



Teacher Education Program Handbook



**PERSONALIZED PROFESSIONAL
TEACHER EDUCATION**

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I. WELCOME

Introduction

This handbook is intended to provide teacher candidates with information about the Teacher Education Program at Oklahoma City University. In addition to this handbook, the Portfolio Handbook, the Field Experience Handbook, and the Student Teaching Handbook also delineate specific requirements for the program.

The faculty in the Teacher Education Program (TEP) at Oklahoma City University (OCU) welcome you to the beginning of an exciting journey in the teaching profession. We know that you will find challenges and rewards and we pledge our support and encouragement as you participate in a personalized, professional teacher education program that will enable you to reach your goal of becoming a teacher and a leader in service to your community.

The faculty at OCU will challenge you to:

- ★ develop a strong knowledge base in your content area and in the pedagogy or art of teaching;
- ★ develop skills in planning, instructing, assessing, and reflecting; and
- ★ develop and refine the dispositions or professional attitudes that are appropriate for teaching.

Through your studies at Oklahoma City University, you will examine your beliefs about learning and teaching and develop a philosophy of education. You will be engaged in classroom and field experience activities that will encourage you to explore the use of technology, plan instruction for diverse groups of students, interact with professionals and parents, and use a wide variety of assessments to determine the effectiveness of your teaching.

We are proud of our history of providing well prepared teachers for a variety of educational settings including inner-city schools, urban, suburban and rural communities, as well as private and parochial schools. Many of our graduates have been honored by their schools, districts, and states for their excellence in various fields of education and we count many National Board Certified Teachers among our graduates.

We invite you to join us in the challenging and exciting field of teaching as we work together to fulfill our vision of preparing professional educators who have the knowledge, skills, and dispositions to positively impact students in a diverse and changing world.

OKCU Vision: to be an innovative academic institution with local impact and global reach and reputation. By providing a student-focused learning environment and an inclusive, values-centered culture that engages the community and the world, Oklahoma City University will be a university of choice for talented and high-potential students, faculty, and staff.

OKCU Mission: to prepare all learners to Create, Lead, and Serve. We provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact.

II. TEACHER EDUCATION PROGRAM OVERVIEW

In your teacher education program at Oklahoma City University, you will earn your bachelor's degree as well as complete the teacher certification requirements for the state of Oklahoma. Your program includes general education coursework, professional education coursework, and specialized education coursework. The last semester of your program is reserved for student teaching, an opportunity to put your learning into practice under the mentorship of a classroom teacher and a university supervisor. In addition, you will have a variety of field experiences in your education courses that will provide you with opportunities to develop your teaching skills.

FOUNDATIONS OF THE OCU TEACHER EDUCATION PROGRAM

The following philosophy, and vision and mission statements, and explanation of our core beliefs and values describe the program and its philosophical and pedagogical basis. The ideas are brought together into the conceptual framework and the model that represents the conceptual framework.

Philosophy

The Oklahoma City University Teacher Education Program offers a personalized approach to successful teacher preparation. ***The faculty in the program supports the belief that each candidate is an individual and should be mentored in the most effective way to enhance individual strengths.*** There is a collective belief that knowledge and instructional skills can be learned and that successful teacher dispositions can be acknowledged, evaluated, and refined by the individual through reflective evaluation and practice. Through personal coaching, the application and integration of research-based theory empowers the candidate to focus on community service as a progressive leader.

Teacher Education Program (TEP) Vision: to prepare professional educators who have the knowledge, skills and dispositions to positively impact students in a diverse and changing world.

TEP Mission: to develop teachers who will be strong leaders with the ability to educate others successfully. The faculty is committed to offering a personalized professional degree that carries a reputation for academic excellence focusing on the knowledge, skills and dispositions to promote the success of each graduate and instill a desire for lifelong learning and service.

TEP Goals: The overall goal of the OCU Teacher Education Program is to prepare candidates for the teaching profession and to assist all candidates in becoming successful teacher leaders. We seek to prepare educators who have the appropriate knowledge, skills, and dispositions with a commitment to professional service. Toward the realization of this purpose, the following specific goals have been revised and expanded the unit's support of the conceptual framework. The candidates will:

1. develop a strong knowledge base in subject area content, research, theory, and practice reflecting an understanding of physical, social, mental, and emotional patterns of development and their impact on the learning process;

2. develop competence in using a variety of teaching methods and techniques to meet the needs of diverse learners;
3. create a successful climate for learning by using teaching practices that are sensitive, and responsive to student needs;
4. become reflective teachers who are competent in subject matter and methodology and dedicated to insuring that all students learn;
5. integrate attitudes and behaviors that enhance the school, community and profession;
6. describe, analyze, and reflect upon authentic school situations and adapt instructional practices to support all students' learning; and
7. exhibit a commitment to the community and profession as lifelong learners and community contributors.

Conceptual Framework Model

The “Personalized Professional Teacher Education” visual model was created to illustrate the concept of the process that moves the individual through levels of learning and personal awareness of their roles as individual, teacher and leader.

Learning is viewed as an active, personal and cognitive process. This model illustrates the faculty commitment to responsive, individualized teaching. Candidates are actively involved in their own learning and continually assess and evaluate their own progress as they pursue their individual teaching goals. They acquire knowledge, skills, and experience while enhancing and refining the dispositions deemed appropriate for professional teachers as they develop their potential to become empowered individuals and educational leaders.



The Teacher Education Program's Shared Values and Beliefs for Educator Preparation

The TEP believes that teacher candidates benefit from a knowledge base built upon a broad liberal arts education, specialized content knowledge, teaching practice and developmental theory. Learning is viewed as an interactive process supported by faculty, peers, and field based teachers.

The TEP values the integration of theory and practice to support student learning of meaningful content. Instructional skills are based on classic and contemporary perspectives of learning and focus on the use of a variety of teaching methods and techniques. Learning is viewed as active, interactive, and accommodating for individual differences within the social context of the classroom. The unit emphasizes skills to appropriately select, use, and interpret assessment tools to guide instruction and to evaluate and select appropriate technologies to support learning.

Critical dispositions the unit instills in candidates include lifelong learning, enthusiasm, professionalism, self-awareness, persistence, self-reflection, fairness and respect for diversity. Leadership attributes are required for candidates to become teacher leaders. Professional goals are taught, modeled, and reinforced through coursework, field experiences, and professional development activities. Candidates understand the value of collaborating with other professionals in the school and community.

We believe that each candidate will develop a personal teaching style. Candidates are expected to use research-based strategies and practices within the framework of their own background, knowledge, and experiences.

The TEP views service as an integral part of teaching. Candidates are encouraged to view their future educational careers as opportunities to serve their students and members of the community. Candidates complete service learning courses in which projects integrate service with course objectives to assist community partners in our inner-city setting.

III. THE OCU TEACHER EDUCATION PROGRAM

Teacher Education Council

The Teacher Education Council (TEC) is the coordinating body of the teacher education program at Oklahoma City University. Some TEC members are education department faculty members, some are faculty members from other departments that have certification areas, and some are public school and community representatives.

OCU Teacher Education Program Competencies

The OCU teacher education program is performance-based. Teacher candidates are exposed to a variety of methods and materials then learn to apply theory to practice in diverse educational settings. Teacher candidates are encouraged to be creative in their teaching and to develop materials which will be useful later. The Teacher Education Program works to provide teacher candidates with an accurate picture of public school teaching by placing them in a variety of settings. After completing the program, candidates are prepared to successfully begin their teaching careers. The following competencies represent the broad range of knowledge, skills, and dispositions that are crucial to excellent teaching. They are based on the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards, which have been grouped into four general categories.

THE LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Competency #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Competency #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Competency #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Competency #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Competency #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Competency #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Competency #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Competency #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Competency #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Competency #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Competency #11: Service.* The teacher exhibits a commitment to serve the community.

*This competency reflects the service component of the OCU mission.

Certification Programs/Specialized Professional Association Standards

The OCU Teacher Education Program offers degree programs in the following certification areas. Listed next to each area is the specialized professional association whose standards are followed for that specific content area.

Certification Area	Specialized Professional Association
Early Childhood	National Association for the Education of Young Children (NAEYC)
Elementary	Association for Childhood Education International (ACEI)
Vocal Music	National Association for Music Educators (NAfME)
Instrumental Music	National Association for Music Educators (MENC)
Art	Oklahoma State Competencies for Art
English	National Council of Teachers of English (NCTE)
Mathematics	National Council of Teachers of Mathematics (NCTM)
Science	National Science Teachers Association (NSTA)
Social Studies	National Council for the Social Studies (NCSS)
Speech/Drama/Debate	Oklahoma State Competencies for Speech/Drama/Debate

Candidates whose first major is in art, English, mathematics, science, social studies, speech/drama/debate will have a second major in education. Those majoring in early childhood, elementary, vocal music, and instrumental music education will have a single major.

Any candidate seeking teacher certification should plan a program with a teacher education advisor and a content area advisor if applicable.

Foreign Language Proficiency

Each teacher education candidate must reach the novice high level of proficiency in a foreign language. This requirement can be met at OCU through testing or by taking two college level courses in one foreign language.

Planning Programs

Any candidates expecting to teach should plan a program with the advisor in the subject area in which the candidate wishes to teach.

Candidates seeking secondary (English, mathematics, science, social studies) or PK–12 (art, speech/drama/debate) education licensure double major in their content area and education. They are advised by the content/subject area advisors to ensure they successfully complete degree requirements and are dually advised in the education department to monitor teacher licensure requirements. These candidates should meet with their education advisors before enrollment each semester to check their status toward completion and to verify that their course selection meets program requirements. Candidates completing early childhood and elementary education are advised by the coordinators of each program.

Candidates must participate in field experiences prior to their student teaching semester. These field experiences are structured within the professional education courses and are considered requirements for successful completion of the courses.

The following courses are required for all education majors:

- EDUC 2001 Introduction to Teaching
- EDUC 3103 Human Development
- EDUC 3113 Psychology and Assessment of Learning
- EDUC 3213 Students with Exceptionalities
- A curriculum methods course in the appropriate certification area
- Student Teaching
- EDUC 4663 Student Teaching Seminar

Introduction to Teaching, Human Development, Psychology and Assessment of Learning, and Students with Exceptionalities include field experiences integral to the candidate's professional development. Students with Exceptionalities may not be taken until the candidate is fully admitted to the Teacher Education Program.

All appropriate methods courses must be taken prior to student teaching. Student Teaching and Student Teaching Seminar are taken concurrently.

Teacher Candidate Responsibilities

1. **Attendance:** Candidates in the Teacher Education Program at OCU are expected to attend all university classes, field experience assignments and other required meetings. If an emergency arises that causes a candidate to miss class, professors and mentor teachers must be notified immediately. If a university-sponsored function causes a student to miss class, official notification must be received by the professor and/or mentor teacher before the anticipated event. Review the attendance policy in each class syllabus for specific information regarding missed assignments and policies regarding absence.
2. **Professional Conduct:** When candidates are engaged in university-sponsored, off campus activities and field experiences, professional behavior is expected. Candidates are representatives of the university and of the teaching profession and a good impression should be given to faculty and students. Professional dress and conduct is expected at all times.
3. **Portfolio:** Each candidate in the Teacher Education Program at OCU must complete a portfolio that documents proficiency in all areas required by the university. This portfolio must be successfully completed in order for the student to begin student teaching. (refer to the Portfolio Handbook).

4. **Certification Requirements:** Each candidate must review the requirements for certification and assume responsibility for meeting those requirements.
5. **Graduation Requirements:** Each candidate must review the requirements for graduation and assume responsibility for meeting those requirements (refer to the OCU Undergraduate Catalog).
6. **Catalog and Handbook Requirements:** All candidates in the Teacher Education Program at OCU will adhere to all policies and procedures in the current OCU Catalog, the OCU Student Handbook, the Portfolio Handbook, the Field Experience Handbook, the Student Teaching Handbook, and the Teacher Education Handbook.
7. **Criminal History Disclosure:** All candidates will participate in training for appropriate conduct in schools through Oklahoma City Public Schools (OKCPS) in Introduction to Teaching. Additionally, candidates must complete a criminal history disclosure form in each course in which field experience is required. Candidates must immediately report any changes related to the disclosure to the Director of Teacher Education.

NOTE: Candidates must clear the licensure background check through the Oklahoma State Department of Education before beginning student teaching.

Grievance Procedure

Candidates in the Teacher Education Program at Oklahoma City University have the right to petition the Teacher Education Appeals Committee for exceptions, substitutions, and decisions related to the policies in this handbook. Candidates may also appeal programmatic issues, and field experience-related issues. In many instances, the Director of Teacher Education resolves concerns without a formal appeal. The appeal must be received within ten (10) working days after the candidate has been notified of the initial decision. For grade appeals, refer to the Oklahoma City University Undergraduate Catalog.

The Teacher Education Appeals Committee, a subcommittee of the Teacher Education Council, is composed of members of the faculty of the Department of Education and a faculty representative from the College of Arts and Sciences. The Director of Teacher Education chairs the committee. The committee meets as necessary.

The appeal must be made in writing and must state the reason for petitioning to the Teacher Education Appeals Committee. The appeal must also state factual information to substantiate the claim and a copy of the original decision being appealed. Other documentation impacting the appeal may also be included.

The candidate will be notified of the committee's decision by university e-mail and the decision becomes a part of the candidate's permanent file. A candidate has the right to appeal any decision of the committee to the Dean of the College of Arts and Sciences and then to other University officials in the manner provided in the OCU Undergraduate Catalog.

IV. PROGRAM TRANSITION POINTS

Transition Point I: Admission to Teacher Education Program

Candidates preparing for teaching should apply for formal admission to the teacher education program the semester after Introduction to Teaching (EDUC 2001). Prior to admission in the program, candidates should complete a minimum of 30 semester hours of college credit. Applicants must demonstrate a strong commitment to teaching and meet the following requirements:

1. Formal application to the Teacher Education Program.
2. Completion of 30 hours and successful completion of Introduction to Teaching with a "C" or better.
3. Minimum cumulative GPA of 2.5.
4. English Composition I and II completed with a combined GPA of 2.5 or higher.
5. Passing score on the Oklahoma General Education Test (OGET).
6. Documentation of prior experience working with children.
7. Score of 16 or above on the Disposition Evaluation.
8. Positive recommendation of the Teacher Education Interview Committee by earning a score of 18 or higher on the interview.

Each candidate will be evaluated on these criteria. Applications are approved or rejected by the Teacher Education Council. Continued participation in the program is contingent upon the criteria being maintained throughout the program. Candidates who have not been admitted to the Teacher Education Program will be allowed to enroll in Introduction to Teaching, Human Development, Psychology and Assessment of Learning. Those who have not been admitted to the Teacher Education Program will not be permitted to enroll in Students with Exceptionalities.

Transition Point II: Admission to Student Teaching

During the semester prior to that in which a student expects to student teach, application should be made for admission to Student Teaching. Approval is dependent upon meeting the following criteria:

1. Previous admission to the Teacher Education Program.
2. Minimum overall GPA of 2.5.
3. A minimum GPA of 3.0 in both professional education and specialized education courses with a grade of "C" or higher in all these courses.
4. Recommendation of specialization area (teaching field) advisor, with that faculty member's signature on the application.
5. An average score of 16 or higher on the disposition evaluation completed by a content area professor and education professor.

6. Completion of 85% of required courses in the teaching field plus all 10 hours of professional education courses. All coursework MUST be “C” or higher in professional education courses.

Approval or rejection of all applications for admission to student teaching is the responsibility of the Teacher Education Council.

Transition Point III: Completion of Student Teaching and Capstone Experience

Student teaching is virtually a full-time job for one semester. It cannot be done in a legitimate manner if the candidate takes more than one other course and is active in extracurricular activities or external employment. Careful attention must be devoted to leaving the student teaching semester free of other obligations. The evaluation of student teaching will be on a letter-grade basis. The evaluation will be determined by the university supervisor. The following are the requirements for successful completion of student teaching and the capstone experience:

1. Completion of a minimum of 15 weeks of full-time student teaching.
2. A grade of “C” or higher for the student teaching internship.
3. Satisfactory scores on evaluations by cooperating teacher and supervisor:
 - a. Student Teacher Evaluation
 - b. Disposition Evaluation
4. Successful completion of the Teacher Work Sample Capstone project and presentation.

Recommendation for Licensure/Certification

After completing all requirements for a degree program and receiving passing scores on three Oklahoma certification examinations (OGET, OSAT, and OPTE), the candidate will be recommended by the Oklahoma City University certification officer for licensure. Specific information on the recommendation process will be presented in the student teaching seminar.

Transition Point IV: Entry into the Profession of Teaching/Residency Year

During the first year of employment in an Oklahoma state accredited school, the certified teacher will receive support from the Oklahoma City University teacher education program as s/he makes the transition from teacher candidate to certified professional educator. In addition, faculty will be available by email or phone for teachers who are teaching out of state.

V. PORTFOLIO REQUIREMENT

In the teacher education program, the portfolio is viewed as being a showcase of the teacher candidate's competencies and achievements. It is also a way for the candidate to review course assignments and projects before beginning student teaching.

Overview of Portfolio Responsibilities

Teacher Candidates:

- are introduced to portfolios in the Introduction to Teaching course.
- complete all portfolio requirements and turn in on the announced due date the semester before student teaching. If portfolio does not earn a rating of "Proficient," the candidate must follow a successful Plan of Improvement before beginning student teaching.

Teacher Education Council (TEC) Members:

- review portfolios each semester. One of the two reviewers will be from that candidate's content area.
- advise Director of Teacher Education of candidate portfolios that earn a "Developing" rating.
- provide guidance for candidates who need to make revisions and re-evaluate portfolios when necessary.

Education Department Faculty Members:

- introduce portfolio process and specific requirements in Introduction to Teaching course.
- advise students of possible alignment of course assessments to the competencies.

Director of Teacher Education:

- coordinates the portfolio review process.
- provides workshops for candidates and reviewers as needed.

VI. FIELD EXPERIENCES

Purpose of Field Experiences

The purpose of field experiences is to provide teacher candidates with authentic classroom experiences in which to identify strategies teachers use so that all students may learn. The field experience component of each of the five professional education courses has been designed so that the teacher candidates increase their understanding of the teaching process. These field experiences are also designed to facilitate the teacher candidate's decision to enter the Teacher Education Program as well as to help him/her identify subject areas or grade levels of interest.

Professional Education Field Experiences

Field Experience in EDUC 2001 (15 hours required):

In EDUC 2001 Introduction to Teaching, teacher candidates will be introduced to the roles and responsibilities of effective teachers as well as the process of becoming a teacher. Teacher candidates observe in either a secondary or an elementary setting during which they will examine and analyze such aspects as teacher behavior, strategy instruction, room arrangement, classroom management, and interactions among students and teachers.

Field Experience in EDUC 3103 (15 hours required):

In EDUC 3103 Human Development, teacher candidates participate in either an elementary or a secondary classroom by describing the physical, social, emotional and cognitive development of a group of students. The activities during field experience include observation of student learning styles, analysis of social structure and interactions among students, Integration of theory and practice, and analysis of teaching-learning interactions.

Field Experience in EDUC 3113 (15 hours required):

In EDUC 3113 Psychology and Assessment of Learning, teacher candidates increase their knowledge of the teaching profession and use their field experience to interview the teacher and students about their views on motivation, classroom goals, classroom management issues, organization of individual, small and large group instruction, instructional practices as to attention/perception, working memory, long-term memory, encoding, problem solving and transfer, attitudes and practices of assessment in the classroom.

Field Experience in EDUC 3213 (15 hours required):

In EDUC 3213 Students with Exceptionalities, teacher candidates use their field experience to interact with students with disabilities, learn characteristics of all learners, gain an understanding of differentiated instruction, universal design, and instructional modifications.

Additional Information

More specific field experiences are required in other education courses. Consult the course syllabi. Candidates are expected to conduct themselves as professionals as they comply with all school rules, collaborate with teachers and other school personnel to support student learning, assist and offer assistance to teachers, and arrange a schedule and be consistent in attendance. See the Field Experience Handbook and course syllabi for additional information.

VII. CERTIFICATION INFORMATION

Applying for Certification

For candidates completing the Teacher Education Program, the following requirements lead to certification. Candidates must:

- graduate from an accredited institution of higher education that has an approved teacher education program for the certification area sought;
- successfully complete a higher education teacher education program approved by the Office for Educational Quality and Accountability (OEQA);
- meet all other requirements as established by the Oklahoma State Board of Education;
- successfully pass the three required competency examinations (OGET, OSAT, and OPTE);
- Has on file with the Oklahoma State Board of Education a current clear Oklahoma criminal history record search from the Oklahoma State Bureau of Investigation as well as a current clear national criminal history record search from the Federal Bureau of Investigation;
- apply for Teacher Certification and submit the appropriate processing fee.

(Adapted from the Oklahoma State Department of Education Website: <http://www.ok.gov/sde>)

Each semester the Certification Officer for Oklahoma City University meets with the student teachers in the Student Teaching Seminar course to explain the certification procedures.

Alternative Certification

For questions concerning alternative certification, contact the Alternative Certification Office at the Oklahoma State Department of Education or make an appointment with the Director of Teacher Education.

VIII. OKLAHOMA CITY UNIVERSITY POLICIES

OCU STATEMENT ON SEX AND GENDER-BASED DISCRIMINATION 8/2/2017: Under Title IX, you have the right to an education free of sex or gender-based discrimination, harassment, and violence. Issues addressed by Title IX include acts of discrimination, sexual harassment, sexual violence, dating violence, domestic violence, stalking, and sex or gender-based hate crimes. Title IX also addresses acts of discrimination and/or harassment that are based on gender identity, gender expressions, sexual orientation, and pregnancy and/or parenting status. Title IX applies to students, faculty, staff, guests, and anyone accessing OCU programs and services.

As OCU employees, all faculty members are required to report any form of discrimination, harassment, or violence addressed by Title IX to the Title IX Coordinator within 24 hours. After the university receives a report, you will be contacted by one of OCU's Title IX administrators to discuss the report, the support the university can provide, and your options for pursuing a resolution to the issue through the university's established process.

If you would like to make a report or learn more, please contact OCU's Title IX Coordinator by calling (405) 208-5075 or visit <http://www.okcu.edu/admin/hr/titleix>. That website also contains links to other local resources, OCU's non-discrimination policies and procedures, and contact information for the University's Title IX administrators.

For emergencies, you can contact OCU's police department at (405) 208-5911. For free and confidential support on campus, you can contact University Counseling by calling (405) 208-7901. For medical issues, you can contact the Campus Health Center at (405) 208-5090. They are confidential as well.

ADA/SECTION 504: If you believe that you need reasonable accommodations for a documented physical, psychiatric, and/or learning disability or attention disorder, please make sure to register with Campus Disability Services by filling out the New Student Application at the following link: <https://andes.accessiblelearning.com/OKCU/>. The Senior Coordinator for Access and Academic Support is responsible for coordinating student disability-related accommodations and, if approved, will issue students a Letter of Accommodation. Reasonable accommodations may require early planning and are not provided retroactively, so please start this process as soon as possible. If you have general questions about reasonable accommodations, you may contact the Senior Coordinator for Access and Academic Support, Jenny Minsberg, at jlminsberg@okcu.edu and in DBL 106C. Students with approved reasonable accommodations are expected to meet with me during the first two weeks of class so that we can discuss how we can work together to meet your needs in this course.

ACADEMIC HONESTY: Academic honesty is required in all aspects of a student's relationship with the university. Academic dishonesty may not be course-specific and includes falsification or misrepresentation of a student's academic progress, status, or ability, including, but not limited to, false or altered transcripts, letters of recommendation, registration or advising forms, or other documents related to the student's academic career at Oklahoma City University or other colleges or universities. Students are personally responsible for the correctness and accuracy of information supplied to the university. Any student who knowingly

gives incorrect information to the university is subject to disciplinary action that may lead to suspension.

Students are advised that cheating and plagiarism are not tolerated. The university expects all students to maintain a high standard of ethics in their academic activities. In this context, forms of academic dishonesty include, but are not limited to, cheating on tests, examinations or other class/laboratory work; involvement in plagiarism (the appropriation of another's work and/or the unacknowledged incorporation of that work in one's own); collusion (the unauthorized collaboration with another person); misrepresentation of actions; and falsifying information.

ACADEMIC COMPLAINTS: Students are encouraged to utilize Oklahoma City University's internal complaint policies through the Office of the Provost/Vice President for Academic Affairs prior to filing a complaint with any external entity. Students may submit an official Academic Complaint at <http://www.okcu.edu/academics/complaints>. Academic complaints submitted will be received by the Office of the Provost/Vice President for Academic Affairs, and will be investigated by that office for action or further resolution. Submitting an academic complaint via this form does not initiate a formal appeal process under the student handbook or University catalogue. For information on submitting a complaint related to the accreditor of your program, please visit <http://www.okcu.edu/admin/academic-affairs/accreditation>.

Please see the OCU Undergraduate Catalog and the OCU Student Handbook for additional information.