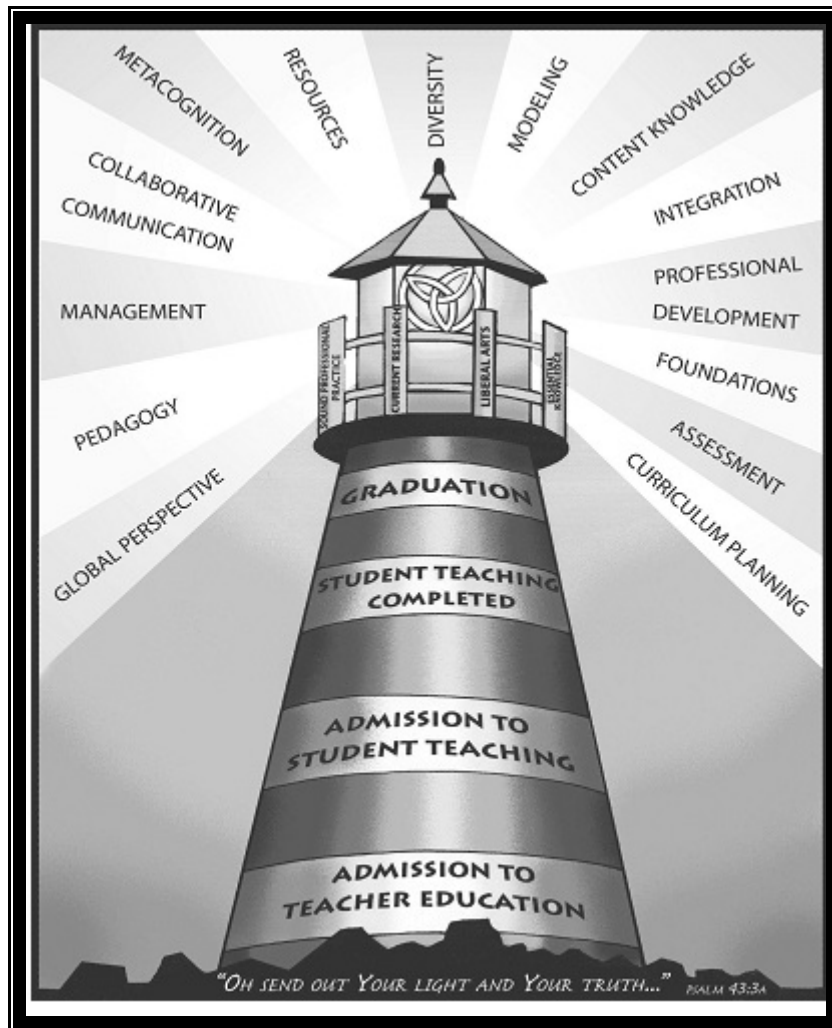


# ***FIELD EXPERIENCES HANDBOOK***



**Division of Teacher Education  
OKLAHOMA BAPTIST UNIVERSITY  
Shawnee, Oklahoma**

*2011 Edition*



## TABLE OF CONTENTS

PREFACE . . . . .	iii
TITLE II INFORMATION . . . . .	v
OBU PHILOSOPHY & GOALS STATEMENT . . . . .	vii
GLOSSARY OF TERMS . . . . .	ix
<b>FIELD EXPERIENCES PROGRAM</b>	
CRITERIA FOR SELECTION OF COOPERATING TEACHERS . . . . .	1
MESSAGE TO THE COOPERATING TEACHER . . . . .	3
MESSAGE TO THE OBU FE CANDIDATE . . . . .	5
A PROFESSIONALISM REMINDER TO FE CANDIDATES . . . . .	7
FE PROGRAM OVERVIEW FOR ALL EDUCATION MAJORS . . . . .	9
RECOMMENDED PROCEDURES FOR COOPERATING TEACHER . . . . .	11
ROLES & RESPONSIBILITIES OF COOPERATING TEACHERS & ADMINISTRATORS . . . . .	13
ORGANIZATION & OBJECTIVES OF FE PROGRAMS	
ELEMENTARY & EARLY CHILDHOOD EDUCATION . . . . .	15
SECONDARY, P~12 <sup>TH</sup> , & SPECIAL EDUCATION . . . . .	19
<b>FORMS</b>	
1. CHECKLIST FOR THE FE CANDIDATE . . . . .	23
2. CONSENT FOR BACKGROUND CHECK . . . . .	25
<b>APPENDICES</b>	
A. OBU DIVISION OF TEACHER EDUCATION "LIGHTHOUSE METAPHOR" . . . . .	27
B. CODE OF ETHICS OF THE EDUCATION PROFESSION . . . . .	29
C. FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) . . . . .	31
D. OBU REGULATIONS CAMPUS SEX CRIME PREVENTION ACT . . . . .	33
E. OBU REGULATIONS SEXUAL HARASSMENT . . . . .	37
F. OBU REGULATIONS VIOLENCE IN THE SCHOOL . . . . .	41
G. TE DIVISION REGULATIONS CHILD ABUSE (O.S. §10A-1-2-101) . . . . .	43

Portions of this document are a matter of public record. Oklahoma Baptist University has received verbal permission from the OK State Department of Education to reprint these portions for cost only.

~Shannon Denny, Legal Service, OK State Department of Education, August 1995.



## PREFACE

This *Field Experiences Handbook* is not a contract. The content of this handbook and the policies and programs which underlie and are described herein may be changed at any time. Some of the handbook material describes current Oklahoma state laws, regulations, and procedures. These may be altered by the State. The material which describes the Teacher Education Program offered by Oklahoma Baptist University's Division of Teacher Education may be changed at any time by the University. The University may modify or eliminate its Program, including, but not limited to, altering the requirements, modifying the criteria for admission into the various phases of the Program, and changing the procedures currently described. The University processes and policies which this handbook describes are not set forth in this handbook for the purpose of promising a student that these will, in every instance, be precisely followed, but to help the candidate understand the processes and policies the University currently normally follows.

A student must be admitted as an undergraduate in the University to be eligible to apply for admission to the University's Teacher Education Program; similarly, a candidate must be admitted to the Teacher Education Program before the candidate is eligible to apply for the Student Teaching Program. Admission in each instance is not a guarantee of further admission.

The University's student conduct code and academic policies are fully applicable to all candidates engaged in the Teacher Education Program, whether the candidate is on or off campus. A candidate must remain in good standing within the University to remain eligible to pursue the Program of Teacher Education.

These Programs are operated by the Division of Teacher Education in a manner consistent with the University's policy regarding illegal nondiscrimination. In compliance with Federal Law, including the provisions of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Oklahoma Baptist University does not illegally discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its administration of admission policies, scholarship, or loan programs; educational or athletic policies, programs, or activities; or other University administered programs or employment.

This handbook describes the Division of Teacher Education's Program and in so doing on occasion makes reference to teacher licensing and certification by states, especially the state of Oklahoma. The

Division does not warrant that the completion of the Program will guarantee that the candidate will pass state examinations or otherwise qualify for licensing or certification. While the Division will assist the candidate in planning the his/her progress through the course of study and activities described in this handbook, it remains the candidate's responsibility to plan and achieve the requirements in a timely and satisfactory manner.

Candidates who would become eligible teachers are seeking positions which our society deems special. Teaching is a profession and those who prepare teachers have a duty to maintain the standards of the profession. In the course of applying for and pursuing the Program of Teacher Education, the University Supervisor and other University Faculty will be obliged to make assessments of the candidate's academic performance and conduct using professional criteria to measure the candidate's fitness to enter the profession as a teacher.

## **TITLE II INFORMATION**

Section 207 of Title II of the Higher Education Act mandates that the State Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary of Education to use this data in submitting an annual report on the quality of teacher preparation to the Congress.

The OBU Teacher Education Program offers course work for eleven areas of teacher certification. These education programs are art, early childhood, elementary, English, health/physical education, instrumental music, mathematics, science, social studies, special education, and vocal music. All candidates that complete the Teacher Education Program, the Student Teaching Program, the state mandated Portfolio and graduate with Education Degrees are recommended for certification with the State of Oklahoma.

The OBU Teacher Education Program maintains a high pass rate among teacher candidates taking the following competency based tests. Our candidates usually have a pass rate of greater than 95%.

Test areas are:

<b>TEST FIELD</b>
<b>Oklahoma General Education Test (OGET)</b>
<b>Oklahoma Professional Teaching Exam (OPTE)</b>
<b>Oklahoma Subject Area Test (OSAT)</b>

For more detailed statistics, please contact the Teacher Education Office at 405-878-2116 or visit the OBU Teacher Education web page at:

<http://www.okbu.edu/academics/cas/teachered/index.html>



## **DIVISION OF TEACHER EDUCATION PHILOSOPHY AND GOALS STATEMENT**

The following philosophy and goals statements were adopted by the OBU Division of Teacher Education in April 1990 and updated in 2000 and 2006. They represent the core of the Teacher Education Model.

- A. The OBU Teacher Education Candidate is a professional who demonstrates the knowledge, skills, and dispositions necessary to facilitate learning in diverse settings for all students.
  
- B. Within a Christian context, which emphasizes the worth of the individual, the life-long search for truth in an environment of free inquiry and the ability of the human community to positively address societal needs and concerns, the OBU Teacher Education Candidate develops the intellectual, social, moral, and spiritual commitment that marks the professional teacher.
  
- C. The goal of the Division of Teacher Education at Oklahoma Baptist University is to provide courses and Field Experiences designed to produce a teacher who has acquired knowledge, skills, and dispositions necessary to:
  - 1. The beginning teacher prepares students for productive lives within today's multi-cultural society as the global community necessitates providing them opportunities to be exposed to and to cultivate an appreciation for perspectives, customs, and beliefs different from their own. (Global Perspective)
  - 2. The beginning teacher displays competence in both the factual and theoretical bases of pedagogy. (Pedagogy)
  - 3. The beginning teacher orchestrates the learning tasks and environment to provide optimum learning for each student. (Management)
  - 4. The beginning teacher can communicate clearly and collaborate with students, professional colleagues, parents, community and other constituencies. (Collaborative Communication)
  - 5. The beginning teacher motivates students to learn, understand, monitor, and reflect upon his/her own learning processes. (Metacognition)
  - 6. The beginning teacher will identify and use technologies and other resources available in his/her field to optimize learning. (Resources)
  - 7. The beginning teacher is a professional who demonstrates the knowledge, skills, and disposition necessary to facilitate learning for all students. (Diversity)
  - 8. The beginning teacher models desirable cognitive, social, and moral patterns. (Modeling)
  - 9. The beginning teacher displays competence in both the factual and theoretical bases of his/her discipline. (Content Knowledge)
  - 10. The beginning teacher understands and conveys to students an understanding of the interrelatedness and integrated nature of learning. (Integration)

11. The beginning teacher will pursue formal and informal post-baccalaureate learning experiences to keep abreast of changes in knowledge, theory, and technology in his/her field and in related fields. (Professional Development)
12. The beginning teacher understands the current responsibilities of public education in its historical, social, and philosophical context. (Foundations)
13. The beginning teacher demonstrates the professional knowledge and skills to: plan for assessment; observe learning; analyze and interpret evidence of learning; give feedback to learners; and support learners in self-assessment. (Assessment)
14. The beginning teacher understands learning styles, developmental patterns and exceptionalities sufficient to design effective lesson plans for individual students and groups of students, to objectively measure student preparedness and progress, and to effectively evaluate student performance. (Curriculum Planning)

The OBU Teacher Education Model focuses on the person we wish to emerge from our program ~ a beginning teacher who will grow to be a successful member of the profession. The teaching unit has developed rationales for its philosophy and goals which demonstrate the relationship between the goals and the knowledge base. The rationales also indicate the means used to evaluate the success of the teaching unit in meeting each goal.

***See OBU Teacher Education "Lighthouse Metaphor" Appendix G***

## GLOSSARY OF TERMS

### **Director of Field Experiences**

person designated by Oklahoma Baptist University with administrative responsibility for organizing and coordinating the Division of Teacher Education's Field Experiences and Student Teaching assignments.

### **Field Experiences (FE) Program**

opportunities requiring FE Candidates to systematically observe and work with experienced teachers in the teaching/learning process.

### **Field Experiences (FE) Candidate**

OBU undergraduate student who has been assigned to observe and assist a Cooperating Teacher in a classroom Field Experience as part of an education course.

### **Cooperating School**

a public or non-public school accredited by the State Board of Education (not controlled or supported by a university), which provides facilities for observation, participation, and/or teaching in cooperation with a university teacher education program.

### **Cooperating Teacher**

regular and certified school faculty member of a cooperating school to whom an FE Candidate has been assigned for instruction.

### **Cooperating Administrator**

administrative personnel, usually the principal, that facilitates the OBU Field Experiences Program in the school where an FE Candidate has been assigned.

### **University Supervisor or Faculty**

representative from OBU who is responsible for supervising the FE Candidate or the professor of the course requiring the FE assignment.



## **CRITERIA FOR SELECTION OF COOPERATING TEACHERS**

1. Willingness to support and abide by the Field Experiences Program policies prescribed by Oklahoma Baptist University.
2. Willingness to support the Philosophy and Goals Statement of the Teacher Education Program at Oklahoma Baptist University.
3. Favorable recommendations by the Cooperating Administrator.
4. Proven ability as a competent teacher.
5. Have successfully completed a minimum of three (3) years of classroom teaching experiences with at least one (1) semester at the grade level of the Field Experience assignment.



## MESSAGE TO THE COOPERATING TEACHER

As a Cooperating Teacher, you play a vital role in the preparation of Field Experiences (FE) Candidates who are assigned to you. The quality and quantity of experiences had by our FE Candidates will depend largely on your decisions. During the time you are working with FE Candidates, you will play many roles ~ model, instructor, counselor, colleague, confidant, and friendly guide.

Candidates coming to you are either entering or have been admitted to the Oklahoma Baptist University Teacher Education Program. They are in the process of preparing to be teachers. The reality of the classroom experience is a necessary and crucial part of their teacher preparation sequence.

### **ORGANIZATION**

EDUC: Education

ELED: Elementary Education

SPED: Special Education

ECED: Early Childhood Education

### **Pre-Admission to Teacher Education Program**

SPED 3022 Intro to Exceptional Child

EDUC 3013 Human Development

EDUC 2012 Foundations of Education

EDUC 3203 Educational Psychology

### **Admitted to Teacher Education Program**

SPED 3009 Practicum in Mild/Moderate Disabilities

EDUC 4783 Methods of Teaching Art P-12

EDUC 3092 Principles of Secondary Education

EDUC 4291 Methods of Teaching For Lang P-12

EDUC 3601 Models of Classroom Discipline

EDUC 4301 Methods of Teaching Health/P.E. P-12

EDUC 3983 Special Methods of Teaching Secondary

ELED 4113 Reading Methods 4-8

EDUC 4011 Band Literature

ELED 4164 Language Arts & Children's Lit P-8

EDUC 4022 Marching Band Techniques

ELED 4222 Mathematics Methods 4-8

EDUC 4033 Instrumental Methods & Procedures

ELED 4232 Reading Assessment

EDUC 4053 Elementary Vocal Methods

ECED 4212 Mathematics Methods P-3

EDUC 4063 Secondary Vocal Methods

ECED 4602 Art & Music for Children

Your FE Candidate can grow in confidence, professional dispositions, and teaching competence with your guidance. As competence is developed, she/he can be expected to gradually assume greater responsibility in the classroom. Your judgement will be a major determining factor.

Working with FE Candidates can be a uniquely rewarding experience. Few persons have a greater influence on the development of a prospective teacher than their Cooperating Teacher. It is hoped the suggestions included in this handbook will help you promote the personal & professional growth of your FE Candidate and realize more fully the rewards from this experience.

## MESSAGE TO THE OBU FIELD EXPERIENCES CANDIDATE

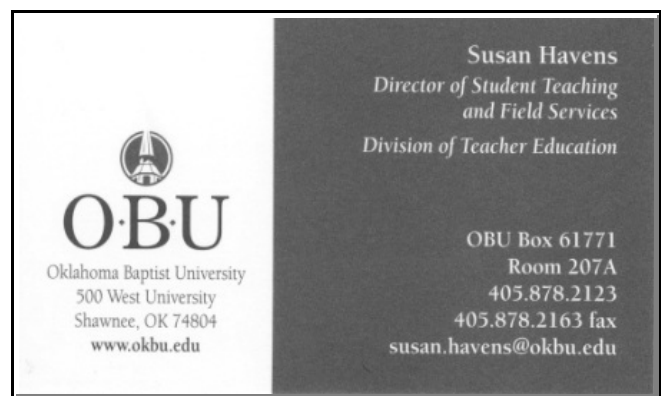
The purposes of this Handbook are to provide you with a better understanding of your responsibilities and to serve as a guide to which you may refer during your Field Experiences assignments. Examples of specific activities in which you will participate and checklists specifying appropriate activities are included in this Handbook to facilitate successful FE assignments; as well as information regarding Ethics of the Education Profession and the Family Education Rights & Privacy Act (FERPA).

We have also provided you with information concerning OBU Regulations regarding Campus Sex Crime Prevention, Child Abuse, Sexual Harassment, and Violence in the School. Unfortunately today's society gives cause to become knowledgeable in these areas. As you observe and assist in various classrooms, and as you will move on to Student Teaching, it is critical that you have an awareness of these issues and the laws surrounding them.

Additionally, Oklahoma Baptist University must be able to assure Cooperating School Sites that FE Candidates have no criminal record that would prohibit their licensure as a teacher. For this reason, OBU will conduct a background check on FE Candidates. A \$10.00 fee will be assessed to your student account for this purpose.

The Cooperating Teachers selected to work with you will attempt to provide meaningful activities and University Supervisor(s)/Faculty will communicate directions and distribute additional forms for appropriate use in different FE assignments. The faculty of the Division of Teacher Education hope you will refer to this Handbook often, for we believe it can help you develop a greater sense of understanding and accomplishment from your FE assignment.

The Director of Field Experiences makes every effort to ensure that each candidate's individual FE assignments occur in a variety of settings with no duplications. You can assist the Director by providing your preferences and schedule using the information on the card to the right.





## **A PROFESSIONALISM REMINDER TO FE CANDIDATES**

You should remember that you are a guest of the school to which you are assigned, and that the principal and the teachers give of their time and energy without financial compensation. Your behavior should always reflect your appreciation for this opportunity. If you are alert, you will find ways of relieving the Cooperating Teacher of some work to compensate for the added load of your being there.

At some point in the semester, your Cooperating Teacher might be absent. In such a case, you are not allowed to function as a paid substitute nor is it allowable for you to maintain the classroom with no supervision. While you may be functioning as the teacher, the school is obligated to hire a substitute. You will need to converse with the substitute regarding how to handle the classroom.

Your attire should be in good taste. You will be expected to follow the dress pattern set by the majority of the faculty. You will be recognized as a responsible person occupying a responsible position and you should dress accordingly.

You will be recognized by pupils, teachers, and some of the community as a representative of Oklahoma Baptist University. You will want to be a credit to the University and in what it represents. You may find the opportunity to recruit some students to the teaching profession or to discuss college plans with seniors.



## **FIELD EXPERIENCES PROGRAM OVERVIEW FOR ALL EDUCATION MAJORS**

### **ELEMENTARY, EARLY CHILDHOOD, SECONDARY (ENGLISH, MATH, SCIENCE, SOCIAL STUDIES), P - 12<sup>TH</sup> (ART, HEALTH/PHYSICAL, INSTRUMENTAL, & VOCAL) AND SPECIAL EDUCATION**

The Field Experiences (FE) Program is a very important component in the pre-service preparation of FE Candidates. During the FE assignment, Candidates begin to learn about schools in action. Although the FE Program cannot present a total picture of what is involved in teaching, it combines with the Student Teaching Program to create a solid foundation on which a successful teaching career can be based.

The purposes of the FE assignments are to provide FE Candidates with opportunities to systematically observe experienced teachers in classroom settings and to actively involve the FE Candidate in the teaching/learning process. The induction of the FE Candidate into the schools should be planned and guided by the Cooperating Teacher in keeping with the FE Candidate's level of ability and readiness. Opportunities to observe and work with students with special needs, such as students with disabilities or those at risk, are given in association with various education classes.

The objectives and activities of the FE Program are closely related to those of the Student Teaching Program, because they are based on the more extensive objectives of Student Teaching and the goals of the University. FE Candidates begin developing skills, knowledge, and dispositions that will be expanded and refined during Student Teaching.

In addition to the following *Recommended Procedures for Cooperating Teachers* and *Checklist for the Field Experiences Candidate* (see Form 1) outlined in this Handbook, University Supervisors & Faculty will furnish the FE Candidates and Cooperating Teachers with a written description of specific assignments, activities, and evaluation forms to be completed during the FE assignment. FE Candidates are encouraged to discuss their course assignments with the Cooperating Teacher(s).



## RECOMMENDED PROCEDURES FOR THE COOPERATING TEACHER

Outlined below are procedures Cooperating Teachers may wish to use in working with FE Candidates:

A. Orientation - So that the FE Candidate can become acclimated quickly to the school and classroom in which he/she is to function, the Cooperating Teacher should confer with him/her as soon as possible about the following:

1. Specific information concerning the Cooperating Teacher's expectations of the Candidate
2. Ability levels, special problems, and other pertinent characteristics of students in the class
3. The specific subject matter (units, problems, topics, skills, projects) being studied in class, the specific objectives being pursued, and the resources being used
4. Philosophy and preferred teaching style of the Cooperating Teacher
5. Pertinent school policies and classroom procedures including disciplinary rules and regulations and school schedules

B. Involvement of FE Candidates in Classroom Activities:

1. Introduction to the Class - The appearance of a new adult in class calls for an introduction; therefore, it is recommended that the Cooperating Teacher take a few minutes on the first day to introduce the FE Candidate to the students and explain the capacity in which he/she will be functioning.
2. Observation - During the first few visits the FE Candidate will benefit most from observing the activities of the teacher and students. The University Faculty of EDUC 2012 and SPED 3022 will require the FE Candidate to record observations in the classroom. These observations will be entered in an informal journal. The observations will be objective and non-judgmental. These observations will be the basis for analyzing teaching style, gaining insights, and integrating theory and practice by the Candidate. Other University classes may also require completion of journals or other various forms consistent with the purposes of the FE Program.
3. Participation in Instructional Activities - Each FE Candidate is expected to work actively with students as part of the FE assignment. There are various ways (see #4 below and Checklist for the FE Candidate) in which the FE Candidate may become involved: tutoring individual students, working with small groups, leading the whole class in a discussion, or demonstrating problem solving procedures for a small group or the entire class. It may be advisable to have an FE Candidate work with individual students or small groups before working with the entire class. Depending upon the level in which the observation occurs, by the end of the Field Experiences Program, the FE Candidate should have planned, implemented, and evaluated several teaching lessons with the guidance of Cooperating Teacher(s). The feedback from observations and evaluations by the Cooperating Teachers are very important for the learning and morale of prospective teachers. Please Note: the FE Candidate should not be left alone with a class.
4. Examples of Specific Activities and Experiences the FE Candidate should be exposed to:
  - a. Confer with the Cooperating Teacher to find out immediate and long range objectives/goals
  - b. Meet staff members
  - c. Learn the names of the students as quickly as possible

- d. Walk around the room to watch individuals work and help as needed
- e. Participate in discussions
- f. Help with the opening routine
- g. Learn to use various forms: lunch, excursion, health, etc.
- h. Work with individuals and small groups
- i. Visit the library with a group and learn to use library facilities
- j. Interest children in various types of books
- k. Read fictional and informational materials to children
- l. Help children use dictionaries, encyclopedias, table of contents, etc.
- m. Make and use visual aids
- n. Give oral directions
- o. Pronounce spelling words
- p. Help children with spelling during creative writing time
- q. Record information, stories, or charts on poster board or other method of display
- r. Write seat work on the chalk/white/Smart Board
- s. Participate in games, art activities, etc.
- t. Sit in on various groups and contribute to discussions
- u. Assist teachers in lectures, presentations, etc.
- v. Assist teachers in playground duty, hall duty, etc.
- w. Learn to use equipment and materials
- x. Work on bulletin board displays
- y. Speak with students informally, relating in a positive manner
- z. Attend PTA/PTO meetings
- aa. Attend parent/teacher/child conferences
- bb. Attend field trips
- cc. Attend grade level meetings
- dd. Observe in the classroom
- ee. Attend IEP meeting

C. Evaluation - The Cooperating Teacher should confer with the FE Candidate regularly throughout the semester to discuss ideas and provide formative evaluation of the Candidate's progress. Near the end of the FE assignment the Cooperating Teacher should evaluate the overall strengths and weaknesses of the Candidate's performance. For those Candidates enrolled in EDUC 2012, SPED 3022, and ELED 4113, the Cooperating Teacher is asked to complete an FE Evaluation Form and return it to the Teacher Education Office in a postage paid envelope provided by the Education Division. If other instructors require written evaluations from the Cooperating Teacher, it is indicated in the FE instructions issued for the course.

## **ROLES & RESPONSIBILITIES OF COOPERATING TEACHERS & ADMINISTRATORS**

### **Role of the Cooperating Teacher**

The Field Experiences Cooperating Teacher is an experienced professional teacher who is able to share his/her commitment to students and teaching. The FE Cooperating Teacher functions as a model for the FE Candidates who are testing their own career commitments and also trying to acquire teaching skills. He/she provides a laboratory setting in which the Cooperating Teacher and FE Candidate can work together to increase the educational benefits for students. The responsibilities are as follows:

- A. Demonstrates the core competencies and desired characteristics described in OBU's Philosophy and Goals Statement as defined by the Division of Teacher Education in this Handbook.
- B. Provides opportunities for the FE Candidate to observe and participate in the classroom.
- C. Provides feedback, verbal and written, to the FE Candidate and the Teacher Education Office on the effectiveness of the Candidates activities.
- D. Provides the setting for specific Field Experiences required for the FE Candidate in the professional core courses.
- E. Works with the Oklahoma Baptist University Division of Teacher Education in preparing Candidates for Student Teaching.

### **Role of the Cooperating Administrator**

As the administrative leader of a school, the Cooperating Administrator, usually the Principal, facilitates the implementation of the Field Experiences Program by assuming these specific responsibilities:

- A. Provides an atmosphere conducive to a quality Field Experiences Program.
- B. Encourages classroom teachers to participate in the FE Program.
- C. Assists the Director of Field Experiences in the identification and nomination of FE Cooperating Teachers.
- D. Assists in the orientation of the FE Candidate to staff, facilities, and services of the school.
- E. Works closely with the Cooperating Teachers and FE Candidates to insure an effective instructional program for the public school students.



## ORGANIZATION AND OBJECTIVES OF FIELD EXPERIENCES PROGRAMS

### ELEMENTARY (1<sup>ST</sup> - 8<sup>TH</sup>) AND EARLY CHILDHOOD (P - 3<sup>RD</sup>) EDUCATION

The Field Experiences Program for Elementary and Early Childhood Education, being programs that cover several of the same grade levels, overlap in organization of Field Experiences hours.

<u>Class</u>	<u># FE Hours</u>
EDUC 2012 Foundations of Education	20
SPED 3022 Introduction to Exceptional Child	12
ELED 4113 Reading Methods 4-8	25
ELED 4232 Reading Assessment	15
ECED 4212 Mathematics Methods P-3	5
EDUC 3502 Principals of Middle School Education (Elementary only)	10
ECED 3203 Guiding Young Children (Early Childhood only)	or 10
	Total # FE Hour 87

### Objectives of Elementary & Early Childhood Education

As previously mentioned in this Handbook, objectives for the FE Program are based upon the more extensive objectives of the Student Teaching Program and the goals of the University. Field Experiences hour totals listed in the previous table are completed prior to admission to the Student Teaching Program. Candidates participating in these various Field Experiences assignments will be building a foundation for integration of OBU's Philosophy and Goals Statement as defined by the Division of Teacher Education, and the basis of their lifetime career in teaching.

The broad goals and objectives of the FE Program as pertains to Elementary and Early Childhood Education are as follows:

- A. Developing an awareness of commitment to teaching - The depth and degree of this commitment, like dispositions and feelings about teaching, are largely determined by the FE Candidate's personal values and goals. The Candidate's use of self as an effective instrument in establishing a helping relationship will result in:
  1. Remaining open and flexible
  2. Interrelating effectively with other people
  3. Utilizing one's own personal creativity
  4. Retaining one's individuality and autonomy within the larger group
  5. Combining these skills to contribute to the development of a positive outlook of self and others

- B. Developing a “seeing” eye - A “seeing” eye is developed by observing the child and his curriculum with specific purposes in mind and by bringing to these observations the knowledge acquired in the theoretical phase of the Teacher Education Program. The “seeing” eye enables a teacher to begin to analyze why children act and react the way they do in the learning setting and to use this analysis to handle situations with understanding and skill.
  
- C. Developing selected teaching skills - The development of teaching skills is best accomplished in the context of the real situation in the classroom. FE Candidates begin by working informally with individuals or small groups of children. As the semesters progress, they plan, carry out, and evaluate teaching experiences of selected skills and concepts with small groups of children and/or the entire class.
  
- D. Developing an awareness of the role of the teacher - This involves identifying with the teacher in various roles: as a facilitator of learning, counselor, mediator of the culture, link with the community, member of the staff, and member of the profession.

In order to achieve the preceding set of objectives, the following is a list of suggested activities for the Elementary & Early Childhood FE Candidate. These objectives are organized into three broad categories: what you *see* ~ developing an awareness and understanding of the classroom learning experience; what you *do* ~ practicing some assumptions you hold about teaching; and what these experiences *mean* to you ~ developing a point of view.

### **What You See (Developing Knowledge)**

- A. School Environment (organization and structure) - Observe the physical set-up and know key school personnel by name. Browse through the teacher’s handbook (note particularly school rules, emergency procedures, dress code, etc.). Observe procedure for checking attendance and other routine matters; note schedule (day and/or week).
  
- B. The Children - Secure a list of children’s names and make an effort to know them by name quickly. Note physical, mental, emotional, and social behaviors of children as individuals and as a group. How do they respond to work, play, adults, you, etc? For Early Childhood Majors a child study report utilizing one or more ways of studying children is required.
  
- C. Teaching Behavior - What does the teacher do in the classroom? How does the teacher introduce the tasks to the children? Where does teaching take place? How is teaching assessed?
  
- D. Instruction - Know the instructional resources: teacher, pupil, community. During the field experience, browse through major resources, such as textbooks and work books of the class. Learn to use AV equipment and assist the teacher in locating and reproducing materials; note

purposes for which the teacher uses materials. Familiarize yourself with the community's potential for instructional purposes.

- E. Curriculum (orientation to the curriculum) - Throughout the Field Experiences assignment, as the FE Candidate gains experience, the Candidate learns to understand the important aspects of the class, school programs, and structure. These include such aspects as:
1. Grouping of children within the class
  2. The daily schedule
  3. General background of children
  4. School policies
  5. Types of records kept on children
  6. The roles of the teacher, administrator, and other staff members
  7. Learning activities and experiences planned for the children
- F. Parent Involvement - Observe how often parent contact occurs. Is it teacher or parent initiated? For what purposes does the teacher contact parents? How many parents participate in parent/teacher conferences?

### **What You Do (Developing Skills)**

- A. Tutor a child or group of children - Interact with children during class and free time. Notice children's behaviors in various situations to help you relate or tune in to their interests. Ask if you may attend a grade level or PTO meeting. Attend or assist a class program or field trip. Develop an interest area or set up a display (bulletin board, children's work, etc.).
- B. Present Lessons - Present lessons to a small group. Present a relatively simple lesson to a large group (game, drill sessions, story telling, etc.). Present a concept or teach a skill to the whole class.
- C. Take over the class for a short period of time - Sharing period, transition periods, etc.

### **What These Experiences Mean To You (Developing Dispositions)**

- A. Based on what you have observed others do and discovered that you can do to teach children, and what you have learned of children through FE assignments, you should be able to present a point of view about the following:
1. The role of the school
  2. The role of the parent
  3. The role of community
  4. The role of evaluation
  5. The utilization of resources

***Finally, you should be able to assess your own emerging role as a teacher.***



## ORGANIZATION AND OBJECTIVES OF FIELD EXPERIENCES PROGRAMS

(continued)

### SECONDARY - ENGLISH, MATH, SCIENCE AND SOCIAL STUDIES EDUCATION (6<sup>TH</sup> - 12<sup>TH</sup>)

<u>Class</u>	<u># FE Hours</u>
EDUC 2012 Foundations of Education	20
SPED 3022 Introduction to Exceptional Child	12
EDUC 3092 Principles of Secondary Education	15
EDUC 3502 Principals of Middle School Education	10
EDUC 3983 Special Methods of Teaching, Secondary	<u>25</u>
Total # FE Hour	82

### ART, HEALTH/PHYSICAL, INSTRUMENTAL, AND VOCAL EDUCATION (P - 12<sup>TH</sup>)

<u>Class</u>	<u># FE Hours</u>
EDUC 2012 Foundations of Education	20
SPED 3022 Introduction to Exceptional Child	12
EDUC 3092 Principles of Secondary Education	15
EDUC 3502 Principals of Middle School Education	or 10
EDUC 4011/4022/4033 Band Lit/Marching Techniques/Instr Mthds & Procd	35
EDUC 4053/4063 Elementary/Secondary Vocal Methods	or 25
EDUC 4783 Methods of Teaching Art Education P-12	or 35
EDUC 4301 Methods of Teaching Health/Physical Education P-12	<u>or 25</u>
Total # FE Hour	67 - 82

### SPECIAL EDUCATION (P-12<sup>th</sup>)

<u>Class</u>	<u># FE Hours</u>
EDUC 2012 Foundations of Education	20
SPED 3009 Practicum in Mild/Moderate Disabilities	25 - 75
SPED 3022 Introduction to Exceptional Child	12
EDUC 3502 Principals of Middle School Education	10
ELED 4113 Reading Methods 4-8	25
ELED 4232 Reading Assessment	15
ELED 4222 Mathematics Methods 4-8	5
ECED 4212 Mathematics Methods P-3	<u>5</u>
Total # FE Hour	117 - 167

## **Objectives of Secondary, P - 12<sup>th</sup>, and Special Education**

As previously mentioned in this Handbook, objectives for the FE Program are based upon the more extensive objectives of the Student Teaching Program and the goals of the University. Field Experiences hour totals listed in the previous tables are completed prior to admission to the Student Teaching Program. Candidates participating in these various Field Experiences assignments will be building a foundation for integration of OBU's Philosophy and Goals Statement as defined by the Division of Teacher Education, and the basis of their lifetime career in teaching.

Within the limited time available, it is intended that the FE Candidate will develop the following traits:

A. Personal Qualities:

1. Uses initiative in becoming involved in classroom activities
2. Exhibits self-confidence
3. Keeps appointments, meets deadlines, and fulfills responsibilities
4. Accepts praise and criticism objectively
5. Presents appropriate appearance
6. Displays a sense of humor

B. Human Relations:

1. Establishes rapport with students
2. Establishes rapport with Cooperating Teacher
3. Demonstrates caring for students
4. Establishes rapport with other teachers and principal
5. Establishes rapport with parents

C. Communication Skills:

1. Provides a model of effective oral communication:
  - a. Communicates clearly in standard English
  - b. Uses correct grammar
  - c. Uses acceptable pronunciation
  - d. Modulates voice appropriately
2. Uses appropriate verbal and non-verbal modes of communication

D. Classroom Observation and Analysis Skills:

1. Observes classroom activity accurately and objectively in the following categories:
  - a. Verbal and non-verbal interaction
  - b. Responsibility for making decisions

- c. Sense of community
  - d. The teaching/learning process (objectives, activities, outcomes)
  - e. Criteria and processes of pupil evaluation
  - f. Classroom management techniques
  - g. Physical environment
2. Analyzes observations in terms of cause and effect relationships

E. Teaching Effectiveness:

1. Planning:
  - a. Plans appropriate lessons and other activities
  - b. States objectives which specify learning outcomes
  - c. Evaluates lessons in light of planned objectives
  - d. Collaborates with Cooperating Teacher & University Supervisor
  - e. Prepares lesson plans for preview by Cooperating Teacher & University Supervisor
2. Instructional Methods/Strategies
  - a. Attempts different methods and strategies (lecture, discussion, questioning, large/small group, individualizing, etc.)
  - b. Uses a variety of materials and activities
  - c. Presents subject matter relevant to student's experience and to subject area
3. Classroom Management
  - a. Prepares materials, supplies, and equipment for lessons
  - b. Uses appropriate behavior management practices

F. Subject Matter Competency:

1. Demonstrates knowledge of major concepts and inquiry methods in lessons taught



### CHECKLIST FOR THE FE CANDIDATE

The following checklist is provided to you as a list of suggested activities/experiences. At designated pre-determined times during the semester, review the list and record dates in the appropriate column. This list is merely suggestive. Please add other activities/experiences you have. Also, please make copies for multiple Field Experiences during the same semester.

ACTIVITY/EXPERIENCE	TO DO	DOING	DID
<b>THE SCHOOL:</b>			
Tour campus			
Meet Administrators/Personnel/Key Staff			
Have lunch with Staff			
Attend meetings: Faculty + Grade Level & Department			
Read School Handbooks: Faculty & Students			
Go on yard/playground duty with Cooperating Teacher			
Attend PTA Meeting			
<b>THE FE CANDIDATE &amp; THE COOPERATING TEACHER:</b>			
Share expectations			
Share course requirements			
Establish tentative (semester) goals: activities/experiences			
Discuss curriculum			
Discuss students' general backgrounds			
Share autobiographies			
Peruse resource file box			
<b>DAILY ROUTINES:</b>			
Take attendance/help with opening routines			
Distribute/collect papers			
Log grades			
Complete simple school forms			
Correct simple assignments/papers			
Speak with students informally			
<b>THE OBSERVATION COMPONENT:</b>			
Conduct on-going focused observations			
Visit other classes/teachers			
Keep anecdotal record			
Observe/discuss Cooperating Teacher's teaching techniques/strategies			
Review/peruse teachers' resources			
Attend parent/teacher conference			
Observe/discuss "the students"			

ACTIVITY/EXPERIENCE	TO DO	DOING	DID
<b>CLASSROOM INSTRUCTION:</b>			
Give oral instructions/directions			
Critique students' work with Cooperating Teacher			
Learn students' names quickly			
Participate in class activities			
Assist Cooperating Teacher in monitoring class work			
Assist Cooperating Teacher in averaging grades			
Write lesson plan(s)			
Prepare materials for lesson(s)			
Design/set-up bulletin board			
Write on chalk/white/Smart boards			
Tutor individual student(s)			
Work with small groups			
Conduct 10-15 minute mini lesson			
Conduct whole class lesson: 15-20 minutes/30-45 minutes			
<b>EVALUATION/ASSESSMENT:</b>			
Do on-going self assessment(s)			
Keep a journal			
Do lesson analyses			
Write a Field Experiences "reflection" paper			
Discuss strengths/weaknesses of performance			
<b>EQUIPMENT/MATERIALS:</b>			
Learn to use copier			
Learn to use overhead projector			
Learn to use VHS/DVD player/recorder			
Learn to use film projector			
Learn to use computer			
Learn to use computer projector			
Learn to use Smart Board			
<b>OTHER:</b>			
Attend Professional Organization(s)			
Attend In-Service Workshop(s)			

## CONSENT FOR BACKGROUND CHECK

A Consent for Background Check form is required for all students participating in Field Experiences. The cost of the report will be added to your student account as an Education Fee. Each Background Check remains current for one year. If you are unsure if you have a current report on file, check with the TE Office. Please fill out the form clearly and completely.

Course # & Name: \_\_\_\_\_

<b>FOR OFFICE USE ONLY</b>
Background check requested _____
Last background checked on _____

### Consent for Background Check

(Please Print Clearly and fill out Completely)

Name: \_\_\_\_\_  

First
Middle
Last

Alias Names: \_\_\_\_\_  
Include maiden name, all married names, & any other names used

SSN: \_\_\_\_\_ OBU ID #: \_\_\_\_\_

Complete Permanent Address: \_\_\_\_\_  
Street (NO PO BOXES)

\_\_\_\_\_ 
City
State
Zip

Race: \_\_\_\_\_ Sex: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

I give permission to the Chairman of the Division of Teacher Education at Oklahoma Baptist University to conduct background checks regarding criminal records, drivers license records, employment, education, and personal reference, as well as maintain my fingerprints and/or photo ID on file if needed for University use with regard to positions in which I may serve in supervised field education.

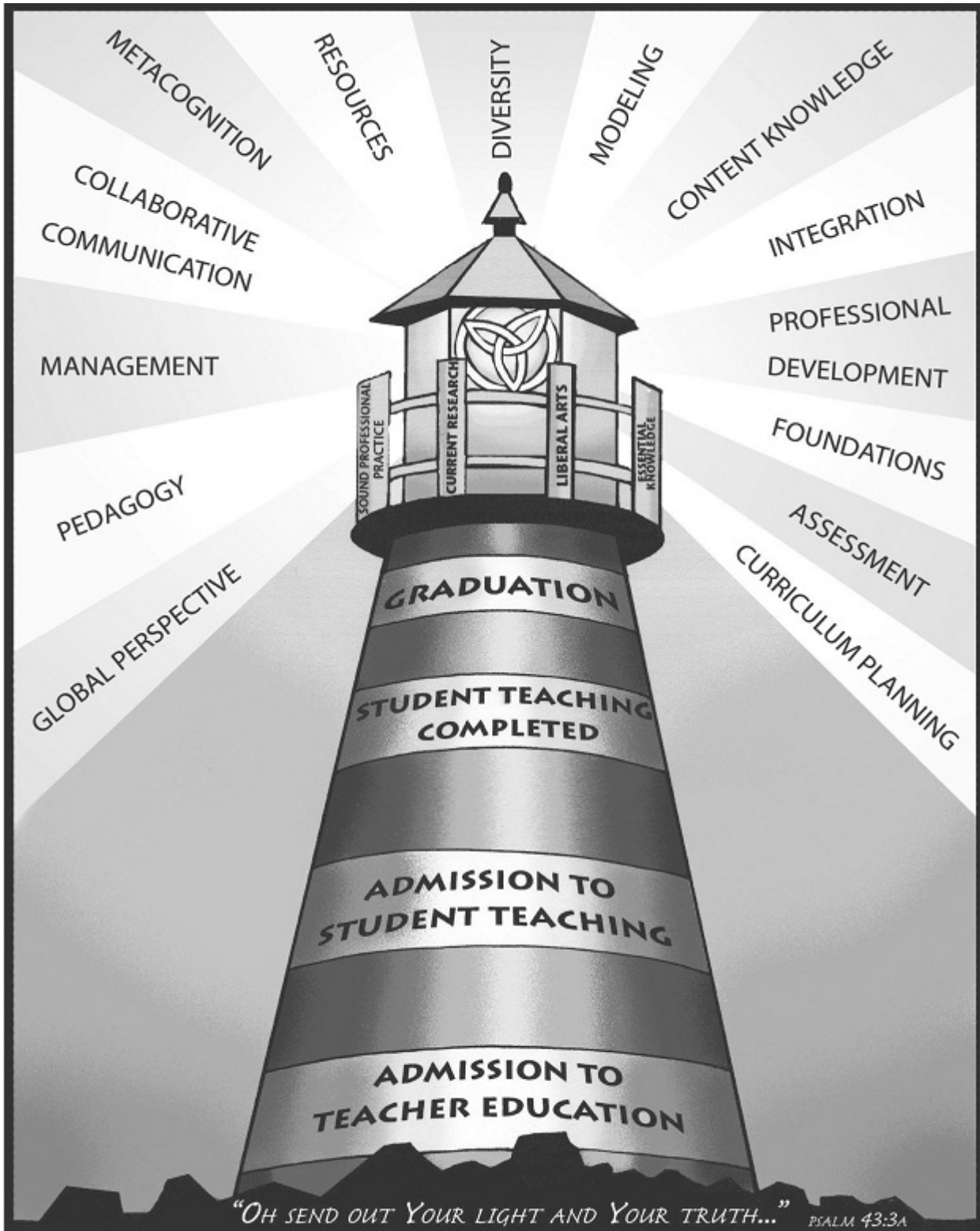
Should I be accepted into the supervised field education program, I agree to be bound by the policies of the University and the church or institution in which I complete supervised field education. I also agree to refrain from unscriptural conduct in the performance of my services for this course.

I further state that I have carefully read the following release and know the content thereof, and I sign this release as my own free act. This is a legally binding agreement, which I have read and understand. I also understand that the information provided about me will be confidential.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



OKLAHOMA DIVISION OF TEACHER EDUCATION  
"LIGHTHOUSE METAPHOR"



#### Global Perspective

The beginning teacher prepares for productive lives within today's multi-cultural society as the global community necessitates providing them opportunities to be exposed to and to cultivate an appreciation for perspectives, customs, and beliefs different from their own.

#### Pedagogy

The beginning teacher displays competence in both the factual and theoretical bases of pedagogy.

#### Management

The beginning teacher orchestrates the learning tasks and environment to provide optimum learning for each student.

#### Collaborative Communication

The beginning teacher can communicate clearly and collaborate with students, professional colleagues, parents, community, and other constituencies.

#### Metacognition

The beginning teacher motivates students to learn, understand, monitor and reflect upon his/her own learning processes.

#### Resources

The beginning teacher will identify and use technologies and other resources available in his/her field to optimize learning.

#### Diversity

The beginning teacher is a professional who demonstrates the knowledge, skills and disposition necessary to facilitate learning for all students.

#### Modeling

The beginning teacher models desirable cognitive, social, and moral patterns.

#### Content Knowledge

The beginning teacher displays competence in both the factual and theoretical bases his/her discipline.

#### Integration

The beginning teacher understands and conveys to students an understanding of the interrelatedness and integrated nature of learning.

#### Professional Development

The beginning teacher will pursue formal and informal post-baccalaureate learning experiences to keep abreast of changes in knowledge, theory, and technology in his/her field and in related fields.

#### Foundations

The beginning teacher understands the current responsibilities of public education in its historical, social, and philosophical context.

#### Assessment

The beginning teacher demonstrates the professional knowledge and skills to: plan for assessment; observe learning/analyze and interpret evidence of learning/give feedback to learners and support learners in self-assessment.

#### Curriculum Planning

The beginning teacher understands learning styles, developmental patterns and exceptionalities sufficient to design effective lesson plans for individual students and groups of students, to objectively measure student preparedness and progress, and to effectively evaluate student performance.

## **CODE OF ETHICS OF THE EDUCATION PROFESSION**

### **Preamble**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for violation of any provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

### **Principle I**

#### **Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator-

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:
  - a. Exclude any student from participation in any program.
  - b. Deny benefits to any student.
  - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.



## **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). FERPA, also known as the Buckley Amendment, defines education records as all records that schools or education agencies maintain about students.<sup>1</sup>

FERPA gives parents (as well as students in post secondary schools) the right to review and confirm the accuracy of education records. This and other United States "privacy" laws ensure that information about citizens collected by schools and government agencies can be released only for specific and legally defined purposes. Since enacting FERPA in 1974, congress has strengthened privacy safeguards of education records through this law, refining and clarifying family rights and agency responsibilities to protect those rights.<sup>1</sup>

Schools are often called upon to provide information regarding current or former students to a variety of individuals and organizations. For example, social service agencies, law enforcement agencies, youth-serving organizations, and health agencies often seek information concerning students to whom they are providing services. While the sharing of information contained in records systems (education and law enforcement records) maintained by the school is critical to the effective delivery of services, it cannot be done indiscriminately because Federal laws restrict the release of information contained in a student's education records. FERPA provides parents access to education records and limits non-consensual disclosure. Failure of an educational agency or institution to comply with FERPA can result in the loss of Federal funding.<sup>2</sup>

FERPA applies to public schools and state or local education agencies that receive Federal education funds, and it protects both paper and computerized records.

### **What is FERPA?**

FERPA is a Federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. When a student turns 18 or enters college, the rights under FERPA transfer to the student.<sup>2</sup>

FERPA gives both parents, custodial and non-custodial, equal access to student information unless the school has evidence of a court order or state law revoking these rights.<sup>1</sup>

### **What is an "education record?"**

**Education records** include a range of information about a student that is collected in schools, such as:

- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- Personal information such as a student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered education records. Additionally, law enforcement records created and maintained by a school or district's law enforcement unit are not education records.

Part of the education record, known as directory information, includes personal information about a student that can be made public according to a school system's FERPA policy. Directory information may include a student's name, address, and telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extra curricular activities or recipients of awards, pictures of students, and height and weight of athletes.

Each year schools must give parents public notice of the types of information designated as directory information. By a specified time after parents are notified of their review rights, parents may ask to remove all or part of the information on their child that they do not wish to be available to the public without their consent.<sup>1</sup>

### **Who Controls or Manages an Education Record?**

Each educational agency or institution determines which officials are responsible for maintaining education records and for ensuring that parents are afforded their rights under FERPA.<sup>2</sup>

Schools may release information from students' education records with the prior written consent of parents, under limited conditions specified by law, and as stated in local agencies' student records policies. The same rules restricting disclosures apply to records maintained by third parties acting on behalf of schools, such as state and local education agencies, intermediate administrative units, researchers, psychologist, or medical practitioners who work for or are under contract to schools.

A school district is required, however, to have a policy that specifies the categories of officials and parties to whom records may be released without parent consent. The policy should be readily accessible to parents for review.

Teachers and school officials who work with the students and schools to which students apply for entrance may also have access to education records without parent consent. In addition, information from students' records may be released to State and local education officials to conduct audits or to review records in compliance with Federal laws. Schools may also disclose information from education records without the consent of parents in response to subpoenas or court orders. A school official must make a reasonable effort to notify the parent before complying with the subpoena unless the subpoena is issued to enforce a law and specifies not to notify the parent.

In emergencies, school officials can provide information from education records to protect the health or safety of the student or others.

### **How Can a School Obtain Technical Assistance on FERPA?**

The Family Policy Compliance Office in the U.S. Department of Education is responsible for administering FERPA. Any educational agencies or institutions with specific questions on FERPA needing technical assistance or desiring in service training may contact the Family Policy Compliance Office, US Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605. Additionally, institutions may contact the office by e-mail at FERPA@ed.gov or by calling (202)260-3887.<sup>1</sup>

#### **Endnotes:**

1. Protecting the Privacy of Student Education Records. Policy Studies Associates, Inc. 1996.
2. Creating Sage and Drug-Free Schools: An Action Guide. September 1996.

## OKLAHOMA BAPTIST UNIVERSITY REGULATIONS

### CAMPUS SEX CRIME PREVENTION ACT

#### INTRODUCTION

The Campus Sex Crime Prevention Act provides that:

1. Persons who are required to register with the state as sex offenders are required to include in that registration the name of any institution of higher education where the person is a student or employed. The sex offender must further report to the state any changes in enrollment or employment status with the institution. The state is required to enter this information in its sex offender registration data and to make the information available to law enforcement agencies having jurisdiction where the institution is located. This process was to be operative by October 28, 2002.
2. OBU is required to include in its annual security report due October 1, 2003, and annually thereafter, a statement "advising the campus community where law enforcement agency information provided by the State of Oklahoma concerning registered sex offenders may be obtained, such as the law enforcement office of the institution, a local law enforcement agency with jurisdiction for the campus, or computer network address."

#### PART ONE: PRIMARY CAMPUS CONTACTS

1. ***Campus Safety Director***
  - a. Campus Safety Director will ensure that information is provided in OBU's annual campus safety report on how interested parties can locate information (Pottawatomie County Sheriff's Office and the Oklahoma Department of Corrections website) as to whether there are sex offenders employed or enrolled at OBU.
  - b. Each month, Campus Safety Director will contact the Pott County Sheriff's Office and check the Department of Corrections website to see if there is new information on registration of sex crime offenders with any affiliation with OBU (student or employee). (See Part 5 for reporting process.)
  - c. If Campus Safety Director receives notification from the State of Oklahoma concerning registration of a sex offender who has noted that he is an employee or student at OBU, Campus Safety Director will report such information to appropriate officers. (See Part 5 for reporting process.)
  - d. Campus Safety Director will maintain permanent records of information obtained regarding employees or students who are listed as sex crime offenders.
2. ***Human Resources Director***
  - a. Human Resources Office will check all prospective employees for full- and part-time positions against the register of sex crime offenders (Pottawatomie County Sheriff's Office and Oklahoma Department of Corrections website) prior to authorization of employment; HR will also run an Oklahoma State Bureau of Investigation (OSBI) check. Employees will include full- and part-time staff, including adjunctive faculty. (See Part 5 for reporting process.)
  - b. HR will check all current employees (full- and part-time) against the register of sex crime offenders (contact Campus Safety Director regarding reports from Pott County Sheriff's Office and survey Oklahoma Department of Corrections website) twice each year. HR also will conduct a check on any current employee when requested to do so by the OBU administration. (See Part 5 for reporting process.)
  - c. HR will develop policy statement regarding non-employment of prospective employees and possible termination of current employees who are listed on the register of sex crime offenders
  - d. HR will maintain permanent records regarding background checks that are done and information obtained regarding employees and students.
3. ***Dean of Students***
  - a. Dean of Students will ensure that information distributed to OBU students reports on how interested students can locate information (Pottawatomie County Sheriff's Office and the Oklahoma Department of Corrections website) as to whether there are sex offenders enrolled at OBU.

- b. Dean of Students will check monthly with the Campus Safety Director to see if information has been obtained from the Pott County Sheriff's Office or the Oklahoma Department of Corrections website about sex offenders who might be enrolled at OBU. (See Part 5 for reporting process.)
  - c. Dean of Students will maintain permanent records of information obtained regarding students who are listed as sex crime offenders.
4. **Senior Vice President for Business Affairs**
- a. Senior Vice President for Business Affairs will ensure that contracts with vendors who have staff on campus (Barnes and Noble College Stores and ARAMark food service and custodial) to require the vendors to not employ sex offenders.
  - b. Senior Vice President for Business Affairs will be responsible for communicating to other OBU officers regarding any sex crime issues that occur among employees of vendors.

## **PART TWO: PUBLICATIONS AND POLICIES**

1. Legal counsel has provided the following language which should be added to existing FERPA statements. Notwithstanding anything in this statement to the contrary, Oklahoma Baptist University may, without the student's consent, disclose information concerning a student which is furnished to Oklahoma Baptist University by the State of Oklahoma pursuant to the Campus Sex Crimes Prevention Act.
  - a. Chief Academic Officer will ensure that appropriate language is added to FERPA statement in OBU catalog.
  - b. Dean of Students will ensure that the appropriate language is added to FERPA statement in Green Book (student handbook).

**NOTE: Because the scope of the FERPA exemption has not yet been determined, legal counsel recommends that OBU should not reveal anything about a student's status as a registered sex offender (outside of the OBU authority structure) without consulting an attorney.**

2. Dean of Admissions ensure that appropriate questions regarding sex crime offenders are included in applications for admission; will develop procedures to ensure that those answering yes to such questions are directed to the Admissions committee; and develop a policy statement for the Admission Committee to follow in regard to admissions decisions affecting prospective students who are registered sex offenders.
3. Dean of Students will ensure that there is a policy statement in the Green Book for Student Development to follow in regard to the action OBU will take toward students who commit sex crimes.
4. Human Resources will include appropriate language in employee handbooks regarding the employment or non-employment of sex crime offenders and the possible termination of employees who are found to be sex crime offenders.

## **PART THREE: SCREENING PROCESS**

1. Employees and Students
  - a. The Office of Human Resources will be the campus agent for screening current and prospective employees regarding sex offenses.
  - b. The Office of Student Development will be the campus agent for screening current students regarding sex offenses.
  - c. The Office of Admissions will be the campus agent for screening prospective or re-admitted students regarding sex offenses.
2. Employees and Students Who May Have Contact with Children
 

**Oklahoma Law, Title 57, Section 589: "It is unlawful for any person registered pursuant to the Oklahoma Sex Offenders Registration Act to work with or provide services to children or to work on school premises or for any person or business who offers or provides services to children or contracts work to be performed on school premises to**

**knowingly and willfully allow any employee to work with children or to work on school premises who is registered pursuant to the Oklahoma Sex Offenders Registration Act.”**

Academic and administrative officers will be responsible for determining if students, faculty, and staff who might be used in programs where there is contact with children have any known record of sex offense. Academic and administrative officers must always check with the Dean of Students Office prior to using OBU students in any type of program where the OBU students will have contact with elementary or secondary students. The Dean of Students will maintain a list of any students who are registered sex offenders. Such students would not be permitted to work in any program where there is contact with children.

When the academic program involves an internship or a practicum experience for the OBU student, an Oklahoma State Bureau of Investigation report will be required for Oklahoma residents. A background check from an out-of-state agency will be required for out-of-state residents. (Process is yet to be determined.)

***Examples of screening which must be done:***

- A. College of Arts and Sciences
  - 1. Dean of College of Arts and Sciences will be responsible for checking programs sponsored by the divisions of the college which involve children.
  - 2. Division Chair, Language and Literature, will be responsible for screening OBU students who work with academic programs or days.
  - 3. Division Chair, Behavioral and Social Sciences, will be responsible for screening OBU students who work with academic programs or days.
  - 4. Division Chair, Kinesiology and Leisure Studies, will be responsible for screening OBU students who seek to participate in recreation program internships and student employees who might work with children at the swimming pool or other OBU facilities or with academic days or programs.
  - 5. Division Chair, Teacher Education, will be responsible for screening OBU students who seek to enter the Teacher Education Program, who seek employment as tutors in the America Reads Program, and who are encouraged to work in events for school children, such as the social studies day.
- B. College of Fine Arts
  - 1. Dean of Fine Arts will be responsible for screening students seeking to teach in the Prep Program.
  - 2. Division Chair of Music will be responsible for screening students who are asked to work in various music camps and music days where children participate.
  - 3. Division Chair of Communication Arts will be responsible for screening students who work with children in children's theater.
  - 4. Division Chair of Art will be responsible for screening students who work with children in art camps.
- C. School of Christian Service
  - 1. Dean of the School of Christian Service, in consultation and coordination with the Campus Minister, will be responsible for screening students seeking to participate in ministry internships and other programs where students are sent to churches. Dean of SCS also will need to develop a method of screening students who are recommended for employment in churches.
- D. School of Nursing
  - 1. Dean of School of Nursing will be responsible for screening students seeking to enter into nursing clinical programs.
- E. School of Business

1. Dean of the School of Business will be responsible for screening students seeking to participate in any programs involving students working with children.

F. Other

1. Director of Athletics will be responsible for screening students and employees who work as counselors in summer athletic camps and students who work as volunteers at tournaments and other competitions.
2. Campus Minister will be responsible for screening students who seek to serve in missions programs where children are involved.
3. Dean of Admissions will be responsible for screening students who conduct admissions tours, serve as callers who contact prospective students, serve as Falls Creek summer staff members, etc.

**NOTE: The above listing is not inclusive. Screening of OBU students should be done in all situations where the students have contact with children.**

**PART FOUR: REPORTING PROCESS**

1. Information obtained about OBU students who are registered sex offenders should be reported as follows:
  - a. From Campus Safety Director to Dean of Students, to Chief Academic Officer, to President, and to academic/administrative officer if appropriate; copied to Human Resources.
  - b. From Dean of Students to Chief Academic Officer, to President, to Campus Safety Director and to academic/administrative officer if appropriate; copied to Human Resources.
  - c. From Dean of Admissions to Admissions Committee, to Chief Academic Officer, to President; copied to Human Resources if student is admitted.
2. Information obtained about OBU employees who are registered sex offenders should be reported as follows:
  - a. From Campus Safety Director to Director of Human Resources, to Chief Financial Officer, to President, and to academic/administrative supervisor if appropriate.
  - b. From Director of Human Resources to Chief Financial Officer, to President, to Campus Safety Director and to academic/administrative supervisor if appropriate.
3. Information obtained about applicants for employment who are registered sex offenders should be reported as follows:
  - a. From Director of Human Resources to OBU officer interviewing the prospect, that officer's supervisor, and Chief Financial Officer

NOTE: INTERNET RESOURCE FOR SEX OFFENDERS

[www.doc.state.ok.us](http://www.doc.state.ok.us); click on offender information; click on sex offender lookup

CAMPUS COORDINATOR FOR PROGRAM:

Randy L. Smith, Senior Vice President for Business Affairs.

## OKLAHOMA BAPTIST UNIVERSITY REGULATIONS

### SEXUAL HARASSMENT

The material contained in this Appendix is provided to the FE Candidate for two purposes:

- a.) to give the FE Candidate some basic information about the subject of sexual harassment
- b.) to make certain the student teacher understands that the University means for its student teachers to work in an environment in which the candidate is free from sexual harassment from any source.

In this context, the Candidate remains a student at OBU while the candidate is engaged in the Field Experiences or Student Teaching Program, and if the Candidate believes he/she has been at any time during either of these programs a victim of sexual harassment from any source, those facts should be immediately reported by the Candidate to Susan Havens or Dr. John Farris who will contact appropriate University personnel as necessary.

Sexual harassment can occur at any school activity and can take place in classrooms, halls, cafeterias, dormitories, and other areas. Too often, the behavior is allowed to continue simply because students and employees are not informed about what sexual harassment is or how to stop it. Students, parents and school staff must be able to recognize sexual harassment, and understand what they can do to prevent it from occurring and how to stop it if it does occur. Harassing behavior, if ignored or not reported, is likely to continue and become worse, rather than go away.

Both males and females can be victims of sexual harassment, and both males and females can be perpetrators of sexual harassment. Sexual harassment can occur between supervisor and employee; coworker and coworker; campus visitor and university employee, teacher and student, and student and student.

#### **Definitions of Sexual Harassment**

**For Employees**, harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964. The Equal Employment Opportunity Commission (EEOC) guidelines define sexual harassment as follows: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual;
3. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

**For Students**, harassment on the basis of sex is a violation of Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational programs and activities. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's status in a course, program, or activity;
2. submission to such conduct is used as the basis for academic decisions affecting the individual, including, but not limited to, grade or academic progress;
3. when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

The basic point to remember is that sexual harassment is unwanted, unsolicited, or undesired attention of a sexual nature. Sexual harassment is a breach of the trusting relationship that normally exists between the employer-employee and/or the teacher-student. Boundaries between the professional role and the personal relationship blur because the harasser introduces the personal element into what should be a sex-neutral situation.

Sexual harassment can be exhibited verbally or physically. Examples of sexual harassment include: unwelcome sexual innuendos, suggestive or insulting sounds, whistling in a suggestive manner, or humor and jokes about sex or (wo)men in general, implied or overt threats, and unwelcome patting, pinching, or touching.

### **Quid Pro Quo And Hostile Environment**

**Quid Pro Quo Harassment** occurs when a school employee causes a student to believe that he/she must submit to unwelcome sexual conduct in order to participate in a school program or activity. It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment.

**Hostile Environment Harassment** occurs when unwelcome sexually harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening or abusive educational environment. A hostile environment can be created by a school employee, another student, or even someone visiting the school, such as a student or employee from another school.

Regardless of which type of harassment occurs, a school must take immediate and appropriate steps to stop it and prevent it from happening again. The judgment and common sense of teachers and administrators are important elements of any response. However, the school is responsible for taking all reasonable steps to ensure a safe learning environment.

Under federal law, a school is required to have a policy against sex discrimination and notify employees, students, and elementary and secondary school parents of the policy. Such a policy lets students, parents, and employees know that sexual harassment will not be tolerated.

### **What You Can Do If You Are Sexually Harassed**

- Know your rights: Sexual harassment is illegal.
- Speak up at the time: Say "NO!" clearly, firmly, and without smiling. This is not the time to be polite or vague. By being quiet, you enable the harassment to continue. Speaking up can protect others from being victimized and may decrease your feelings of helplessness.
- Don't Blame Yourself: Sexual harassment is unwanted action that the harasser decides to take. It is not your fault. If you believe you are the victim of sexual harassment in connection with your field or student teaching experience, you should immediately report the situation to Susan Havens or Dr. John Farris.
- Don't Delay: If you delay action, the harassment is likely to continue.

If you are an observer of what you perceive to be sexual harassment, involving OBU employees or students, you should report what you have observed to Susan Havens or Dr. John Farris, while your observations involving others in a student teaching setting should be reported to Susan Havens.

#### References

Sexual Harassment: It's Not Academic pamphlet. Office of Civil Rights  
Sexual Harassment: A Guide for Faculty, Staff, and students. University of Tennessee, Knoxville.



## OKLAHOMA BAPTIST UNIVERSITY REGULATIONS

### VIOLENCE IN THE SCHOOL

While in the majority of cases, schools are safe places for students, teachers must still be prepared for that small number of situations when a student becomes violent. As told by the media, many of the offenders verbalize their intent for violence prior to the crime to peers, parents, and even teachers. Yet, they often assumed that the offender was "just kidding". Although there is proposed legislation, Oklahoma has no legal guidelines concerning the reporting of a possible crime. However, there is a "collection", if you will, of precedent-setting situations. Consider the young man in California who told friends of his intentions or Michael Fortier who is spending life in prison for not reporting McVeigh's intentions.

So what do you do if you hear a student threaten violence? Immediately tell your Cooperating Teacher who will impart the information to the principal. What if your teacher blows the threat off as a joke? Take your concerns directly to the principal and without "tattling" on the teacher, let the principal know that you have a concern that he/she may need to address according to school policy. Let the principal become the "threat assessor" or the one who determines whether to take action or not. The school may even have an established "Threat Assessment Team".

There does exist a "liability for wrongful accusations", however, that must be weighed in the context of the situation. School personnel must respond to threats of violence in a way that protects suspected individuals from defamation of character and other tortuous liability if suspicions about them are mistaken. Liability can be minimized by conducting prompt investigations of all allegations and by notifying only those individuals with a need to know about them. Such actions, however, must be balanced by the need to protect students and staff whenever there are threats of serious violence. Remember: let the principal be the one to determine appropriate action.

Much of what can be done about a threat of violence is dictated by school policy. School districts can choose to adopt search policies that would permit them under certain circumstances to screen students and search school property for weapons whether a threat has been made or not. Knowledge of such policies would be helpful for you to know as a Field Experiences Candidate or Student Teacher, but it becomes critical knowledge as a certified teacher.

The Fourth Amendment prohibits all unreasonable searches and seizures by State officers. Reasonableness is determined by balancing the governmental interest behind the search against the privacy intrusion of the search. The Supreme Court has held that students have a legitimate expectation of privacy in their persons and accompanying possessions. However, the Court has also held that schools have a substantial interest in maintaining security and order in the classroom and on school grounds. The Court has determined that this interest justifies a more flexible standard of reasonableness for searches of students that are conducted by school officials as opposed to law enforcement officers. Thus, the Court has held that school officials, unlike the police, do not need to obtain a warrant prior to conducting a search. Nor do they need probable cause to believe that a violation of the law has occurred.

Much of the preceding information was obtained from the U.S. Department of Justice. For those interested in furthering their knowledge in this area, listed below are some of the websites that might be helpful. Hopefully, you will never need to use this information, but teachers must remain alert and prepared.

[www.ojp.usdoj.gov/BJA](http://www.ojp.usdoj.gov/BJA)  
[www.ed.gov/offices/OESE/SDFS/actguid/index.html](http://www.ed.gov/offices/OESE/SDFS/actguid/index.html)  
[www.nsscl.org](http://www.nsscl.org)  
[www.usdoj.gov/kidspage](http://www.usdoj.gov/kidspage)

## DIVISION OF TEACHER EDUCATION REGULATIONS

### CHILD ABUSE

*an excerpt from:*

#### Oklahoma Statutes

#### Title 10A. Children and Juvenile Code

#### Oklahoma Children's Code:

B. 1. Every person having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect shall report the matter promptly to the Department of Human Services. Reports shall be made to the hotline provided for in subsection A of this section. Any allegation of abuse or neglect reported in any manner to a county office shall immediately be referred to the hotline by the Department. Provided, however, that in actions for custody by abandonment, provided for in Section 7 of this act, there shall be no reporting requirement.

2. Every physician, surgeon, or other health care professional including doctors of medicine, licensed osteopathic physicians, residents and interns, or any other health care professional attending the birth of a child who tests positive for alcohol or a controlled dangerous substance shall promptly report the matter to the Department.

...

C. Any person who knowingly and willfully fails to promptly report suspected child abuse or neglect or who interferes with the prompt reporting of suspected child abuse or neglect may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. **O.S. §10A-1-2-101**

#### **Mandatory Reporting**

All 50 states have passed some type of law mandating that child abuse and neglect be reported to a law enforcement authority or child protection agency. Reporting to a relative does not meet the legal reporting requirement. As you can see in the excerpt above, *no one* is exempt from reporting suspected child abuse or neglect.

#### **What You Might See**

Child abuse can be sub-divided into physical abuse, physical neglect, sexual abuse, and emotional maltreatment. Physical abuse and neglect typically have the most outward signs, although sexual abuse and emotional maltreatment are not without outward signs.

#### *Possible Physical Indicators (including, but not limited to):*

Physical Abuse	unexplained bruises, burns, fractures, cuts, abrasions, welts
Physical Neglect	abandonment, consistent hunger, poor hygiene, lack of supervision, lice, distended stomach, unattended medical needs

Sexual abuse	frequent urinary infections, difficulty walking or sitting, pain or itching in genital area, torn/stained/bloody underclothing.
Emotional Maltreatment	speech disorders, ulcers, asthma, severe allergies

Possible Behavioral Indicators (including, but not limited to)

Physical Abuse	arrives early or stays late at school, complains of soreness, self destructive behavior, behavioral extremes, uncomfortable with physical contact
Physical Neglect	regularly falls asleep in class or appear listless, steals food, frequently absent or tardy, self-destructive
Sexual Abuse	withdrawn, excessive seductiveness, poor self-esteem, lack of confidence, sudden school difficulties, inappropriate sex play or premature understanding of sex, promiscuity
Emotional Maltreatment	habit disorders, behavioral extremes, delinquent behavior, anti-social, developmentally delayed

**How To Report**

One of the first things you need to do upon beginning a Field Experience assignment, Student Teaching placement, or accepting employment at a school is to determine that school's process for reporting child abuse. Many schools prefer that the counselor or some other designee file all such reports. If you are responsible for the reporting, know the appropriate telephone numbers.

In Oklahoma, report suspected child abuse immediately to the Department of Human Service in the county in which the abuse occurred or you may call 1-800-522-3511 which is a statewide reporting number. The call can be made anonymously

It is easy to be fooled by nice people, but statistics tell us that most child abuse happens in the home and is committed by "nice people".