edu/education/jobs>.

The Oklahoma State Department of Education, is proud to offer two FREE job posting and search services for job candidates and schools: teachers-teachers.com/Oklahoma and oklahomateachingjobs.org.

TEACHERS-TEACHERS.COM

Teachers-Teachers.com/oklahoma is designed to save teachers and schools time and money in the search for and posting of teaching jobs. Teachers can search a large database of teaching jobs and post résumés online that are instantly accessible to schools nationwide. Job seekers can build a résumé for schools to view and be notified by e-mail if a school has an opening that matches. School officials can post an unlimited number of positions and search the database of candidates interested in working in Oklahoma.



Oklahomateachingjobs.org allows users to select job openings based on position and geographic location. The site also allows schools, higher education institutions, career and technology centers, and the State Department of Education to post job vacancies. Users can search for vacancies, post and remove vacancies, and update information at any time.

- For additional assistance with either Teachers-Teachers.com Web site or the Oklahomateachingjobs.org Web site, contact [Kim Nickerson](mailto:Kim.Nickerson@oklahomateachingjobs.org), by e-mail or telephone (405)521-4869.
- Funding through the State Improvement Grant has provided access to two Web-based services with no cost to local educational agencies and job candidates.

Sources for additional employment information:

Oklahoma State Department of Education Human Resources Development Web site, there is also a 24-hour job information line at (405) 521-3973.

Cooperative Council for School Administration's (CCOSA)

Oklahoma Employment Security Commission's

Great Teacher.net, a free site offering job search, chat room and resources

If you have questions about Oklahoma State Department of Education employment opportunities, contact the Human Resources office, phone (405) 521-3977.

Education Program Degree & Licensure Requirements

The most current degree checksheets for all Cameron University majors can be found on the Cameron website at <http://www.cameron.edu/academic/degrees.html>. The following documents should help you as you plan your coursework and prepare for the education transition points.

The Sample Plans of Study for Early Childhood Education and Elementary Education includes a recommended course sequence along with a list of other program requirements.

The Sample Plans of Study for K-12 Education and Secondary Education programs includes a recommended course sequence for education courses only. Your advisor can provide assistance with the course sequence for content area courses.

The Checklists for K-12 Education and Secondary Education programs includes a list of program requirements with a recommended timeline.

SAMPLE PLAN OF STUDY FOR EARLY CHILDHOOD EDUCATION

(Revised 03/2009)

<u>SEMESTER 1</u>	<u>HRS</u>
___ ENGL 1113 Engl Composition 1	3
___ PSYCH 1113 General Psychology	3
___ MATH 1513/1813 or higher	3
___ HIST 1483/1493 American History	3
___ HUMANITIES _____	3
___ PHYSICAL EDUCATION _____	<u>1</u>
TOTAL HOURS	16

<u>SEMESTER 3</u>	<u>HRS</u>
___ MATH Elective (MATH 2353)	3
___ EDUC 3673 Media & Tech in Educ	3
___ SCIENCE (Biology, Physical Science)	4-5
___ EDUC 3513 Teaching Primary Reading	3
___ EDUC 3733 Developmental Psychology	<u>3</u>
TOTAL HOURS	16-17

<u>SEMESTER 5</u>	<u>HRS</u>
___ SOCIAL STUDIES Elective _____	3
___ ECE 3154 Mth & Prac Erly Chd Ed*	4
___ ECE 3303 Hm, School, & Community	3
___ EDUC 3753 Educational Psych+*	3
___ MATH Elective _____	<u>3</u>
TOTAL HOURS	16

<u>SEMESTER 7</u>	<u>HRS</u>
___ EDUC 4423 Lang Arts Meth+	3
___ EDUC 3023 Creative Exp in EC & Elem	3
___ EDUC 4313 Prac. in Assess & Inst+*	3
(60 hr field component)	
___ ECE 4653 Assessment of Yng Children+	3
___ ECONOMICS _____	<u>3</u>
TOTAL HOURS	15

<u>SEMESTER 2</u>	<u>HRS</u>
___ ENGL 1213 Engl Composition II	3
___ SCIENCE (Biology, Physical Science)	4-5
___ POL SCI 1113 Amer Federal Govt	3
___ EDUC 3003 Intro to Teaching*	3
(Requires 10 hours Field Component)	
___ EDUC 1800 Education Seminar	0
___ LIBS 3423 Children's Literature	<u>3</u>
TOTAL HOURS	16-17

<u>SEMESTER 4</u>	<u>HRS</u>
___ COMM 1113 Fund. of Speech	3
___ MATH Elective (MATH 2363)	3
___ ECE 2163 Hlth, Sfty, Nutri Yng Child Ed	3
___ SPED 3103 The Exceptional Child*	3
___ HUMANITIES PHIL/W Civ _____	3
___ PHYSICAL EDUCATION ELECTIVE _____	<u>1</u>
TOTAL HOURS	16

<u>SEMESTER 6</u>	<u>HRS</u>
___ SCIENCE Elective _____	4-5
___ EDUC 4463 Math Methods +*	3
___ ECE 4144 Mth & Prac Cog Dev *	4
___ EDUC 4553 Diag/Remed Rdg Diff+*	3
___ HEALTH 1012 Wellness & Exer Sci	<u>2</u>
TOTAL HOURS	16-17

<u>SEMESTER 8</u>	<u>HRS</u>
___ EDUC 4935 Dir Obs/Intern Prim+	5
___ EDUC 4995 Dir Obs/Intern in Early Chld+	5
___ EDUC 3612 Classroom Management	<u>2</u>
TOTAL HOURS	12

* Requires field component

+ Restricted courses – must be admitted to Teacher Education

<u>ADDITIONAL PROGRAM REQUIREMENTS</u>
_____ Take OGET
___ OGET passed
___ Apply for Admission to Teacher Education
_____ Interview for Admission to Teacher Education
___ Admitted to Teacher Education
_____ Take OSAT
___ OSAT passed
___ Apply & Interview for Student Teaching
___ ORT passed
___ Take OPTE
___ OPTE passed
___ Foreign Language Proficiency

SAMPLE PLAN OF STUDY FOR ELEMENTARY EDUCATION

(Revised 03/2009)

<u>SEMESTER 1</u>	<u>HRS</u>
___ ENGL 1113 Engl Composition 1	3
___ PSYCH 1113 General Psychology	3
___ MATH 1513/1813 or higher	3
___ HIST 1483/1493 American History	3
___ HUMANITIES _____	3
___ PHYSICAL EDUCATION	1
TOTAL HOURS	16

<u>SEMESTER 3</u>	<u>HRS</u>
___ MATH Elective (MATH 2353)	3
___ EDUC 3673 Media & Tech	3
___ SCIENCE (Biology, Physical Science)	4-5
___ EDUC 3513 Teaching Primary Reading	3
___ EDUC 3733 Developmental Psychology	3
TOTAL HOURS	16-17

<u>SEMESTER 5</u>	<u>HRS</u>
___ SCIENCE Elective _____	4-5
___ EDUC 4483 Science Methods+	3
___ EDUC 4463 Math Meth+*	3
___ EDUC 4553 Diag/Remed of Read Diff+*	3
___ MATH Elective _____	3
TOTAL HOURS	16-17

<u>SEMESTER 7#</u>	<u>HRS</u>
___ EDUC 4423 Lang Arts Meth+	3
___ EDUC 3023 Creative Exp in EC & Elem	3
___ EDUC 4313 Prac. in Assess & Inst+* (60 hr field component)	3
___ EDUC 4653 Classroom Assessment +	3
___ ECONOMICS _____	3
TOTAL HOURS	15

<u>SEMESTER 2</u>	<u>HRS</u>
___ ENGL 1213 Engl Composition II	3
___ SCIENCE (Biology, Physical Science)	4-5
___ POL SCI 1113 Amer Federal Govt	3
___ EDUC 3003 Intro to Teaching* (Requires 10 hours Field Component)	3
___ EDUC 1800 Education Seminar	0
___ LIBS 3423 Children's Literature	3
TOTAL HOURS	16-17

<u>SEMESTER 4</u>	<u>HRS</u>
___ COMM 1113 Fund. of Speech	3
___ MATH Elective (MATH 2363)	3
___ EDUC 3533 Teaching Inter Reading	3
___ SPED 3103 The Exceptional Child*	3
___ HUMANITIES (Rec: Foreign Language)	3
TOTAL HOURS	15

<u>SEMESTER 6</u>	<u>HRS</u>
___ SOCIAL STUDIES Elective	3
___ EDUC 4443 Soc Studies Meth +	3
___ EDUC 3013 Cultural Foundations of Educ	3
___ EDUC 3753 Educational Psych+*	3
___ HEALTH 1012 Wellness & Exer Sci	2
___ PHYSICAL EDUCATION ELECTIVE	1
TOTAL HOURS	15

<u>SEMESTER 8</u>	<u>HRS</u>
___ EDUC 4935 Dir Obs/Intern Prim+	5
___ EDUC 4945 Dir Obs/Intern Int/M+	5
___ EDUC 3612 Classroom Management	2
TOTAL HOURS	12

ADDITIONAL PROGRAM REQUIREMENTS

- _____ Take OGET
- ___ OGET passed
- ___ Apply for Admission to Teacher Education
- _____ Interview for Admission to Teacher Education
- ___ Admitted to Teacher Education
- _____ Take OSAT
- ___ OSAT passed
- ___ Apply & Interview for Student Teaching
- ___ ORT passed
- ___ Take OPTE
- ___ OPTE passed

* Requires field component

+ Restricted courses – must be admitted to Teacher Education

CHECKLIST FOR K-12 EDUCATION PROGRAMS

Each semester, meet with the Academic Advisor in the discipline area of your major.

FRESHMAN YEAR

Semester 1

- Enroll in EDUC 1800, EDUC 3003, and EDUC 3673 for semester 2

Semester 2

- Complete EDUC 1800, EDUC 3003, and EDUC 3673 with a grade of C or better
- Enroll in EDUC 3733 for semester 3

SOPHOMORE YEAR

Semester 3

- Complete EDUC 3733 with a grade of C or better
- Enroll in SPED 3103 for semester 4

Semester 4

- Complete SPED 3103 with a grade of C or better
- Take the Oklahoma General Education Test (OGET) when 35 hours of general education have been completed (semester 4 or 5). Register online for the OGET at www.ceoe.nesinc.com. Refer to the CEOE Registration Bulletin, available at the CEOE website, for information regarding test dates and registration services and fees.

JUNIOR YEAR

Semester 5

- Apply for admission to Teacher Education (Application available at the School of Education and Behavioral Sciences)
Requirements for admission to Teacher Education
 - a) A grade of C or better in ENGL 1113, ENGL 1213, COMM 1113, MATH 1513 or higher, HIST 1483 or 1493, PS 1113 and 2 Humanities
 - b) A grade of S in EDUC 1800
 - c) Concurrent enrollment OR a grade of C or better in EDUC 3003, EDUC 3733, and Science (Biology or Physical Science). Note: Students concurrently enrolled in EDUC 3003 must provide a grade check of C or better. If the student receives a grade below C or a grade of I, the admission to Teacher Education will be revoked, any enrollments in restricted classes for the upcoming semester will be dropped, and the student will have to reapply for admission.
 - d) Passing scores on the Nelson Denny reading test (taken during EDUC 3003) and OGET
 - e) Maintain a GPA of 2.5 at all times
 - f) Satisfactory completion of entry interview
 - g) Three positive recommendation forms
- After admission to Teacher Education, enroll in EDUC 3753 for semester 6

Semester 6

- Complete EDUC 3753 with a grade of C or better
- Take the Oklahoma Subject Area Test (OSAT) when 30 hours in the discipline area of the degree have been completed with grades of C or better (semester 6 or 7)
- Enroll in EDUC 4313 and EDUC 4653 for semester 7

SENIOR YEAR

Semester 7

- Apply for Student Teaching. Applications are available online at www.cameron.edu/academic/education. (Application deadlines are September 15th and February 1st)
- Complete Student Teaching interview including portfolio submission
- Apply for graduation through Registrar's office (must have a current degree checksheet from discipline area Advisor)
- Attend mentor-intern meeting. See Field Coordinator for schedule
- Enroll in EDUC 3612, EDUC 4955, and EDUC 4985 for semester 8
- Complete EDUC 4313 and EDUC 4653 with a grade of C or better

Semester 8

- Follow procedures to complete fingerprint and background check
- Complete application for licensure
- Complete portfolio submissions
- Take OPTE (Note: a passing score is required for licensure)
- Complete EDUC 3612 with a grade of C or better and EDUC 4955 and 4985 with a grade of S

PLAN OF STUDY FOR ELEMENTARY-SECONDARY EDUCATION

SEMESTER 1

HRS

Total Hours	_____

SEMESTER 2

HRS

_____	EDUC 1800 Education Seminar	
_____	EDUC 3003 Intro to Teaching (Includes 10 hr Field Component)	3
_____	EDUC 3673 Media & Tech in Ed	3

Total Hours		_____

SEMESTER 3

HRS

_____	EDUC 3733 Developmental Psych	3

Total Hours		_____

SEMESTER 4

HRS

_____	SPED 3103 The Exceptional Child (Includes 10 hr Field Component)	3

Total Hours		_____

- Take OGET when 35 hrs of Gen Ed have been completed

SEMESTER 5

HRS

Total Hours	_____

- Apply for admission to Teacher Education

SEMESTER 6

HRS

_____	EDUC 3753 Educational Psych (Includes 10 hr Field Component)	3

Total Hours		_____

- Take OSAT when 30 hrs of discipline area of the degree have been completed

SEMESTER 7

HRS

_____	EDUC 4313 Pract. in Assessment/Instr. (Includes 60 hr Field Component)	3
_____	EDUC 4653 Classroom Assessment	3

Total Hours		_____

- Apply for Student Teaching
- Apply for graduation – must have current degree checksheet from discipline area Advisor

SEMESTER 8

HRS

_____	EDUC 4955 Dir Obs/Intern Elem	5
_____	EDUC 4985 Dir Obs/Intern Secondary	5
_____	EDUC 3612 Classroom Management	2

Total Hours		_____

Note: Students Teaching Internships require students to be in the schools 8:00am to 4:00pm

- Complete fingerprint and background check
- Complete application for licensure
- Complete Portfolio submissions
- Take OPTE – a passing score is required for licensure

CHECKLIST FOR SECONDARY EDUCATION PROGRAMS

Each semester, meet with the Academic Advisor in the discipline area of your major.

FRESHMAN YEAR

Semester 1

- Enroll in EDUC 1800, EDUC 3003, and EDUC 3673 for semester 2

Semester 2

- Complete EDUC 1800, EDUC 3003, and EDUC 3673 with a grade of C or better
- Enroll in EDUC 3733 for semester 3

SOPHOMORE YEAR

Semester 3

- Complete EDUC 3733 with a grade of C or better
- Enroll in SPED 3103 for semester 4

Semester 4

- Complete SPED 3103 with a grade of C or better
- Take the Oklahoma General Education Test (OGET) when 35 hours of general education have been completed (semester 4 or 5). Register online for the OGET at www.ceoe.nesinc.com. Refer to the CEOE Registration Bulletin, available at the CEOE website, for information regarding test dates and registration services and fees.

JUNIOR YEAR

Semester 5

- Apply for admission to Teacher Education (Application available at the School of Education and Behavioral Sciences)
Requirements for admission to Teacher Education
 - a) A grade of C or better in ENGL 1113, ENGL 1213, COMM 1113, MATH 1513 or higher, HIST 1483 or 1493, PS 1113 and 2 Humanities
 - b) A grade of S in EDUC 1800
 - c) Concurrent enrollment OR a grade of C or better in EDUC 3003, EDUC 3733, and Science (Biology or Physical Science). Note: Students concurrently enrolled in EDUC 3003 must provide a grade check of C or better. If the student receives a grade below C or a grade of I, the admission to Teacher Education will be revoked, any enrollments in restricted classes for the upcoming semester will be dropped, and the student will have to reapply for admission.
 - d) Passing scores on the Nelson Denny reading test (taken during EDUC 3003) and OGET
 - e) Maintain a GPA of 2.5 at all times
 - f) Satisfactory completion of entry interview
 - g) Three positive recommendation forms
- After admission to Teacher Education, enroll in EDUC 3753 for semester 6

Semester 6

- Complete EDUC 3753 with a grade of C or better
- Take the Oklahoma Subject Area Test (OSAT) when 30 hours in the discipline area of the degree have been completed with grades of C or better (semester 6 or 7)
- Enroll in EDUC 4313 and EDUC 4653 for semester 7

SENIOR YEAR

Semester 7

- Apply for Student Teaching. Applications are available online at www.cameron.edu/academic/education. (Application deadlines are September 15th and February 1st)
- Complete Student Teaching interview including portfolio submission
- Apply for graduation through Registrar's office (must have a current degree checksheet from discipline area Advisor)
- Attend mentor-intern meeting. See Field Coordinator for schedule
- Enroll in EDUC 3612, EDUC 4965, and EDUC 4975 for semester 8
- Complete EDUC 4313 and EDUC 4653 with a grade of C or better

Semester 8

- Follow procedures to complete fingerprint and background check
- Complete application for licensure
- Complete portfolio submissions
- Take OPTE (Note: a passing score is required for licensure)
- Complete EDUC 3612 with a grade of C or better and EDUC 4965 and 4975 with a grade of S

PLAN OF STUDY FOR SECONDARY EDUCATION

SEMESTER 1

HRS

Total Hours	_____

SEMESTER 2

HRS

_____	EDUC 1800 Education Seminar	
_____	EDUC 3003 Intro to Teaching (Includes 10 hr Field Component)	3
_____	EDUC 3673 Media & Tech in Ed	3

Total Hours		_____

SEMESTER 3

HRS

_____	EDUC 3733 Developmental Psych	3

Total Hours		_____

SEMESTER 4

HRS

_____	SPED 3103 The Exceptional Child (Includes 10 hr Field Component)	3

Total Hours		_____

- Take OGET when 35 hrs of Gen Ed have been completed

SEMESTER 5

HRS

Total Hours	_____

- Apply for admission to Teacher Education

SEMESTER 6

HRS

_____	EDUC 3753 Educational Psych (Includes 10 hr Field Component)	3

Total Hours		_____

- Take OSAT when 30 hrs of discipline area of the degree have been completed

SEMESTER 7

HRS

_____	EDUC 4313 Pract. in Assessment/Instr. (Includes 60 hr Field Component)	3
_____	EDUC 4653 Classroom Assessment	3

Total Hours		_____

- Apply for Student Teaching
- Apply for graduation – must have current degree checksheet from discipline area Advisor

SEMESTER 8

HRS

_____	EDUC 4965 Dir Obs/Intern JH/MS	5
_____	EDUC 4975 Dir Obs/Intern Senior High	5
_____	EDUC 3612 Classroom Management	2

Note: Students Teaching Internships require students to be in the schools 8:00am to 4:00pm

- | | |
|-------------|-------|
| Total Hours | _____ |
|-------------|-------|
- Complete fingerprint and background check
 - Complete application for licensure
 - Complete Portfolio submissions
 - Take OPTE – a passing score is required for licensure

ROGERS STATE UNIVERSITY - CAMERON UNIVERSITY ELEMENTARY EDUCATION PROGRAM

ROGERS STATE UNIVERSITY ASSOCIATE IN ARTS - ELEMENTARY EDUCATION (011)

SEMESTER 1

Composition I	ENGL 1113	3
Critical Thinking	MATH 1503 or higher	3
Beginning Span. I	SPAN 1113	3
Speech	SPCH 1113	3
Micro Comp. App.	CS 1113	3
The College Experience	ORIE 1151 or 1 hr. Elective	1

16 Hours

SEMESTER 3

PHYS 1014	(recommended class)	4
Math Structures I	MATH 2213	3
Intro. to Psych.	PSY 1113	3
Am. History to 1877	HIST 2483	3
General Ed. Elective		3

Select one of the following classes: ECON 3003, GEOG 2243, HIST 2013 or 2023, POLS 3053 or SOC 1113

16 Hours

SEMESTER 2

Composition II	ENGL 1213	3
ART 1113 or MUSC 2573		3
BIOL 1114	(recommended class)	4
Am. Fed. Government	POLS 1113	3
College Algebra	MATH 1513 or higher	3

16 Hours

SEMESTER 4

Math Structures II	MATH 3413	3
Biology or Physical Science Elective		4
Am. History Since 1877	HIST 2493	3
Humanities Elective		3
Dev. or Child Psychology	PSY 3033 or 3043	3

16 Hours

Total: 64 Hours



Contact: Prof. ReAnne Ashlock, Coordinator of Education Programs

Rogers State University | Preparatory Hall 303 | Claremore Campus

(918) 343-7551 | rashlock@rsu.edu or Prof. J. Mark Kirk | (918) 343-7688 | jkirk@rsu.edu

CAMERON UNIVERSITY BACHELOR OF SCIENCE

SEMESTER 5

Intro to Teaching	EDUC 3003 (10 field hours)	3
Ed. Intro Seminar	EDUC 1800	0
Media and Tech.	EDUC 3673	3
Children's Literature	LIBS 3423	3
Cultural Foundations	EDUC 3013	3
Primary Reading	EDUC 3513	3

15 Hours

SEMESTER 6

Exceptional Child	SPED 3103 (10 field hours)	3
Ed. Psychology	EDUC 3753 (10 field hours)	3
Math Methods	EDUC 4463 (10 field hours)	3
Lang. Arts Methods	EDUC 4423	3
Intermediate Reading	EDUC 3533	3

15 Hours

SUMMER OR INTERSESSION

Creative Exp.	EDUC 3023	3
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SEMESTER 7

Reading Diagnosis	EDUC 4553 (10 field hours)	3
Practicum	EDUC 4313 (60 field hours)	3
Assessment	EDUC 4653	3
Science Methods	EDUC 4483	3
Social Studies Methods	EDUC 4443	3

15 Hours

SEMESTER 8

Dir. Obs. Primary Grade	EDUC 4935	5
Dir. Obs. Inter. Grade	EDUC 4945	5
Classroom Mgt.	EDUC 3612	2

12 Hours

Total: 60 Hours

GRAND TOTAL: 124 Hours

