



OKLAHOMA STATE REPORT 2021
Academic Year 2019-2020
Southwestern Oklahoma State University

Please submit CAEP 2021 EPP Annual Report with this document. (Due April 30, 2021)

- **Foreign Language Requirement:** Include a self-evaluation of the assessment process and candidates' abilities to meet the foreign language competency. At the present time, does the unit have adequate methods for assessing competency in various languages requested by candidates?

All candidates completing an education degree or certification program in Oklahoma must demonstrate novice foreign language proficiency. Multiple languages, including American Sign Language, Italian, Latin, and Spanish, are available to our candidates on campus and off campus through distance learning. The foreign language proficiency options at SWOSU are: 1054 Elementary Spanish I, 1054 Elementary Latin I, 1004 Elementary Italian I, and American Sign Language OR two full years in high school of the same language OR other university approved foreign language with a "C" or better in the course taken. The foreign language requirement has not been a barrier for our teacher candidates. Arrangements can also be made for our candidates to take a proficiency test, if desired. Most of our candidates continue to meet the requirement by having two credits for foreign language documented on their high school transcript.

- **Graduate Students:** Include the number of graduate students admitted conditionally and their success rates.

There were 3 candidates that were admitted conditionally during the 2019-2020 academic year. All 3 were successful in achieving full admission status through high academic performance in their initial six credit hours. Program success rates of these students is difficult to determine since these students can take two or three years to complete the program, especially if they applied for financial aid.

- **Supply and Demand:** Describe the efforts made to address supply and demand issues.

Specific efforts to address supply and demand issues include: 1) Inviting partner P-12 students to SWOSU Majors Fair and Teacher Candidate Career Fair at SWOSU. 2) Providing a greater awareness of Teacher Candidate Tuition Waivers to P-12 faculty in partner schools for hosting SWOSU Teacher Candidates, to recruit diverse students into advanced programs. 3) Developing a marketing plan targeted toward recruiting initial and advanced program candidates from diverse backgrounds with the help and support of the SWOSU Teacher Education Council in conjunction with SWOSU Public Relations and Marketing division.

SWOSU and the EPP have partnered with Yukon Public Schools through an MOU, which includes utilizing some Yukon faculty as adjuncts and mentors, to provide ½ price tuition for their school employees. Currently approximately 60 paraprofessionals are admitted to SWOUS and seeking degrees to become fully credentialed teachers, and a cohort of 25 teachers are working toward their Educational Administration degree to become credentialed as principals and superintendents.

Additionally, beginning in Foundations of Education, candidates are encouraged to apply for scholarships and grants, such as the Oklahoma Teacher Shortage Employment Incentive Program (TSEIP), Stafford Loan Forgiveness for Teachers, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, and the Oklahoma Future Teacher Scholarship Program. Local scholarships are also available to our Education majors. Teacher supply and demand issues as well as teacher shortage areas in Oklahoma are discussed in courses, like EDUC 2113 Foundations of Education, methods courses, and EDUC 4021 Contemporary Issues in Education.

The EPP also continues to partner with Western Technology Center – Burns Flat (WOTC) 's teacher education program. Two Department of Education (DOE) faculty members are on WOTC's teacher education program advisory board. These two venues continue to add to the EPP's promotion and enhancement of educational programs.

Moreover, the SWOSU Department of Education faculty members and university supervisors continue to build positive relationships with public school partners each semester for field experiences and teacher candidacy placements. EPP faculty members connect with potential candidates at each cooperating school and urge teacher candidates to encourage cooperating teachers to take advantage of SWOSU's 50% tuition waiver. Cooperating teachers can also transfer the waiver to any person who meets admission requirements to Southwestern Oklahoma State University. This includes colleagues, family members, and even former P-12 students.

Our Field Experience Coordinator and faculty members partake in many local community happenings, campus activities, other surrounding communities' events, and state/national conferences and organizations to recruit potential candidates. Faculty members serve on numerous committees on campus, such as the Admission and Retention, Assessment, Administrative Issues Journal and Faculty University Promotion/Tenure Review committees. Two faculty members also continue to serve on the SWOSU Faculty Senate. Recruitment examples include, but not limited to, freshman enrollment activities, sponsoring student organizational events for Oklahoma Aspiring Educator's Association (OAEA), Kappa Delta Pi (KDP), and Student Council for Exceptional Children (SCEC), SWOSU Saturday, Annual Southwestern Interscholastic Meet (SWIM), SWOSU New Student Orientation, SWOSU First Tech Challenge Robotics, Homecoming activities, and Education and Career Fair.

Several faculty members continue to pursue field experiences which are service-learning projects that provide community service. For example, teacher candidates in the Exceptional Children class volunteer for Special Olympics and/or Glow Prom and

candidates in Media & Technology class conduct a diversity project at Burcham Elementary in Weatherford. EPP faculty members have also demonstrated outreach to public school partners through tutoring and mentoring services to public school students, providing in-service training for teachers, serving as Early Bird Readers (reading to Burcham Elementary students), after school STEM Opportunity Among Readers (SOAR) program (tutoring struggling readers at Burcham), serving as substitute teachers, and conducting science fairs at East Elementary in Weatherford and Nance Elementary in Clinton. Due to Covid-19, candidates had limited service learning opportunities in Spring 2020. However, the EPP plans to continue these projects once it is safe to do so.

Southwestern Oklahoma State University's SCEC and KDP were not able to host their annual Glow Prom for students who qualify for Special Olympics due to Covid – 19 in Spring 2020. This prom is designed to provide support and create community awareness for exceptional children aged 7th - 12th grades, adults with special needs, coaches, and paraprofessionals who participate in Special Olympics. It is the EPP's and the student organizations' hope that these athletes and their support groups enjoy a night of fun and entertainment where the spotlight is upon the exceptional children and adults with special needs. SCEC and KDP work together to raise funds, along with SWOSU Student Fees garnered through the allocation process, and community support, and can fund the evening event for all guests. Each attendee receives a free shirt, a meal, bingo, pictures, and an evening full of games and dancing. The EPP also plans to continue this special event once it is safe to do so.

- **Program Changes:** List any program changes that have occurred in the unit as a result of data analysis.

The EPP continues to collect multiple assessments to evaluate candidate, faculty, and program performance. Data collected comes from both internal and external sources, including STAR Reading to measure program completer impact on P-12 learning and development, the Teacher Leader Effectiveness (TLE) evaluation system to measure teaching effectiveness, the Administrator Mentor Survey to measure satisfaction of employers and employment milestones, the First Year Teacher (FYT) survey to measure satisfaction of completers, the Certification Examinations for Oklahoma Educators (CEOE) scores to determine the ability of completers to meet licensing and state requirements among other EPP assessments. In addition, the EPP collects and analyzes graduation, hiring, and student default rates to monitor candidate progress and achievement. Graduation rates for initial and advanced programs range between 90-100%. Due to the extreme and continuing teacher shortage in the state of Oklahoma, the ability of initial and advanced completers to be hired in education positions for which they are prepared continues to be 100%.

For academic year 2018-2019, performance on Star Reading indicated that our identified completer had a positive impact (+26) on student learning growth as measured by the STAR Reading indicator. The EPP began the initial partnership with a local public school in 2018. Due to COVID-19, the EPP was not able to obtain data for 2019-2020 and 2020-2021.

The TLE data for demonstrates that our program completers have an effective impact on P-12 student learning and development as our mean scores are between 3.0-3.5. The TLE Rubric uses the following scale: 1 – ineffective, 2 – needs improvement, 3 – effective, 4 – highly effective, and 5 – superior. The TLE measures five domains: Classroom Management, Instructional Effectiveness, Professional Growth and Improvement, Interpersonal Skills, and Leadership.

The Administrative Mentor Survey addresses program completer preparedness and overall satisfaction with the EPP. Strengths continue to be exhibited in the areas of creating positive social climates and encouraging learning, as well as seeking ongoing professional development. Almost all items were rated in the top three performance levels which indicates some level of strength in each. Areas of concern would include items (15) Understanding and using a variety of instructional strategies, and (14) Planning instruction to support every student. Within all programs, we are continuing to implement requirements for students to observe, discuss, and create activities using multiple instructional strategies. These efforts are supported with theory-based courses such as EDPSY 3653 Educational Psychology where connections are made to developmental levels, learning theories, learning styles, and multiple intelligence theory. It is concerning, still, that there seems to be discrepancy between the perceptions of first year teachers and their mentors. To specifically address this discrepancy, we are working to revise and better align formative and summative assessment tools used during student teaching with common evaluative instruments (TLE framework as legislated in Oklahoma) used in public schools.

FYT results indicate that InTASC Standard 1 (understanding how learners grow and develop, and that patterns of learning vary individually), and InTASC Standard 6 (using multiple measures of assessment to engage learners) are strengths for our program completers. Identified areas for improvement are “use of technology to manage student and assessment data” (related to InTASC 3), and “seek appropriate leadership roles and opportunities to advance the profession” (InTASC 4). In response to InTASC 3, we are exploring opportunities for students to have teacher-level access to mock learning management systems to apply student performance tracking. The EPP is also utilizing case studies within multiple courses which require students to extract relevant data from tables and narratives for the purpose of identifying and applying appropriate intervention strategies for individualized student support. Specific to InTASC 3, EPP provides multiple opportunities for students to engage with professional and service organizations such as the Hispanic American Leadership Organization (HALO) and Oklahoma Aspiring Educators Association (OAEA) to normalize service and advancement of the profession for young candidates while providing practical experience of leadership opportunities existing at all levels.

The EPP’s overall pass rate for all three tests (OGET, OSAT, & OPTE) ranges between 80-83%. The EPP recognized that the OSAT data for Early Childhood was an area of concern. In 2019, the EPP hired an Early Childhood specialist to address this concern and begin implementing course changes to meet the OSAT competencies. Since academic year

2016-2017, the EPP has experienced a 27% increase in enrollment for Early Childhood Education. The EPP expects enrollment to increase as our Early Childhood specialist is also the Program Coordinator. The EPP was granted program coordinator release for each accredited program in Spring 2020.

- **Clinical Partnerships:** List any professional education courses that are held in the P-12 school setting?

The EPP continues to recruit and train public school administrators and teachers to serve as mentors to our teacher candidates during their field experiences or clinical practice. These professional educators contribute their expertise through participation on advisory committees, candidate admission interviews, guest speakers in various courses, and by providing feedback on revisions to the conceptual framework.

EPP faculty members continue to provide professional development to surrounding school districts, participate in various events with P-12 schools, and seek out field experiences and field trips in a variety of classroom settings in Weatherford, Clinton, Mustang, Yukon, and Oklahoma City schools. The EPP continues to collaborate with P-12 teachers and administrators by sponsoring professional development to area and regional schools.

The following are professional education courses that are held in P-12 school settings:
ELEM 4665-4765 STUDENT TEACHING IN THE ELEMENTARY SCHOOL

Directed observation, participation, and student teaching under the guidance of an assigned elementary classroom teacher.

SECED 4865-4965 STUDENT TEACHING IN THE SECONDARY SCHOOL

Directed observation, participation, and student teaching in the major content area under the guidance of an assigned secondary classroom teacher.

COUN 5613 INTERNSHIP IN COUNSELING

An organized practicum/internship of 300 clock hours with planned counseling experiences which provide classroom, community, and other field experiences for the professional counselor. All experience/activities are under the supervision of college or university approved counseling professionals.

COUN 5563 PRACTICUM IN COUNSELING

Course includes practical application of knowledge and techniques learned in previous course work to be applied in schools and/or community agency settings. Requires 150 hours of field experience and a grade of "B" or better for successful completion.

COUN 5713 CLINICAL SUPERVISION

This course introduces models of counseling supervision. Students will become familiar with the Oklahoma LPC Supervision requirements and be acquainted with the research in counselor training and supervision. Videorecording of individual supervision sessions with practicum/internship students is required. This course fulfills the requirements set forth by

the Oklahoma LPC Rules and Regulations as satisfying the requirement for a course in clinical supervision in order to become as LPC supervisor.

EDAD 5413 INTERNSHIP IN EDUCATIONAL ADMINISTRATION (PRINCIPAL)

This course is designed to give practical, current experiences at the school site to the student who aspires to be a public school principal. Administrator activities such as finance, personnel, facilities, organization, curriculum, and others guided by the sponsoring school site administrator and the university supervisor will be emphasized.

EDPSY 5422 PRACTICUM IN SCHOOL PSYCHOLOGY

Course includes practical application of knowledge and techniques learned in previous course work to be applied in school settings. Supervised experiences will include assessment, intervention, prevention, counseling, and consultation activities. Requires 150 hours of field experience, and a grade of “B” or better for successful completion.

EDPSY 5513 INTERNSHIP IN SCHOOL PSYCHOLOGY I

Internship comprises one academic year of field experience in schools under the supervision of university supervisors and a certified/licensed school psychologist who is employed in a school system. Restricted to approved students in the School Psychology program.

EDPSY 5523 INTERNSHIP IN SCHOOL PSYCHOLOGY II

Internship comprises one academic year of field experience in schools under the supervision of university supervisors and a certified/licensed school psychologist who is employed in a school system. Restricted to approved students in the School Psychology program.

EDPSY 5783 PRACTICUM IN SCHOOL PSYCHOMETRY

Supervised experiences in the administration, scoring and interpretation of individual intelligence scales and other diagnostic assessment/evaluation instruments.

RDNG 5443 PRACTICUM IN READING-INDIVIDUAL

After complete testing diagnosis, individuals tutor a child three or four hours weekly. Follow-up discussions are held regularly.

RDNG 5453 PRACTICUM IN READING—GROUP

After complete testing and diagnosis, individuals tutor a small group of children three or four times weekly. Follow-up discussions are held regularly.

- **Student Teaching:** Describe your student teaching model.

Placement of teacher candidates for student teaching is a collaborative process. The Coordinator of Field Experiences is responsible for the placement of candidates. On the application for admission to student teaching, candidates list three choices for placement in order of preference. The Coordinator attempts to honor these requests. The Coordinator evaluates the candidate's previous field experience in making the placement for student

teaching. If the Coordinator determines that the candidate's previous field experience lacks diversity, another assignment can be made.

A public school administrator makes the cooperating teacher assignment upon request from the Coordinator of Field Experiences. Administrators are asked not to accept a student teacher unless he/she can be placed with a highly qualified teacher with at least three years of experience in the same content area. The Coordinator offers training sessions each semester for cooperating teachers, especially those who accept student teachers for the first time. This training involves a thorough review of the policies and procedures found in the Cooperating Teacher Handbook. A copy of the handbook is provided to all cooperating teachers. The University Supervisor is asked to review the handbook with those cooperating teachers unable to attend the training.

During the twelve-week student teaching experience, the candidate is supervised by an EPP faculty member and the cooperating teacher. The University Supervisors are selected according to their area of certification and background in education. Before reporting for student teaching, the candidate must complete a four-week block consisting of classes in Contemporary Issues of Education, Classroom Management, and Multi-Cultural/Special Populations. Assignments in these classes are correlated with the Teacher Work Sample that is required for all candidates during student teaching. Candidates are encouraged to contact their cooperating teacher early in the semester. Candidates are required to observe every Wednesday in the classroom during their block classes. The information obtained during these observations is used by the candidate to write a cooperating school observation report, classroom management plan, and a diversity in the classroom assignment. These activities help teacher candidates address key components in the Teacher Work Sample.

Candidates have the option of requesting a split placement during their student teaching. This involves two six-week placements with two teachers in different grade levels or content areas. This allows the candidate to experience a greater variety of students' developmental stages, various classroom management styles, and teachers' instructional strategies. It also provides the candidates with an opportunity to determine the grade level and subject area in which they feel most comfortable.

The University Supervisor schedules a visit with the cooperating teacher early in the semester to establish rapport, discuss the student teaching evaluation process, and the culminating performance assessment (Teacher Work Sample). During subsequent visits, the supervisor and cooperating teacher discuss the candidate's progress and any concerns may have regarding the candidate's performance. They are expected to work collaboratively on a course of action to remediate any deficiencies the candidate may demonstrate.

The clinical practice experience provided to our students is truly a collaborative effort involving the candidates, Coordinator of Field Experiences, cooperating teachers, EPP faculty, and school administrators. Teacher candidates participate in all aspects of the teaching experience including, but not limited to, instructional planning and delivery,

student assessment, before and after school activities, extracurricular activities, and parent/community events. Candidates receive formative evaluation feedback from both the cooperating teacher and the University Supervisor and are required to complete self-evaluations. All formative and summative assessments are based on the Oklahoma General Competencies for Teacher Licensing and Certification (InTASC Standards) as well as SPA standards. Candidates design, implement, and assess a Teacher Work Sample as the culminating performance assessment during their student teaching experience.

- **Faculty Professional Development:** Summarize the professional development that focused on unit faculty members' ability to model effective teaching styles such as inquiry, group discussion, and collaborative learning.

Several EPP faculty members attended the 2019 OACTE/OEQA Fall Conference. This conference provided opportunities for EPP faculty members to understand how to meet state, SPA, and CAEP standards. The conference also included upcoming transitions and other important information for preservice teacher education programs, such as the PPAT (Praxis Performance Assessment for Teachers). In addition, faculty members have attended a variety of national and state conferences within the last year, including the National Social Science Association National Conference, International Literacy Association, Conference, Annual Oklahoma Reading Conference, Oklahoma Association of Colleges of Teacher Education Conference, Kappa Delta Pi 51st Biennial Convocation, and CAEPCon. All conferences provided faculty members with new ideas, strategic tools, and resources for the classroom as well as continuous improvement efforts.

- **Arts & Sciences Faculty:** How have arts & sciences faculty been included in the education of pre-service teachers? Please describe any significant collaboration which has occurred between the arts & sciences faculty and education faculty.

The EPP collaborates with the Arts and Science departments on campus to ensure candidates receive instruction from faculty with public school teaching experience in their methods courses. The Department Chair communicates with the instructors who teach ART 4452 CMM Art for Elementary Teachers, SECED 4893 Teachers Course in Science for Secondary Natural Science, and SOCSC 4133 Teachers Course in Social Science to ensure that the Oklahoma General Competencies for Teacher Licensing and Certification are being addressed in the curriculum. The EPP collaborates with faculty from the Arts and Science departments to collect and analyze data for program reports. Arts and Sciences faculty members are also a part of the Teacher Education Council. Additionally, the EPP and the Accreditation Assessment Coordinator work with the Arts and Sciences departments during continuous improvements efforts throughout the year.

The Field Experience Coordinator also provides an orientation seminar for university supervisors from Arts and Sciences and Education faculty of teacher candidates. The Field Experience Coordinator explains the role of the University Supervisor and shares important data on student teaching numbers, employment data from prior graduating classes, and other pertinent information, such as assessment schedules and procedures of teacher candidacy.

- **Public School Direct Contact:** All full-time teacher education faculty members directly involved in the teacher education process, including all administrators of teacher education programs, are required to serve in a state accredited public school for at least ten (10) clock hours per school year in direct contact with meaningful and relevant responsibilities related to their respective teacher education fields.

Report the number of hours each faculty member spent in meaningful contact with P12 students. **Please provide a table reporting the number of hours of meaningful contact with P12 students of all full-time teacher education faculty members.**

All full-time Education faculty have reported meeting their requirements for 10 hours of public school service during the past academic year. Southwestern Oklahoma State University ensures that all faculty who supervise teacher candidates document a minimum of 10 clock hours in P-12 schools in direct contact with students with a yearly submission of the Faculty Professional Development form from each faculty member to the Department Chair by July 31.

Public School Direct Contact Hours for Academic Year 2019-2020

Faculty Name	Contact Hours with P-12 Students
Veronica Aguiñaga	10 hours
Allen Boyd	44 hours
Sherri Brogdon	27 hours
Marsha Carman	18 hours
Catherine DeV Vaughan	13 hours
Daniel Farris	37.5 hours
Jolie Hicks	16.5 hours
Ed Klein	10 hours
Evette Meliza	16 hours
Vanessa Nix	25 hours
Andy North	17 hours
Dana Oliver	12 hours
Marla Pankratz	76 hours
Erica Winters	27 hours
Reggy Yount	45 hours

- **Technology Resources:** State the amount spent during reporting year and how these resources were used to support instructional technology.

The EPP continues to be housed in the Hibler Education Center, which also houses the Center for Excellence in Teaching and Learning. The sharing of this facility continues to prove advantageous to the EPP since the classrooms are equipped with a computer for the instructor, a video projector, and a document camera. Three of the classrooms are also equipped with SMART Boards. Several digital cameras and iPads are available for check out by teacher candidates or faculty. A computer lab is located on the 2nd floor of the building with 30 workstations. The Hibler Education Center is equipped with wireless Internet and all faculty have desktop and/or laptop computers that are upgraded every 5 years. Technology

expenditures for the 2019-2020 fiscal year was \$2,355, 271. This amount includes ITS employee salaries, fringe benefits, professional services, travel, supplies, software, and equipment. The expense allocation to the Education department for ITS expenses is \$127,888.

- **Alternative Placement Program:** State the procedures in place for advising alternative placement candidates and **indicate the number of alternative candidates advised for the school year.**

All inquiries regarding alternative certification are directed to the Certification Officer who explains the program in person or by phone. The Certification Officer then calls the applicant or sends a confirming email with links to the Oklahoma Department of Education application for alternative placement and the Certification Exams for Oklahoma Educators website. A log sheet is kept listing the name and contact information for those who inquire about alternative certification by the Certification Officer. These prospective candidates are also informed about the courses at SWOSU that allow applicants to complete their 6 to 18 hours of professional education coursework. For the 2019-2020 school year, the EPP had 9 candidates complete their alternative certification requirements.

- **Input from Stakeholders:** State the procedure used to inform the public regarding the institution's teacher education program and the manner through which public input is solicited and received.

The EPP has a long-standing and collaborative relationship with surrounding P-12 schools and districts. These collaborative efforts are imperative for the EPP's vision and mission. In addition, the EPP's conceptual framework consists of collaboration and support from external partners. Service-learning opportunities and field experiences require community involvement, networking opportunities, and hands-on practice, which continue to benefit the EPP and P-12 partners. Field experiences and clinical practice provide the opportunity for candidates to apply the knowledge, skills, and dispositions developed during their teacher education program. This cooperation between the EPP and P-12 schools ensures that candidates receive valuable knowledge and guidance from the most capable professional educators available. The Field Experience Coordinator organizes all field experiences and requests placements from P-12 school districts. With each field experience completed, candidates are evaluated on their professional dispositions by their cooperating teachers.

The Teacher Education Advisory Board provides input to assist in program review and quality. The Advisory Board ensures that the teacher education programs promote candidates' knowledge, skills, and dispositions that reflect the conceptual framework, as well as state and specialized professional association standards. It consists of EPP faculty, program coordinators, and P-12 partners and meets at least twice a year, once during the fall semester and once during the spring semester. The Advisory Board is led by the Department of Education Chair and includes EPP faculty and P-12 partners from

surrounding school districts. Meeting minutes show discussions of state and CAEP accreditation, licensure expectations, disposition rubric revisions, field experiences, recruitment, and other related data. Stakeholder questions, feedback, and suggestions on these topics are also included in the minutes. Data is disseminated to stakeholders via the Canvas CAEP Data Exhibits and the EPP's website.

- **Content Preparation:** Please provide information on where in your program that candidates study dyslexia and trauma-informed responsive instruction.

Candidates study dyslexia in RDNG 3423 Teaching of Reading 1, RDNG 3432 Teaching of Reading 2, RDNG 5123 Teaching Reading I, RDNG 5132 Teaching Reading 2, and RDNG 5413 Foundations of Reading. Candidates complete six hours of trauma-informed responsive instruction training during block courses of the professional semester.

THE SECTION BELOW APPLIES ONLY TO THOSE INSTITUTIONS WHO WERE ASSESSED AN AREA FOR IMPROVEMENT ON THE STATE REQUIREMENTS AT THEIR LAST SITE VISIT

If you were assessed an Area for Improvement (AFI) at your last site visit on any of the following State Requirements, please indicate what progress has been made toward correcting the AFI. *N/A*

Per OEQA Rule 218:10-5-1: In its annual report the institution will be expected to address progress on the areas for improvement cited in the accreditation report. When the CEQA has determined that an education unit is not making progress toward the removal of the areas for improvements cited during their visit, the institution will be notified that the unit will be required to submit a plan and timeline for addressing the areas for improvement. If at the end of six (6) months the CEQA determines the education unit has not submitted sufficient data documenting adequate progress toward the removal of the areas for improvement, a state-level Focus Visit will be warranted within 18 months. After such Focus Visit the CEQA will have the option of granting continuing accreditation or revoking accreditation.

OKLAHOMA STATE REQUIREMENTS

- 1. Foreign Language Requirement**
- 2. Input from Stakeholders**
- 3. Content and Pedagogical Preparation**
- 4. Advisement**
- 5. Field Experiences (Student teaching minimums)**

- 6. Admission Requirements & Exit Requirements**
- 7. Faculty Professional Development**
- 8. Alternative Placement Program**
- 9. Faculty Workload**
- 10. Mentor Teachers**