

SWOSUTM

DEPARTMENT OF
EDUCATION



TEACHER EDUCATION HANDBOOK
2022-2023

SCHOOL OF BEHAVIORAL SCIENCES AND EDUCATION
DEPARTMENT OF EDUCATION
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SOUTHWESTERN OKLAHOMA STATE UNIVERSITY (SWOSU)

Historical Background

Southwestern Oklahoma State University is located conveniently just off of I-40, an important interstate route. SWOSU is authorized to offer curricula in arts and sciences, business, teacher education, and health sciences. The additional location at Sayre, also off I-40, is authorized to provide Associate of Science and Associate of Applied Science degrees in both general and specialized areas of study, as well as career and technical education.

SWOSU was established by an act of the Oklahoma Territorial Legislature in 1901 as the Southwestern Normal School, authorized to offer two years of training for public school teachers. The first classes met in 1903. Initially, four years of preparatory work for pre-college students were offered.

In 1920, the preparatory (academy) courses were eliminated and two additional years of college work in teacher training were added. The State Legislature approved a change of name to Southwestern State Teachers College. The first baccalaureate degrees were awarded in May 1921. Other changes in name and purposes occurred in 1939 when the institution was designated as Southwestern State College of Diversified Occupations, and in 1941, when it became Southwestern Institute of Technology. During this two-year period, the college added a school of pharmacy, degree work in the arts and sciences, and trade schools.

In 1949, the Oklahoma State Legislature changed the name of the institution to Southwestern State College, and in 1974, to Southwestern Oklahoma State University, without altering its purposes and objectives. On July 1, 1987, Sayre Junior College was merged with Southwestern Oklahoma State University as a branch campus designated Southwestern Oklahoma State University at Sayre.

Southwestern Oklahoma State University at Sayre was founded as Sayre Junior College in 1938 under legislative authorization which permitted public high schools to add a 13th and 14th year of study to their curricula. Nineteen public schools took this step. In 1940, the college name was changed to Oklahoma Western Junior College; however, the original name was soon adopted again, and in May 1940 the first degrees were conferred. In 1956, Sayre Junior College moved from facilities occupied jointly with Sayre High School to its present location on old Highway 66. The merger with Southwestern Oklahoma State University marked the end of the Oklahoma community college system, since Sayre Junior College was the only such institution remaining of the original nineteen.

The Sayre campus is located 60 miles west of Weatherford. Its primary service area is western Oklahoma. It offers open admission to high school graduates as well as to students who do not hold a high school diploma.

Southwestern Oklahoma State University offers nine graduate degrees. The Master of Teaching Degree was offered during the period 1953-1969. The Master of Education degree was inaugurated in 1969. Graduate programs leading to the following degrees have been added since 1969: Master of Business Administration, 1977; Master of Music, 1981; the professional

doctorate, the Doctor of Pharmacy (PharmD), 1998; the Master of Science in Management, 2007; the Master of Science in Community Counseling, 2009; the Master of Science in Healthcare Informatics and Information Management, 2014; the Specialist in Education (Ed.S.), 2015; and the Master of Science in Nursing in 2016.

SWOSU Mission, Values, and Vision

Southwestern Oklahoma State University is one of twenty-five institutions in the Oklahoma State System of Higher Education (Oklahoma Constitution, Article XIII-A, Section 1). The Oklahoma State Regents for Higher Education is the legal structure for public education at the collegiate level and is the coordinating board of all state institutions for higher education. Southwestern is one of six state supported regional universities governed by the Regional University System of Oklahoma. Southwestern Oklahoma State University provides access to higher education for all individuals without discrimination on the basis of race, national origin, gender, or disability status.

The mission of Southwestern Oklahoma State University, a member of the Regional University System of Oklahoma, is to provide educational opportunities, research, scholarly and creative activities, and service in a safe, accessible, nurturing learning environment that meets the needs of the state and region and contributes to the educational, economic, and cultural environment. SWOSU provides traditionally strong programs of study leading to a variety of degrees, from associate to doctoral degrees. The University's areas of study, nationally accredited programs, general education curriculum, service and experiential learning activities, and participation in student activities and organizations provide students with opportunities to obtain skills, knowledge, and cultural appreciation that promote achievement by students and alumni.

SWOSU confirmed its values with its stakeholders.

- We value our standing as a premier Oklahoma institution of higher education that meets the needs of the state and the region by providing accessible, affordable, high-quality associate's, bachelor's, master's, and professional degree programs.
- We are committed to high standards for instruction, administrative services, research, scholarly and creative activities, and service to the university and community
- Our faculty, staff, and administration are committed to fostering a safe, healthy, and diverse intellectual, cultural, and social environment for student success.
- We are dedicated to the economic stability and growth of our region, and we cherish our role as a center for arts, culture, science, and technology.
- We guide our actions by fairness, honesty and integrity as we meet our obligations through wise use of the financial and natural resources entrusted to us.

As a premier university responding to an ever-changing world, SWOSU will provide an environment for faculty, student and graduate success and public service through a variety of elements:

- Innovative and accessible academic programs;
- Student activities and opportunities;

- Cultural inclusion and diversity;
- Expanded international programs, opportunities for international students, and promotion of global awareness;
- Community and private sector partnerships that benefit students, faculty and staff and the community;
- Student and faculty research, scholarly, and creative activities that expand bodies of knowledge and enhance quality of life;
- Activities and investments that promote ethical, intellectual, professional, and personal growth;
- Promotion of university and community health and wellness;
- Commitment to advancing and maintaining technologies that optimizes university Operations and classroom and student distance learning;
- Management of our financial resources and establishment of new avenues to support and preserve quality programs; and
- Expansion of alumni relations, recognition, partnerships and support.

Southwestern Oklahoma State University at Sayre enables the university to focus its mission to provide lower division programs and educational opportunities in higher education.

DEPARTMENT OF EDUCATION MISSION STATEMENT

Vision: To provide the necessary background in professional education for the development of competencies which will contribute to successful teaching, administration, and supervision in the elementary and secondary schools in our state, region, and nation.

Mission: To prepare and sustain exemplary teachers, counselors, and administrators with an emphasis on meeting the diverse needs of students, scholarship, diverse clinical experiences, and effective classroom techniques.

The Educator Preparation Provider (EPP) goals include:

- Provide students with appropriate experiences in teaching, human growth and development, educational psychology, content, methods and materials, and directed observation and field practicum.
- Develop emerging teachers through modeling, mentorship, collegiality, and observation and student teaching in cooperating public schools.
- Upon graduation from the initial or advanced programs, these professionals will possess the content/pedagogical expertise, disposition to improve educational practices, and the social/psychological preparation needed to function effectively in a global environment.

These efforts will be accomplished through the conceptual framework of Experienced Based Teacher Education (EBTE). The acronym represents an emphasis on: **E**xemplary university classroom experiences, **B**est practice field experiences, **T**eacher education cohort experiences and **E**ducation related service learning experiences.

ADMISSION TO THE DEPARTMENT OF EDUCATION

A student must apply for admission to the program in the Department of Education Chair's office. Normally, this is accomplished in the sophomore year concurrently with enrollment in Foundations of Education. A student is permitted to take professional education and methods courses including elementary specialized courses only after being admitted to the Department of Education. Transfer students may request a one-semester temporary permit to enroll in restricted courses provided they have at least a 2.50 overall grade point average.

Admission to the Department of Education is by approval of the Admission and Retention Committee. A student, to be approved, must meet the following requirements:

1. Complete appropriate admission forms and submit them to the chair of the Elementary/Secondary Education department. Applicants must include a current transcript.
2. Achieve an overall grade point average of not less than 2.50 in all work attempted.
3. Successful interview with the Teacher Education Admission Committee.
4. Provide evidence of adequate reading, writing, and verbal communication skills as demonstrated by appropriate coursework.
5. Passage of the Oklahoma General Education Test (OGET) OR 3.0 GPA on GE coursework is required.
6. Completion of at least 30 semester hours.
7. Complete the two three-hour credit courses ENGL 1113 and ENGL 1213 with a minimum grade of C in each course.
8. Demonstrate expressed interest in teaching by prior experience and activities.
9. Complete EDUC 2113 Foundations of Education (including 15 hours of public school observation) with a minimum grade of C.
10. Completion of Criminal History Disclosure Statement.
11. Completion of Plan of Study

Permission to enroll in restricted courses, e.g., Professional Education Semester (Student Teaching and Block courses requires formal admission to the Department of Education or a special enrollment status granted by the Department of Education Chair.

If an applicant is denied admission, re-application can be made upon removal of deficiencies. All appeals are initiated by the student and are forwarded to the Department of Education Chair's Office for presentation to the Admission/Retention Committee. In order to continue in a teacher education program, a student must maintain a standard equal to that which permitted admission. The Department of Education monitors each teacher candidate on a semester basis from the point of admission according to previously stated criteria. Those students who fail to maintain standards which permitted admission are informed through written correspondence from the chair, admission and retention, regarding options at their disposal, e.g., probation and/or suspension.

ADMISSION TO THE PROFESSIONAL SEMESTER

(The professional semester includes the four-week block and twelve-week teacher candidacy experience – student teaching.)

A teacher candidate must meet all requirements and apply for admission to the professional semester prior to the beginning of that semester after meeting in person with the Coordinator of Field Experiences. The application may be found at:

<http://www.swosu.edu/academics/education/teacher-candidate-app.aspx>.

Admission to the professional semester is achieved by meeting the following qualifications:

1. Attend the Teacher Candidacy Application meeting the semester prior to the professional semester.
2. After attending this required meeting or meeting with the Coordinator of Field Experiences, complete the SWOSU Teacher Candidate Application at this link: [SWOSU Teacher Candidate Application | SWOSU](#).
3. Currently be a student in good standing and admitted to the Department of Education.
4. Completion of the pre-professional sequence of coursework in the Department of Education.
5. Completion of at least three-quarters of the major coursework, including the methods course in the major (Secondary only).
6. Achieve an overall grade point average of not less than 2.50 in all work attempted.
7. Three requests for teacher candidacy placement.
8. The candidate must meet the requirements of the cooperating school and SWOSU.

ADMISSION TO THE TEACHING PROFESSION

Admission to the teaching profession is achieved through application and qualification for teacher certification. All applications for initial teacher certification require a university recommendation from the Certification Coordinator in SWOSU's Department of Education after successful completion of the education degree coursework and all required state certification exams. Upon completion of all requirements, candidates notify the SWOSU Department of Education Certification Coordinator by completing the online Recommendation Request for Teacher Certification form at this link: [Recommendation Request for Teacher Certifications | SWOSU](#). Candidates will be notified by email when their recommendation is made at which time candidates will process their application online with the Oklahoma State Department of Education Single Sign On System at this link: [Single Sign On - Sign In to SSO \(ok.gov\)](#).

Requirements for university recommendation for teacher certification include:

1. Completion of the Oklahoma General Education Test (OGET) or a minimum 3.0 GPA in GE coursework; the Oklahoma Subject Area Test (OSAT) in the area of the candidate's major; and the Praxis Performance Assessment for Teachers (PPAT).
2. Retention/graduation grade point average of 2.50 or higher.
3. Completion of the approved degree program in teacher education.
4. Attainment of novice foreign language proficiency (Contact DOE Chair's or Certification office for details.)
5. Removal of all holds on the candidate's SWOSU account.

CONCEPTUAL FRAMEWORK



Experience Based Teacher Education (EBTE), the conceptual framework for the teacher education preparation program, is a program of study that incorporates selected and relevant components of traditional, competency based, and performance-based teacher education programs. Major provisions of the EBTE program are: 1) practitioner-oriented learning activities; 2) continuously changing and diverse learning environments; 3) selection and sequence of activity progressions via the knowledge, understanding, and application categories, and 4) continuous performance evaluation of the candidates and program curriculum. These activities are designed to produce graduates who demonstrate:

- Critical thinking and mastery of subject content.
- Effective communication skills.
- Exemplary practices for instructional planning, delivery, and assessment.
- Global awareness with the ability to accommodate diverse learning populations.
- Ethical, moral and professional responsibility.
- Collaborative relationships with colleagues, parents, and community stakeholders.

The pedagogical basis for EBTE, first developed over a quarter century ago, is grounded in the educational theory of such notable philosophers as Dewey (1938) and Piaget (1970). Both viewed experiential education as playing a vital role in the teaching/learning process. They agreed educational experiences should be relevant and student-centered. Bloom's (1956) research provides the basis for developing experiences that not only require content knowledge and promote higher level thinking skills but also foster favorable dispositions. Course outcomes for teacher education typically reflect cognitive, affective, and psychomotor objectives found in his theory. Schulman (1987) maintains that content mastery is an essential element of effective teaching, a premise which is a foundation of EBTE. The theories of Dewey (1933), Goodlad (1994) and Posner (2000) support the unit's philosophy of reflection and continuous improvement, not only personally but programmatically. Goodlad (1994) emphasized the importance of developing students who will be autonomous, lifetime learners, ethical and embrace diversity. Hunter's (1982) theory emphasizes the importance of content mastery, varied teaching styles, modeling, guided and independent practice which are important components of EBTE. Integration of technology, understanding diverse learners and using portfolios to document progress are fundamental characteristics of teacher education at SWOSU supported by Danielson (1996) and others. The need for extensive field experience is another key element of EBTE, supported by scholars such as Dewey, Posner, McIntyre (1996) and Moore (2003). These divergent field experiences offer candidates authentic opportunities to apply theoretical knowledge acquired at SWOSU DOE to the practical reality of teaching in PK-12 classrooms.

FIELD EXPERIENCES REQUIRED FOR INITIAL PROGRAMS

Department of Education Course Name	Course Prefix, Number	# of FE hours
Guidance for Preschool Child	ECED 4533	16
Practicum in Early Childhood	ECED 4612	22
The Expressive Arts	ECED 4463	8
Foundations of Education	EDUC 2113	15
CMM Math Elementary Teachers	ELEM 3513	16
Language Arts in Elementary School	ELEM 3453	8
Teaching Science in Elementary School	ELEM 4352	8
Teaching of Reading II	RDNG 3432	6
Principles of Teaching Elementary	ELEM 4833	5
Principles of Teaching Secondary	SECED 4823	5
Elem/Sec General Music	MUSIC 4302	15
Diagnostic Practices in Teaching Reading	RDNG 4443	12
Exceptional Children	SPCED 3132	6
Foundations of Mild/Moderate Disabilities	SPCED 3213	5
Procedures for Teaching Mild/Moderate Emotional/Behavioral Disorders	SPCED 4323	16
Procedures for Teaching Mild/Moderate Learning Disabilities	SPCED 4623	16
Special Education Practicum – Mild/Moderate	SPCED 4821	24
Collaboration & Planning in Special Education	SPCED 4862	3
Teaching High School English	ENGL 4673	6
Young Adult Literature	LIT 4233	6
Teaching Secondary Math	MATH 4933	20
Teacher’s Course in Science	SECED 4843	30
Teacher’s Course in Social Science	SOCSC-4133	30

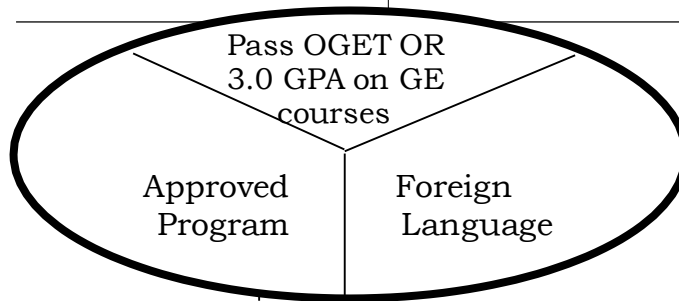
Elem/Sec General Music	MUSIC 4302	15
Vocal Methods	MUSIC 4452	15
Choral Conducting	MUSIC 3151	3

PATH TO THE TEACHING PROFESSION

Pre-Admission Requirements

Admission to Department of Education

1. Application
2. 30 Semester hours
3. C or higher in 2113 Foundations of Education, and 15 hours of Public School Observations
4. Overall GPA of 2.5
5. Successful Interview
6. C or higher in English, 1113 & 1213
7. Criminal History Disclosure Statement
8. Pass OGET or 3.0 GPA on GE coursework
9. Completion of Plan of Study
10. Pass OSAT and PPAT



Pass OSAT

Pass PPAT

Graduation

Licensing Application Process

Certification

Teaching Certification Renewal (every 5 yrs.)

OGET – Oklahoma General Education Test (pass before admission to Dept. of Education)

OSAT – Oklahoma Subject Area Test (semester before student teaching)

PPAT – Praxis Performance Assessment for Teachers (student teaching semester)

DEPARTMENT OF EDUCATION PROGRAMS

At SWOSU, education degrees are based upon the conceptual framework of Experienced Based Teacher Education (EBTE). Candidates seeking degrees for any field, from early childhood education to secondary education, to master's level programs are provided the opportunity to gain field experience in their specialty. EBTE augments the skills and knowledge required for success, as candidates observe and participate in settings to prepare them to be effective educational professionals. The EPP encourages you to visit with current students as you make your decision regarding which program to choose. Also, contact your advisor any time you have questions or need support in any way.

PROGRAMS OF STUDY

Bachelor's Degrees in education

- Early Childhood Education
- Elementary Education
- Special Education
- Secondary Education
 - English
 - History
 - Math
 - Natural Science
 - Art

Master's degrees

MASTER OF EDUCATION

- Educational Administration
- Special Education
- Early Childhood
- Elementary
- Kinesiology (Health & Physical Education)
- Math
- Natural Sciences
- Reading Specialist
- Social Sciences
- School Counseling
- School Psychometry
- School Psychology

DEPARTMENT OF EDUCATION PHILOSOPHY, PROFESSIONAL COMMITMENTS, & DISPOSITIONS

A philosophy of modeling exemplary teaching with a focus on the student and student learning are hallmarks of the teacher education preparation program at SWOSU. There is a conscious effort throughout the program to establish an open process for the improvement of teacher education for the benefit of children and youth. This process clearly establishes how teachers are being educated. EBTE has been developed as a result of many years of study and revision. The emphasis is on the improvement of both instruction and the professional educator, not only to be an exemplary educator but also to be a servant leader.

Pre-service education experiences for the teacher should recognize the potential teacher's own needs and desires, and there must be a major thrust to provide those experiences necessary to assure that the beginning professional teacher has the knowledge, skills, and dispositions important for the teacher's success as well as student success.

To strengthen the Experience Based concept and to coordinate fully with the current professional standards, dispositions such as personal integrity, honesty, fairness, altruism, respect, professional behavior, team skills, responsibility, compassion, and open mindedness are integrated into classroom activities and are included in the course syllabi. Professional education students in their observation field experience have a firsthand opportunity to use acquired dispositions in a classroom setting with student learners, cooperating teachers, administrators, and parents. Having these attributes assures a pleasant, professional, and successful student teaching experience and a promising teaching career as well. Professional and personal dispositions will be evaluated throughout undergraduate and graduate programs. Within graduate programs, dispositions are evaluated before admission and throughout course work by both course instructors and external K-12 partners as appropriate for the program being completed. Undergraduate teacher candidate dispositions will be evaluated by course instructors during ELEM 2113 Foundations of Education, throughout specific program courses, and at any point an instructor feels that a candidate is not meeting a particular professional standard. Disposition evaluations submitted electronically to the assessment center will be accessible to teacher candidate advisors, program directors, and the education department chair. Completed disposition evaluations will be utilized by the Department of Education Admission and Retention Committee at admission to the program and as needed to guide development of dispositions and address concerns. In accordance with FERPA Student Rights, teacher candidates may access completed evaluations upon request to the Admissions and Retention Committee.

PROFESSIONAL EDUCATION STANDARDS

The unit has adopted the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as approved by the State Department of Education, the Oklahoma Board of Education, the Office of Educational Quality and Accountability, and the Oklahoma State Regents for Higher Education. These standards

provide the structure for the professional education courses at SWOSU. The InTASC Standards are:

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

Standard #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.

SPECIALIZED PROFESSIONAL ASSOCIATIONS

Also contributing to the EBTE knowledge base are the national standards of several specialized professional associations (SPAs). These standards have been integrated into the teacher education preparation curriculum since the last unit accreditation. All teacher education faculty must specify in their course syllabi which InTASC and SPA standards will be addressed. The course content is aligned to standards from the following professional associations:

- CAEP K-6 Elementary Teacher Preparation Standards
- Early Childhood – National Association for the Education of Young Children (NAEYC)
- Education Administration – Educational Leadership Constituent Council (ELCC)
- Health and Physical Education – SHAPE America (formerly NASPE)
- Language Arts – The National Council of Teachers of English (NCTE)
- Mathematics – National Council of Teachers of Mathematics (NCTM)
- Media & Technology – International Society for Technology in Education (ISTE)
- Music – National Association of Schools of Music (NASM)
- Natural Sciences – National Science Teachers Association (NSTA)
- Reading – International Literacy Association (ILA)
- School Counseling – American School Counseling Association (ASCA)
- School Psychology – National Association of School Psychologists (NASP)
- Social Sciences – The National Council for the Social Studies (NCSS)
- Special Education – Council for Exceptional Children (CEC)

SWOSU DEPARTMENT OF EDUCATION'S SHARED VISION

The conceptual framework has evolved significantly in an attempt to assimilate national and state standards. While the acronym and logo continue to be displayed prominently on campus, it has become increasingly important to communicate this evolution to those directly affected by it: faculty, candidates and educators in the field. The DOE faculty periodically review and comment on proposed changes in the conceptual framework. Comments are also solicited from a variety of P-12 teachers and administrators in the SWOSU service area. A final draft is then approved by the Teacher Education Council and distributed to all faculty across campus. Unit faculty are required to reference the conceptual framework in their course syllabi and spend time during their first class meeting to discuss its implications with the candidates. The training required of all P-12 educators that mentor and supervise student teachers also includes an overview of the conceptual framework.

It is important for the EBTE philosophy to be reflected in all aspects of the initial and advanced levels of the professional education program. As previously mentioned, all course syllabi contain a brief synopsis of the conceptual framework and must reference the national standards or state competencies addressed in the course. Faculty are also expected to model best practice for our candidates when it comes to instruction and assessment. The template for course syllabi includes sections for faculty to elaborate on important EBTE elements such as: teaching styles modeled, integration of technology

into instruction, field experience requirements, accommodations for diverse learners and use of performance assessment. Both candidate and administrative evaluation of faculty are based, in part, on these criteria. As a result, faculty are held to many of the same expectations used to assess the performance of our candidates. Professional development opportunities for faculty are also provided on a regular basis which reflects the essential components of EBTE.

SWOSU DOE's COMMITMENT TO DIVERSITY

Definition of Diversity: 1) *Individual Differences – personality, interests, learning modalities, and life experiences and 2) group differences – race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background* (InTASC MODEL CORE TEACHING STANDARDS, pg. 21)

The enrollment of minorities (Native American, Black, Hispanic and International) at Southwestern has steadily increased over the last decade. Minority students currently account for 19% of total enrollment on the Weatherford campus and 18% on the Sayre campus. Efforts to recruit minority or underrepresented students are ongoing, such as the SAGE STEAM camp which seeks to increase enrollment in science, technology, engineering, art, and mathematics.

The EPP recognizes that diversity must be addressed if we are to accomplish our mission of preparing future educators to live and work in a global society. The EPP is committed to helping faculty and candidates understand how the concept of diversity encompasses not only multi-cultural issues, but also socioeconomic factors, differences in teaching/learning styles and accommodations for special needs populations. All of these factors have a dramatic impact on student learning.

To ensure that undergraduate candidates have knowledge and understanding of how to teach diverse learners, they are required to take the following courses:

- EDUC 3321 Multicultural/Special Populations
- GEOG 1103 World Cultural Geography
- SPCED 3132 Exceptional Children

Candidates are expected to move beyond the awareness level and are required to plan instruction that takes into consideration not only ethnic diversity but differences in teaching/learning styles.

The EPP's field experience component ensures all teacher candidates are afforded opportunities to observe and interact in classroom settings with diverse student populations. A minimum of 45 hours of diverse field experiences is completed by all teacher candidates prior to student teaching. Candidates must complete a minimum of 12 weeks of full-time student teaching or prior to program completion. The Coordinator monitors all field experiences up to and including student teaching to insure candidates are exposed to a variety of diverse learners. Log C Documentation of Diverse Field

experiences is a portfolio requirement as a means of documenting candidate interaction with a variety of teachers and teaching styles.

SWOSU DOE's COMMITMENT TO TECHNOLOGY

CAEP's Definition of Technology: The tools and techniques (Standard 1) available through computers, the internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

Southwestern Oklahoma State University recognizes the importance of technology by maintaining delivery systems in the form of computers, iPads, video projectors, interactive whiteboards, and other technologies. With a technology-rich environment on campus and especially in the teacher education unit, students integrate technology that will support instructional strategies for their future classrooms. In course syllabi, education faculty are expected to explain how technology will be integrated into their instruction, as they set an example for the future educators in their courses. With very few exceptions, all buildings on campus have one or more computer laboratories that provide faculty and student access to the latest software and Internet resources. Free wireless internet access is available throughout the campus. An updated technology lab is coming soon to the Hibler Education Building.

All undergraduate students in teacher education, with the exception of music education, are required to take LIBED 3423/5423 Media & Technology. Within this course, students will demonstrate proficiency in integrating technology apps, via smartphones and iPads, and also using computer software in order to produce podcasts, documents, spreadsheets, videos, and presentations. Students complete three modules:

- 1) Technology integration to benefit diverse populations;
- 2) Using technology for online education; and
- 3) Dilemmas created by the use of technology.

The course outcomes are aligned to the International Society for Technology in Education national standards.

ASSESSMENT SYSTEM

The EPP considers assessment as a dynamic, systematic process that is ongoing and requires periodic revision to insure validity/reliability. The EPP has created a comprehensive system by which candidates' knowledge, skills and dispositions are assessed. The data is then analyzed and used to inform program and curricular changes. Both internal and external assessments are used to provide evidence of candidate performance. The conceptual framework performance indicators are the 10 InTASC standards. Candidates demonstrate that they have met these standards through completion of disposition rubrics at determined points and performance assessments

used to assess candidates' knowledge, skills, and dispositions. Transition points have been identified for both initial and advanced programs. At each transition point, a decision is made about the candidates' readiness to advance to the next level. This decision is based on multiple data sources. Quantitative data include completion of the Oklahoma General Education Test (OGET) or a minimum 3.0 grade point average in GE coursework and passing scores on the Oklahoma Subject Area Test (OSAT) and the Praxis Performance Assessment for Teachers (PPAT). For advanced programs, candidate GPA and/or the Graduate Examination provide this data. Qualitative performance assessments include the development of professional portfolios (four levels), with a candidate work sample completed during student teaching serving as the culmination. The results from performance evaluations during student teaching (undergraduate) and practicum/internship evaluations (graduate) are also utilized along with a portfolio in some advanced programs. At the conclusion of the candidates' program, exit surveys are conducted.

ADVISEMENT

Each student admitted to a degree program is assigned an advisor in his/her major area of interest when the application for admission to a program is approved. Advisors are available to assist students with enrollments and to provide general program information. The student, however, has the final responsibility of insuring that program requirements are met.

Advisee Expectations and Responsibilities	Advisor Expectations and Responsibilities
Understand and accept that you are ultimately responsible for your education and your own decisions.	Develop a purposeful relationship with and be an advocate for their advisees.
Be prepared when you come to advising sessions; be active in your advising session, and ask questions when you have them.	Inform students of the nature of the advisor-advisee relationship.
Understand and communicate personal values, goals, and abilities you feel are important.	Assist students in defining and developing expressed educational, career, and life plans.
Provide accurate and truthful information when speaking with your advisor.	Provide timely and accurate educational information.
Initiate a purposeful relationship with your advisor and make appointments when necessary or when in need of assistance.	Promote learning opportunities that will help students define or meet personal goals and plans.
Keep your local contact information updated in My SWOSU, check email regularly, and ask your advisor the best method for contacting them: Email, Phone, etc.	Assist students in preparing a program plan that is consistent with their abilities and interests.
Contact your advisor by their preferred method to make appointments and to cancel appointments which cannot be kept.	Monitor and review progress with advisees toward educational and career goals.
Learn and understand SWOSU Dept. of Ed policies, procedures, and requirements as	Interpret and provide rationale for institutional policies and procedures and requirements.

they relate to your academic success and program completion.	
Follow through on plans of action developed during advisement sessions.	Inform inquiring students of campus resources and special services available to them.

How to get the most out of Advisement

1. Students are required to meet with advisors each term until 60 credit hours are completed, but you should feel comfortable continuing beyond that requirement if you have program specific questions.
2. Keep track of your advisement sessions by keeping notes and documents in a folder. Always bring a prepared list of courses and any questions regarding enrollment and your program. Visit the online course schedule in order to prepare.
3. Don't be afraid to ask questions!
4. Get to know your advisor and take an active role in these conversations.

STUDENT ORGANIZATIONS

The Department of Education at SWOSU has several opportunities for you to become involved in professional and service organizations.

- **Kappa Delta Pi (KDP)**, International Honor Society
 - Faculty Advisor: Dr. Sherri Brogdon
sherri.brogdon@swosu.edu, 580-774-6825
 - Faculty Advisor: Dr. Dana Oliver
dana.oliver@swosu.edu, (580) 774-3276
- **Student Council for Exceptional Children (SCEC)**, student education organization for those interested in service to people with exceptionalities
 - Faculty Advisor: Mrs. Kendra Smith
kendra.smith@swosu.edu, (580) 774-3197
- **Oklahoma Aspiring Educators Association (OAEA)**, student education professional organization
 - Faculty Advisor: Dr. Evette Meliza
evette.meliza@swosu.edu, 580-774-3119
 - Faculty Advisor: Dr. Veronica Aguiñaga
veronica.aguinaga@swosu.edu, 580-774-7115

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