

**COMMITTEE AMENDMENT**  
HOUSE OF REPRESENTATIVES  
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB2004 \_\_\_\_\_  
\_\_\_\_\_ Of the printed Bill  
Page \_\_\_\_\_ Section \_\_\_\_\_ Lines \_\_\_\_\_  
\_\_\_\_\_ Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by inserting in lieu thereof the following language:

**AMEND TITLE TO CONFORM TO AMENDMENTS**

Adopted: \_\_\_\_\_

Amendment submitted by: Harold Wright \_\_\_\_\_

\_\_\_\_\_  
Reading Clerk

1 STATE OF OKLAHOMA

2 1st Session of the 52nd Legislature (2009)

3 PROPOSED COMMITTEE  
4 SUBSTITUTE  
5 FOR  
6 HOUSE BILL NO. 2004

By: Wright (Harold)

7 PROPOSED COMMITTEE SUBSTITUTE

8 An Act relating to schools; amending 70 O.S. 2001,  
9 Section 6-185, as amended by Section 1, Chapter 295,  
10 O.S.L. 2003 (70 O.S. Supp. 2008, Section 6-185),  
11 which relates to competencies and methods to be  
12 incorporated into teacher preparation system; adding  
13 mental health training; amending 70 O.S. 2001,  
14 Section 24-100.1, which relates to prevention of  
15 violence services; requiring certain mental health  
16 issues professional development training for certain  
17 school employees; authorizing certain school  
18 employees to make mental health referrals for  
19 students; providing for liability; providing an  
20 effective date; and declaring an emergency.

21 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

22 SECTION 1. AMENDATORY 70 O.S. 2001, Section 6-185, as  
23 amended by Section 1, Chapter 295, O.S.L. 2003 (70 O.S. Supp. 2008,  
24 Section 6-185), is amended to read as follows:

Section 6-185. A. The following competencies and methods shall  
be incorporated into the programs approved by the Oklahoma  
Commission for Teacher Preparation for the competency-based teacher

1 preparation system provided for the Oklahoma Teacher Preparation  
2 Act:

3 1. The teacher preparation system shall include, but not be  
4 limited to, the following competencies:

- 5 a. excellence in the arts and sciences,
- 6 b. an in-depth knowledge of the subject matter to be  
7 taught,
- 8 c. the ability to identify and cultivate talent and  
9 potential in students,
- 10 d. an understanding of child and human development,
- 11 e. teaching skills developed through a variety of  
12 learning experiences,
- 13 f. the ability to interact effectively with all students,
- 14 g. skills necessary for working with parents, guardians  
15 and custodians of students in the education process,
- 16 h. skills necessary to involve the community in  
17 education,
- 18 i. skills to foster teamwork within and among schools,
- 19 j. for administrators, skills necessary to be an  
20 effective leader of a school or school district, and
- 21 k. skills in effective classroom management and student  
22 discipline;

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1           2. The preservice program shall include the following methods  
2 to achieve the competencies listed in paragraph 1 of this  
3 subsection:

- 4           a. require teacher candidates to study arts and sciences  
5                 at the undergraduate level,
- 6           b. require secondary and elementary/secondary teacher  
7                 candidates to have undergraduate majors, or their  
8                 equivalents, in a subject area, and require teacher  
9                 candidates in early childhood, elementary, and special  
10                education to have subject area concentrations which  
11                allow qualification as a generalist,
- 12           c. require teacher candidates to study the individuality  
13                of students, the capacity of students to learn and the  
14                process of learning,
- 15           d. integrate curriculum from other disciplines with the  
16                education curriculum,
- 17           e. require teacher candidates to have training  
18                experiences and personal contact with parents,  
19                guardians or custodians of school-age children,
- 20           f. require teacher candidates to have community  
21                involvement experience,
- 22           g. structure courses so as to require teamwork  
23                activities, and

1           h.    require teacher candidates to study, in existing  
2                    coursework, substance abuse symptoms identification  
3                    and prevention, mental illness symptoms identification  
4                    and mental health issues, classroom management skills,  
5                    and classroom safety and discipline techniques;

6           3.    The Oklahoma Commission for Teacher Preparation shall not  
7           require more than a four-year program of one hundred twenty-four  
8           (124) semester hours to complete a teacher education degree.

9           Provided, any program approved by the State Board of Education prior  
10          to July 1, 1995, which requires more hours may continue to require  
11          such hours. Any program approved prior to July 1, 1995, which  
12          requires more than one hundred twenty-four (124) semester hours for  
13          a teacher education degree shall implement requirements for this  
14          program without additional hours.

15          B.    It is the intent of the Legislature that institutions of  
16          higher education which offer teacher education programs hold such  
17          programs accountable for meeting the licensure and certification  
18          competencies approved by the State Board of Education. It is the  
19          intent of the Legislature that the teacher education programs  
20          incorporate a curriculum to achieve the competency-based system and  
21          include integration of the teacher preparation curricula with the  
22          arts and sciences departments curricula. Each institution of higher  
23          education which seeks accreditation or approval for its teacher  
24          education program shall develop an institution plan which follows

1 the State Board of Education competencies for licensure and  
2 certification. In developing such institution plans, the higher  
3 education institution shall establish a process which seeks  
4 information and input from teacher preparation faculty, faculty from  
5 arts and sciences and other programs and disciplines which are  
6 appropriate, students within the teacher education program,  
7 teachers, administrators, parents, guardians or custodians of  
8 students and business and community leaders. Each institution shall  
9 hold an annual public forum subject to the provisions of the  
10 Oklahoma Open Meeting Act regarding the content of the institution  
11 plan at which public comment on either the institution's teacher  
12 preparation plan or program is solicited. The institution's plan  
13 shall be accessible to any interested party under the Oklahoma Open  
14 Records Act. No institution of higher education's teacher education  
15 program shall be approved by the Commission unless the institution  
16 plan has been approved by that institution's governing board.  
17 Initial institution plans shall be filed with the Oklahoma  
18 Commission for Teacher Preparation by January 1, 1997, and as  
19 required by the Commission thereafter. The Oklahoma State Regents  
20 for Higher Education may facilitate the development of institution  
21 plans to assist institutions of higher education.

22 SECTION 2. AMENDATORY 70 O.S. 2001, Section 24-100.1, is  
23 amended to read as follows:

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1 Section 24-100.1 A. It is the intent of the Legislature to  
2 encourage and assist the public schools of this state to address  
3 school violence through an emphasis on prevention. Preventative  
4 services shall be encouraged through greater access to mental health  
5 counseling and social services for students. In order to make  
6 licensed professional counselors and licensed social workers more  
7 available and accessible on site, school districts may:

8 1. Contract with and allocate space for nonprofit agencies or  
9 other community-based service providers for the appropriate  
10 personnel and services; and

11 2. Seek any available funding, including the use of Medicaid  
12 funds for students who are Medicaid eligible through targeted case  
13 management, and any other funding which may be available for related  
14 services; ~~and~~

15 ~~3. Encourage the State Board of Education to allow for the use~~  
16 ~~of licensed professional counselors and licensed social workers in~~  
17 ~~addition to academic counselors.~~

18 B. School administrators and teachers shall be required to  
19 complete a minimum of three (3) hours of professional development  
20 training in mental illness symptoms identification and mental health  
21 issues at least one time every two (2) years. The professional  
22 development training shall be provided by the Department of Mental  
23 Health and Substance Abuse Services, a county health department, a  
24 community mental health center, or by a mental health service

1 provider or organization that is approved to provide the training by  
2 the Department of Mental Health and Substance Abuse Services.

3 C. School administrators and teachers may make referrals or  
4 assist in referring students to licensed mental health professionals  
5 for mental health screening or treatment. A school administrator or  
6 teacher shall incur no liability as a result of injury arising from  
7 any acts or omissions of the school administrator or teacher in  
8 referring or failing to refer a student as provided for in this  
9 subsection.

10 SECTION 3. This act shall become effective July 1, 2009.

11 SECTION 4. It being immediately necessary for the preservation  
12 of the public peace, health and safety, an emergency is hereby  
13 declared to exist, by reason whereof this act shall take effect and  
14 be in full force from and after its passage and approval.

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