



Shawnee State University  
School of Education

**2021 – 2022**  
**School of Education Program**  
**& Clinical**  
**Handbook**

## Table of Contents

Introduction .....	5
Mission and Vision .....	5
Academic Programs .....	6
School of Education Performance Expectations.....	7
The Learner and Learning .....	7
Content Knowledge .....	7
Instructional Practice .....	8
Professional Responsibilities.....	8
Pre-Clinical Field Requirement .....	8
Academic Advising .....	9
Transfer and Post-Baccalaureate Students.....	9
Transfer Students.....	9
Post-Baccalaureate Students .....	10
Program Curricula Information and Policy .....	10
Education Course Grade Requirement Policy* .....	10
Program Standards Policy .....	11
Accessibility Services.....	11
Academic Integrity/Plagiarism.....	11
Dispositions.....	11
Professional Commitment and Responsibility.....	11
Professional Relationships: .....	12
Critical Thinking and Reflective Practice:.....	12
Student Success Team .....	13
Student Success Team Members.....	13
Reason for Referral .....	13
Referral Process .....	13
Interventions.....	13
Procedure.....	14
Clinical Experiences.....	14
Due Process for Complaints Against a Faculty Member or Peer.....	14
Student Services.....	14
Counseling and Psychological Services .....	14

Career and Placement Services .....	15
Student Success Center.....	15
Student Support Services.....	15
Student Honors and Scholarships.....	15
Ohio Assessment for Educators .....	16
Program Advancement .....	16
Level 1: Admission to Teacher Education .....	17
Level 2: Application for Admission to Licensure Programs .....	17
Level 3: Admission to the Professional Year .....	18
Level 4: Application for licensure.....	19
General Requirements for Clinical Experience (Student Teaching).....	19
Clinical Experience Considerations .....	20
Clinical Practice (Student Teaching) Description .....	20
Primary Education (PreK-5): .....	20
Middle Childhood:.....	20
Adolescent to Young Adult: .....	21
Visual Arts: .....	21
Special Education (Intervention Specialist K-12): .....	21
Primary Special Education (PreK-5) .....	21
Ensuring a Successful Classroom Experience.....	21
Responsibilities of Teacher Candidates .....	22
Seminars.....	22
Lesson Plans .....	22
Responsibilities Outside the Classroom.....	22
Professional Conduct .....	23
Attendance Expectations .....	23
Substitute Teachers .....	24
Strikes.....	24
Assessment of Clinical Teaching .....	24
School of Education Admission and Retention Requirements (2021) To Become “ <i>Learning Centered, Inquiring Professionals</i> ” .....	32
School of Education Levels.....	34
Undergraduate Programs - Program Assessment Snapshot .....	35

Adolescent & Young Adult (AYA) - Integrated Language Arts .....	35
Adolescent & Young Adult (AYA) – Integrated Mathematics .....	35
Adolescent & Young Adult (AYA) – Integrated Science .....	36
Adolescent & Young Adult (AYA) – Integrated Social Studies .....	36
Early Childhood (EDEC) .....	36
Early Childhood Special Education (ECSE) .....	37
Middle Childhood Education (EDMC) .....	37
Multi-Age Visual Arts Licensure (PreK-12) (BFAR) .....	38
Multi-Age Intervention Specialist (IS) .....	38

## Introduction

The complexities of the teaching profession are many. Teachers are decision-makers and change agents in the lives of students, their schools and communities. As such, they carry the responsibility of influencing what students learn, how students learn, and how students think about themselves.

The vision of the teacher education program at Shawnee State University is that of a learner-centered and inquiring professional. Assuming that teachers continue to develop over time cognitively, technically, and professionally, the program emphasizes dispositions of reflective practice and life-long learning in addition to the acquisition of specific skills and knowledge.

The Shawnee State University Teacher Education Program seeks to lead teacher candidates to a greater mastery of teaching specialization, an increased understanding of the liberal arts perspective, a wider context within which to make good choices, a research-based professional education core, and a greater sense of the need to contribute to the present community through their service to future communities through their students' lives.

Clinical practice (student teaching) is a critical component in the development of qualified teachers. It provides pre-service teachers with a cumulative, integrative experience that enables them to apply their previous course work and professional experiences under the guidance of a classroom teacher and a university supervisor.

## Mission and Vision

The mission of the College of Professional Studies is to graduate students with a competitive advantage for professional practice. Its vision is that the College of Professional Studies will be the leading educator of high-quality professionals.

The education faculty and staff share a commitment to quality programs that will prepare educators for the challenges of the 21st century. To that end, the School of Education's collective vision is to prepare teachers as learner-centered, inquiring professionals.

The notion of learner-centered springs from the belief that the effectiveness of teacher preparation originates from the capacity outcomes of its graduates, their knowledge and skills as educators. Further, educator preparation is assessed in P-12 classrooms, demonstrated by the learning performance of school-aged learners.

Good teaching is judged through the perspective of learners engaged in the process of learning. That is, an effective teacher must 1) teach for understanding - teach in ways

that help learners understand ideas and perform proficiently; and 2) teach for diversity - teach in ways that help diverse learners find productive paths to knowledge, so they also learn to live constructively together. This learner-centered notion culminates in the moral purpose of teaching - the ultimate commitment of education professionals is to the welfare of all students in their physical, moral, and intellectual growth.

## **School of Education Administration and Staff**

### **Assistant Dean/Director School of Education**

740-351-3565

[gshiple@shawnee.edu](mailto:gshiple@shawnee.edu)

### **Administrative Assistant**

Polly Brown

740-351-3571

<mailto:pbrown@shawnee.edu>

### **Clinical Field Coordinator**

Jean Eagle, Ed. D.

740-351-3297

[jeagle@shawnee.edu](mailto:jeagle@shawnee.edu)

### **Clinical Model Faculty Contact**

Jodi Dunham, Ph. D.

740-351-3101

[jdunham@shawnee.edu](mailto:jdunham@shawnee.edu)

## **Academic Programs**

The School of Education at Shawnee State University is accredited by the Council for the Accreditation of Educator Preparation (CAEP). All undergraduate level academic programs are approved by the Specialty Programs Associations (SPAs) and the Ohio Department of Higher Education, and the State of Ohio Department of Education (ODE) to offer the following:

### **Primary Education – Grades PreK – 5**

*Bachelor of Science in Education*

*Primary Special Education – Primary Education/Intervention*

(This blended program leads to two licenses and cannot be completed with one license.)

### **Middle Childhood Education – Grades 4 – 9**

*Bachelor of Science in Education*

Two Content Areas

### **Adolescent to Young Adult – Grades 7-12**

One Content Area

### **Multi-Age Intervention Specialist – Grades K-12**

Mild to Moderate

<b>Multi-Age Visual Arts</b>	Grades K-12
<b>Teaching the Visually Impaired</b>	PreK-
<b>Teachers of the Deaf and Hard of Hearing</b>	PreK
<b>Intervener Program</b>	Certificate Only
<b>Deaf Studies Minor</b>	Certificate only

## School of Education Performance Expectations

The School of Education at Shawnee State University prepares “Learner-Centered, Inquiring Professionals”. Teacher Candidates’ performance expectations align closely with the Interstate Teacher Assessment and Support Consortium (InTASC) standards (listed below) and the Ohio Professional Teacher Standards.

### The Learner and Learning

#### Standard #1: Learner Development

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

#### Standard #2: Learning Differences

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

#### Standard #3: Learning Environments

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

### Content Knowledge

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

*Standard #5: Application of Content*

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Instructional Practice

*Standard #6: Assessment*

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learners' decision-making.

*Standard #7: Planning for Instruction*

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context.

*Standard #8: Instructional Strategies*

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

Professional Responsibilities

*Standard #9: Professional Learning and Ethical Practices*

The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*Standard #10: Leadership and Collaboration*

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

Pre-Clinical Field Requirement

Only students 18 and older may participate in field experiences beyond EDUC 1115.



## Academic Advising

The School of Education has updated its advising system to enhance the level of services that students in teacher preparation programs receive. This supports the university-wide initiative to enhance academic programming at Shawnee State University.

Upon entering the program, students will be assigned an advisor who will work directly with them in program planning and admission requirements.

Once admitted into the School of Education, faculty will serve as the primary providers of academic advising. Students pursuing degrees in Middle Childhood, Adolescent Young Adult and Art Education will also have an advisor in their content-area department.

The advising process allows students to work with faculty members to develop a general academic plan and a semester schedule that will enable students to progress through their program. Academic advisors also assist students who seek help in areas of academic difficulty. Advisors help students identify referral services within the university, and direct students to these programs so that students can receive appropriate supports.

Faculty maintain regular office hours each semester for student advising. Office hours are posted on faculty members' doors. Meetings with faculty outside of listed office hours should be arranged directly with the faculty member.

While the School of Education fully supports the missions and services of other advising, counseling, and student services offices on campus, education students are strongly encouraged to maintain good communications with their education advisor for changes in licensure requirements and program updates.

NOTE: While the School of Education makes every effort to ensure each student receives appropriate academic advising and support, academic advising is the **joint responsibility** of the student and their advisor. Students are encouraged to come to each advising meeting with their advising worksheets and academic records. **Together** the student and advisor will plan courses for completion of the program.

## Transfer and Post-Baccalaureate Students

### Transfer Students

Please review transfer credit information on the SSU website at:

[www.shawnee.edu](http://www.shawnee.edu)>>Registrar>>Transfer student>>Course equivalency

A grade of C or higher is required for all transfer credit. No exceptions will be made for any student entering the teacher education program. While the grades for transferred courses will not be used in the calculation of the overall grade point average for the degree program, the grades earned at a previous institution will be utilized to guide decisions for level advancement within the program.

### Post-Baccalaureate Students

The Teacher Education undergraduate program at Shawnee State University is an initial licensure program. However, graduate programs in education are available. For more information, contact the Graduate Center at:

<http://www.shawnee.edu/offices/graduate-center/>

A person who returns to SSU to complete a teacher education program will be required to meet the guidelines as listed in this handbook. The returning student must meet the current applicable undergraduate state and program requirements.

## Program Curricula Information and Policy

### Program Curriculum Checklist

Information related to each licensure area has been developed by the SSU School of Education. Students should arrange to meet with their education advisors upon declaring a major. During the initial advising session, a program completion plan will be developed. The program coursework will be reviewed, and a copy of the plan will be provided for the student and shall become the frame of reference for future advising meetings.

Program advising worksheets provide information related to required courses, level advancement, and program grade point averages. Three grade point averages are referenced for level advancement; overall GPA, content GPA and education GPA. The student and their faculty advisor will develop a sequence of courses appropriate to the student's academic and professional goals.

### Education Course Grade Requirement Policy\* (Subject to change)

The School of Education has a course retake and successful completion policy for all courses offered through the licensure program. Any course offered by the School of Education (EDXX) with a grade of B- or higher will be considered successfully completed. If a grade lower than a B- is earned in any education course, it must be retaken. If a course is retaken and a grade of B- or higher is attained, it will replace the initial grade, however if a B- or higher is not earned the second time, the student will be administratively withdrawn from the program. A student may appeal the withdrawal through the academic hearing process if they feel extenuating circumstances precluded successful performance. The outcome of the hearing will be final.

### Program Standards Policy

Shawnee State University requires students who have not been enrolled for a period of three consecutive semesters to meet current program standards at the time of re-enrollment.

The academic requirements and policies that a student must follow are determined by the course catalog in place at the time of initial registration at Shawnee State University.

If a student fails to enroll for three consecutive semesters, they must follow requirements and policies of the current course catalog at the time of return to SSU. A student has the right to petition the academic department that offers their major for a change in catalog to the previous year. A student also has the right to request course substitutions and waivers of requirements.

### Accessibility Services

The ADA Compliance Committee ensures that Shawnee State University follows the Americans with Disabilities Act for students, employees and visitors. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Accessibility Services at Massie Hall, in the Student Success Center (740-351-3106). After meeting with the Coordinator of Accessibility Services and receiving permission for accommodations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any classroom concerns related to their disability.

### Academic Integrity/Plagiarism

According to the Shawnee State University Student Handbook, plagiarism is considered academic misconduct and can result in serious consequences that may impact academic progress or beyond.

***When in doubt, cite it.*** Information from another source needs to be documented. When quoting verbatim, in addition to providing a citation, either use quotation marks or an indented block of text. Regardless of the source (i.e. an article, a television show or web-based content) others' words or ideas must be cited.

### Dispositions

**Professional Commitment and Responsibility:** The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

- a. Maintains appropriate confidentiality
- b. Demonstrates compliance with laws/regulations

- c. Demonstrates compliance with policies/standards
- d. Maintains professional appearance
- e. Is prepared for class or appointments
- f. Is punctual for class or appointments
- g. Demonstrates academic integrity

**Professional Relationships:** The candidate develops, maintains and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

- a. Demonstrates high expectations for others
- b. Demonstrates respect for the beliefs of others
- c. Demonstrates effective collaboration skills
- d. Demonstrates respect for cultural differences
- e. Demonstrates compassion for those experiencing difficulty
- f. Demonstrates patience for the learning process
- g. Demonstrates flexibility during the learning process

**Critical Thinking and Reflective Practice:** The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

- a. Demonstrates critical thinking in written or verbal form
- b. Addresses issues of concern professionally
- c. Responds positively to constructive criticism
- d. Actively seeks out new information
- e. Seeks help when needed
- f. Demonstrates personal progress
- g. Demonstrates reflective practice in written or verbal form

Dispositional data are gathered at the entry point to the program in EDUC 1115, at the end point during the clinical field experience and several times throughout the program. Dispositional Assessments used are CCAST, Pre-CCAST, and a School of Education created disposition form.

More than two ratings of 1s may be achieved during a semester. If more than two 1s are assigned, a Success Team meeting will be scheduled. During the meeting, a Success Plan will be created for the student. If these 1s are remediated, but two more appear in the next semester, even on different dispositional items, the student will be denied admission to the next level. If a student receives three or more 1s during any semester, they will not move to the next level.

*The School of Education values professional behaviors and dispositions. Please review the Ohio Code of Ethics which addresses these attitudes at: <http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Conduct/Licensure-Code-of-Professional-Conduct/Licensure-Code-of-Professional-Conduct.pdf.aspx?lang=en-US>*

## Student Success Team

The Student Success Team is designed to support students experiencing challenges during the course of their academic programs. The Student Success Team offers a team-based approach to problem-solving and providing interventions to remediate any issues that may adversely affect successful completion of their programs. The Student Success Team is also an opportunity to share concerns while positively planning for a successful outcome.

### Student Success Team Members

The team consists of School of Education faculty members who identify possible ways to help the student experience greater success. Relevant faculty/staff members (i.e. education advisor, seminar/practicum instructor, Program Coordinator, Clinical Field Coordinator) could also serve on the Student Success Team.

### Reason for Referral

Referrals for a Student Success Team meeting occur for many different reasons. A student may be experiencing difficulties related to concerns in academics, field experience, dispositions or health. The team process allows for greater exploration of potential causes and solutions to address the concerns. The Clinical Field Coordinator will call a Student Success Team meeting before a change of placement is considered.

### Referral Process

Referrals to the Director of the School of Education may be made by faculty members, Program Directors, or the Clinical Field Coordinator. The Clinical Field Coordinator will notify the appropriate personnel and schedule the meeting.

### Interventions

Interventions which have been identified to help the student experience greater success, shall be identified and implemented. These interventions may include the use of different instructional approaches, or the addition of supports such as content-specific tutors, etc.

### Procedure

During the Student Success Team meeting, team members will review the student's overall progress, and evaluate any strategies that have been utilized previously to address issues or concerns. The meeting will serve as a problem-solving session to discuss the concerns, potential causes of those concerns, and investigate new approaches to address the concerns. The information exchange process leads to the implementation of effective strategies and interventions. Follow up dates shall be determined as a means of monitoring and evaluating the success of the interventions and for the implementation of additional strategies when necessary. All of this information is documented in the Student Success Plan which will be periodically reviewed.

During the Success Team meeting, next steps shall be established and meetings will be scheduled. At each follow-up meeting, the teams may determine:

- The interventions were successful, and no further assistance is needed.
- The interventions were successful; continued intervention is necessary to address other areas of concern.
- The interventions were somewhat effective. Additional/revised interventions are needed to gather more information.
- The interventions were not effective, or one or more of the Success Plan conditions was not met by the student.

### Clinical Experiences

In the event of an unmet Student Success Plan, the team will reconvene to make a recommendation to the Director of the School of Education regarding continuance in the Teacher Education Program.

### Due Process for Complaints Against a Faculty Member or Peer

The Shawnee State [Student Code of Conduct](#) provides information about due process and appeals.

[Shawnee State University Complaint process.](#)

### Student Services

#### Counseling and Psychological Services

Counseling and assessment for personal concerns is provided for students experiencing challenges that may interfere with academic progress. These services are offered on a confidential basis and are available by appointment. The Center is staffed by a Licensed Professional Clinical Counselor.

### Career and Placement Services

Career and Placement Services staff maintain extensive contacts on and off campus that can help students secure employment. Services include resume and cover letter writing skills, development of job search strategies, and interview techniques. Career and Placement Services is located in Morris University Center.

### Student Success Center

The Student Success Center, located in Massie Hall, promotes a positive learning experience at Shawnee State University through a variety of services including OAE testing. The Center provides advising and referral services in cooperation with university faculty. Learning Assistance is offered by the Center through tutoring programs, computer labs, and placement testing services.

### Student Support Services

Student Support Services offers a variety of programs to Shawnee State University students. To qualify, a student must meet income criteria, be a first-generation college student, or have a documented physical or learning disability.

A short application form and a conference with program staff are required. Once accepted into the program, a student can take advantage of the following services: academic assistance, assessment, personal counseling, and cultural experiences. Services are free to eligible students. Student Support Services is located in the Advanced Technology Center (ATC).

### Student Honors and Scholarships

Teacher Education students have opportunities to be acknowledged for their academic and professional performance. These opportunities may lead to funding for tuition and other expenses or recognition of outstanding performance.

The School recognizes several outstanding students each spring at the Evening of Honors celebration. Awardees are selected from those who have petitioned to graduate during the academic year and have completed student teaching. Criteria for this honor includes outstanding academic, service.

Several scholarships exist for teacher education candidates. A scholarship brochure is available in the Office of Financial Aid that identifies scholarship opportunities and application timelines.

## Ohio Assessment for Educators

The Ohio Assessments for Educators (OAEs) are licensure exams required by the state of Ohio. These exams measure professional, pedagogical, and subject-specific knowledge and skills. The OAE content test(s) must be successfully completed prior to student teaching (by December 10 for spring student teaching and by May 10 for fall student teaching). We encourage students to take their content tests in late spring prior to their clinical year.

If a student is unsuccessful on a particular test, they must wait 30 days before attempting the same test again.

The passing score of each exam is 220.

The following tests must be passed prior to recommendation for licensure by the School of Education:

- The Assessment of Pedagogical Knowledge (APK) is required for all programs.
- The Foundations of Reading Test (#090) is required for the following licensure areas; Early Childhood/Primary Education, Early Childhood/Primary Special Education (Dual License), Middle Childhood and Intervention Specialist.

OAE assessments may be taken at the SSU Success Center, or at other regional locations. To find those sites and register for the OAE, please visit: [www.oh.nesinc.com](http://www.oh.nesinc.com)

## Program Advancement

While Shawnee State University is an open enrollment institution, the teacher preparation programs have selective admissions and retention policies. The School of Education utilizes a comprehensive assessment program for admission and retention. The School of Education assessment program includes grade point averages and minimum grade requirements for general education, content area, and professional education coursework. In addition, dispositional data, assessed during several classes, are carefully reviewed.

Students must apply to the following levels via a series of electronic applications in Chalk and Wire:

- Level 1: Admission to Teacher Education
- Level 2: Admission to Licensure Candidacy



Level 3: Application to Professional Year

Level 4: Application for Licensure

**Level 1: Admission to Teacher Education\*** (Subject to change)

To be considered for admission, a student must apply and meet the following criteria:

- Satisfactorily complete at least 24 semester hours of university coursework.
- Select at least 12 hours for GEP of curriculum content.
- Maintain all program grade point average requirements:
  - 2.25 overall GPA
  - A grade of B or higher in ENGL 1101, or ENGL 1102, ENGL 1105 and MATHXXXX GEP Quantitative Reasoning Course as required for licensure
  - A grade of C or higher in EDUC 1115, satisfactory dispositional evaluation from instructor and satisfactory field evaluation
  - A grade of C or higher in PSYC 1101
  - Evidence of good moral character
  - Satisfactory BCII and FBI Background Check (fingerprinting)
  - Medical Statement – required for Early Childhood (EDEC and ECSE) and Primary programs (EDPE and EDPI) only.

Applications for Admission to Teacher Education take place in EDUC 1115. Following a review of the applications, students will be notified of their admission status via Shawnee State University email. Status levels are as follows:

- **Full Admission** – all requirements have been met. The student will be cleared to register for 2000 level education courses.
- **Conditional Admission** – the student did not meet all requirements at the time of application but will meet the requirements by the end of the current semester. Conditional admission will allow a student to register for the next level education courses, however, if a student does not meet the course requirements by the end of the semester, the conditional admission will be revoked. Students should work with their education faculty advisor toward gaining full admission.
- **Denied Admission** – the student did not meet the necessary conditions during the semester. Admission to 2000 level courses is denied. Students should work with their advisor to correct the noted deficiencies.

**Level 2: Application for Admission to Licensure Programs\*** (Subject to change)

Admission to Teacher Education does not guarantee admission to a specific licensure program. Following submission of the Level 2 application, and review of the candidates' progress, they will be notified of their status. Candidates may register for Level 2 courses ONLY after meeting with their advisor.

The requirements for Level 2 include:

- Full Admission to Level 1.
- Satisfactory completion of at least 60 semester hours of university coursework.
- Maintain all program grade point averages:
  - Cumulative GPA of 2.75 or higher
  - Grades of C or higher in all completed GEP courses
  - A 3.0 average and a grade of C or higher in required reading/literature and licensure component courses
  - Grade of C or higher in required related studies courses
  - A GPA of 3.0 or higher in the curriculum content area or licensure area(s)
- Affirmation of Statement of Good Moral Character.
- Satisfactory BCII and FBI Background Check.
- Evidence of skills in integration of technology in curriculum (EDUC 2230).
- Evidence of satisfactory dispositions.
- Recommendation of the education advisor.

Candidate progress is monitored each semester. Following the review, students will be notified of their status:

- **Full Admission** – granted when all Level 2 criteria have been met. The student will be cleared to register for 3000 level classes.
- **Conditional Admission** – the student did not meet all requirements at the time of application but will meet the requirements by the end of the current semester. Conditional admission will allow a student to register for the next level education courses, however, if a student does not meet the course requirements by the end of the semester, the conditional admission will be revoked. Students should work with their education faculty advisor toward gaining full admission.
- **Denied Admission** – The student did not meet the necessary conditions during the semester. Admission to 3000 level classes is denied.

### Level 3: Admission to the Professional Year\* (Subject to Change)

Teacher Candidates must apply through Chalk and Wire and be accepted before entering the professional year. Applications for Level 3 must be submitted prior to clinical teaching, usually while taking 3000 level courses. The requirements for Level 3 include:

- Full admission to Level 2.
- Level 3 application submitted through Chalk and Wire.
- A 1:1 clinical year orientation with the Clinical Field Coordinator.
- BCII and FBI background check on file.
- Statement of Good Moral Character.
- Program grade point average requirements:
  - 2.75 Overall GPA
  - C or higher in all completed GEP courses

- C or higher in Related Studies components (all psychology courses must be completed prior to student teaching)
- C or higher and a GPA of 3.0 or higher in Professional Education and reading/literature requirements (all reading/literature courses must be completed prior to student teaching)
- 3.00 GPA in licensure component content area(s)
- No more than 2 classes of content remain to be completed (AYA and MCE only).
- Satisfactory completion of all field experiences.
- Evidence of ability to integrate technology into the curriculum (EDUC 2230).
- Evidence of satisfactory dispositions

#### Level 4: Application for licensure

- Apply online; ODE website per instruction during EDXX4490
- Completion of SSU Degree/Licensure Program
- Pass Licensure Required OAE Tests
- Pass Ohio BCI/FBI background check
- Recommendation of School of Education

When the review has been completed by the Clinical Field Coordinator, applicants will be notified of their status their Shawnee State University email. Notification of clinical placements will follow at a later date. [See School of Education Levels.](#)

#### General Requirements for Clinical Experience (Student Teaching) \*

All Teacher Candidates experience extensive preparation prior to being approved for Clinical Practice (Student Teaching). Eligibility for the clinical experience requires all candidates to:

- Meet Level 3 requirements.
- Demonstrate satisfactory dispositions.
- Complete all coursework for their content area(s) with a minimum of 3.0 GPA in their content curriculum courses.
- Earn a C or better in a Professional Education, Related Studies, and General Education courses. (Only one retake is permitted for each course with a grade lower than a C. For replacement of the lower grade, the exact course must be repeated).
- Maintain an overall GPA of at least 2.75.
- Submit a current BCII & FBI background check.
- Pass the Ohio Assessment for Educator exam(s) for their content area(s) and provide evidence of successful completion no later than December 10 (for spring student teaching) or May 10 (for fall student teaching).

Chalk and Wire serves as the data management system during the clinical experience. Students, Cooperating Teachers and Supervisors will be notified via email when there are tasks to complete in Chalk and Wire.

***\*It is imperative that students meet with their assigned advisor each semester. All advising recommendations must include appropriate signatures and be posted in Chalk and Wire.***

### Clinical Experience Considerations

The 1:1 personal orientation with the Clinical Field Coordinator will include and require the student's written acknowledgement of the following information:

- Students, their family members, or friends are NOT permitted to make placements.
- Students will NOT be placed in their home school district.
- Students will NOT be placed in districts where immediate family members are employed.
- Students will be responsible for arranging their own transportation during their entire Clinical Experience.
- Students will be expected to make 2 in-person contacts with their assigned Cooperating Teacher(s) prior to the first day of the placement.
- The Clinical Field Office will be the student's first point of contact for placement-related issues.

### Clinical Practice (Student Teaching) Description

Student teaching is the culminating experience; its purpose is to implement and integrate knowledge, skills and dispositions. Teacher Candidates will work collaboratively to plan teach and assess with their Cooperating Teacher. Placements are program (licensure area) specific and school/district dependent. Teacher Candidates are expected to meet face-to-face with their Cooperating Teacher at least twice prior to the first day of the classroom experience. These visits must occur in the assigned school.

In every program the placement officially begins the first day of the host school's semester. Methods concludes on the last day of SSU classes and student teaching ends on the last day of SSU finals.

### Primary Education (PreK-5):

The primary candidate (EDPE) is placed in a K-5 setting. In some schools, teachers are responsible for only one or two subjects. In these cases, the candidate will be placed with multiple teachers in order to meet state and accreditation requirements.

### Middle Childhood:

The Middle Childhood (EDMC) Teacher Candidate is placed in two content areas in grades 4-9 according to licensure. The grade level may vary for each content area. The

school for each content area may be different. Generally, there are two Cooperating Teachers, one for each subject.

#### Adolescent to Young Adult:

The Adolescent to Young Adult (AYA) Teacher Candidate is placed in grades 7-12. Most often there is one Cooperating Teacher.

#### Visual Arts:

Visual Arts (VA) is a multi-age license (K-12). The Visual Arts candidate will be placed in both an elementary and secondary setting.

#### Special Education (Intervention Specialist K-12):

The multi-age (mild to moderate) K-12 Teacher Candidate (EDIS) is placed in a K-5 setting in the fall semester and a 6-12 setting in the spring semester.

#### Primary Special Education (PreK-5)

The Primary Childhood Special Education (EDPI) dual license Teacher Candidate is placed in a K-5 setting both semesters (grade levels will vary).

#### Ensuring a Successful Classroom Experience

- It is important to remember that, as is the case in all student teaching experiences, Teacher Candidates are guests of the host school and the Cooperating Teacher. The School of Education embraces a clinical model therefore, the amount of time spent teaching can vary as may the types of teaching strategies/experiences.
- Lesson planning is a mandatory element of student teaching. Student teachers must create lesson plans for every lesson that they teach. Weekly lesson plans must be completed and available to the Cooperating Teacher and University Supervisor no later than the close of school on the preceding Friday. Lesson plans are working documents; after a lesson is delivered, the candidate is to reflect on and improve the subsequent lesson. Formats may vary, but all lesson plans must include the following: the academic standards, anticipatory set, activities, materials and resources, accommodations for learners with special needs, assessment (informal and formal) and reflection.
- Teacher Candidates are expected to dress professionally, to be clean and well-groomed, and to wear clothing that is not distracting or inappropriate. Teacher Candidates should ask their Cooperating Teacher about the school dress code. Teacher Candidates should not wear clothing that reveals an excessive amount of skin, and should ask if tattoos, piercings or unusual hairstyles are appropriate.
- Student teaching is the equivalent of a fulltime job. In addition to daily classroom responsibilities, Teacher Candidates are expected to participate in school programs or activities related to their students. Some activities may occur before

or after school. Significant out-of-classroom time must be devoted to comprehensive lesson planning and the successful completion of the remaining state assessments (OAEs). For that reason, the School of Education strongly discourages working or taking classes while student teaching.

## Responsibilities of Teacher Candidates

Teacher Candidates enter into a partnership with their Cooperating Teacher and University Supervisor. Teacher Candidates should:

- Acquaint themselves with their Cooperating Teacher(s) regarding pertinent background information.
- Conduct themselves in a manner appropriate to their position in the school.
- Inform the Cooperating Teacher and University Supervisor of any absences or schedule changes.
- Become acquainted with the entire school community.
- Familiarize themselves with the school campus. (Where to eat, park, emergency procedures, bus duties, etc.).
- Assist with any class procedures and duties expected of a classroom teacher.
- Study the curricula adopted by the school.
- Co-plan, co-teach and co-assess with their Cooperating Teacher.
- Continually reflect upon their work.
- Attend all scheduled conferences and seminars.
- Adhere to the calendar and daily schedule of both the school and classroom. Teacher Candidates will be required to track and submit a log of their hours.

## Seminars

- Teacher Candidates are required to attend weekly seminars that will be conducted by the student teaching seminar instructor. Time, place and structure for the seminar will be provided by the course instructor.
- The student teaching seminar provides the opportunity to reflect on professional performance in a structured way and to continue to develop critical knowledge and skills. Through the activities of the student teaching seminar, Teacher Candidates will continue to develop professional dispositions.

## Lesson Plans

- Daily lesson plans are to be completed for each five-day period, with all components clearly specified. Teacher Candidates will develop complete lesson plans for each content area for which they are responsible.
- Lesson plans will be submitted to the Cooperating Teacher for review and approval on Friday of the week preceding instruction.

## Responsibilities Outside the Classroom

- Teacher Candidates must participate in all regularly assigned meetings and functions of the Cooperating Teacher (faculty meetings, grade level meetings, in-service, etc.) Active participation by the candidate is expected.

- Teacher Candidates are encouraged to assist with school-related activities scheduled outside of school hours.

### Professional Conduct

- Teacher Candidates are expected to conform to standards as specified by the school's handbook and by the administrator in charge.
- It is unprofessional to discuss confidential information about students and colleagues on or off school property. The taking of photographs/videos of students is expressly prohibited.
- Mobile devices such as cell phones and tablets are to be used in the classroom for instructional purposes only. The Teacher Candidate should follow and respect the field site's policy on technology. The use of appropriate instructional technology, including, but not limited to Smart Boards, iPads and computers, is encouraged. However, personal devices should not be used during the school day. Social media postings must be kept confidential and should never include students or any identifiers that would disclose information about the class or school. Ethical violations related to the use of technology could result in removal from the student teaching placement and prevent the attainment of a teaching license.
- As a representative of Shawnee State University, Teacher Candidates will be held to the university code of conduct which can be reviewed at the following site: <https://www.shawnee.edu/sites/default/files/documents/Student-Conduct-Code-2020.pdf>
- Teacher Candidates are subject to emergency removal from the school based on professional conduct violations as determined by the cooperating teacher or school administrator.
- Refer to and become familiar with the Licensure Code of Professional Conduct for Ohio Educators located at: <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/Licensure-Code-of-Professional-Conduct.pdf.aspx>

### Attendance Expectations

- Clinical practice begins the first day of the host school semester. Methods concludes on the final day of SSU classes and student teaching ends on the last day of SSU finals.
- Teacher Candidates are expected to follow the teacher hours/calendar of the school to which they are assigned. This includes spring break, holidays and make-up days. Teacher Candidates should attend professional development and training with their Cooperating Teacher/s.
- Attendance is required and students are not permitted to offer outside employment, activities or university coursework as an excuse for not performing the functions of a teacher during the clinical teaching experience.
- Varsity athletes are required to make up any hours/days that are missed in the field due to competition. All student athletes must notify both the Cooperating Teacher and the University Supervisor and be excused **prior to** their absence.

- Teacher Candidates are permitted 2 absences for illness. A clinical placement may be extended beyond the semester to ensure that the required number of days have been met. Teacher Candidates will be excused for the funeral of the following: mother, father, sister, brother, spouse, same sex domestic partner, grandparent, grandchild, in-law, legal guardian, stepparents and siblings.
- In case of illness, Teacher Candidates should notify their University Supervisor and Cooperating Teacher no later than 7:00 a.m.
- In case of inclement weather, the student will follow the same plan and procedures as their Cooperating Teacher. School days with one or two-hour delays may be counted as full field days by the Teacher Candidate. Snow days and canceled days may not be counted as field hours.
- TWO University approved events (Job Fairs, PD activities, Celebration of Scholarship, etc.) are excused absences.
- Although a specified number of hours for the clinical experience may be quoted by the School of Education, it is to be considered a minimum expectation.

### Substitute Teachers

- You must practice under the supervision of a certified/licensed educator. Should a situation arise where the Cooperating Teacher becomes ill or has an emergency, your principal may ask you to assume responsibility of the class for a brief period until licensed personnel are available. Teacher Candidates are assigned for the purpose of clinical teaching only; they do not have a legal connection with a school system and thus are not permitted to serve as substitute teachers.

### Strikes

- State assisted universities have adopted the following policy concerning work stoppages or strikes:

*“The Teacher Candidate will not report for duty or be in or near the building of their assignment or any other school district facility when strike or work stoppages occur.”*

### Assessment of Clinical Teaching

Both formative and summative assessments are used to measure a Teacher Candidate’s growth in knowledge, skills and dispositions. Assessment of clinical teaching is a collaborative team effort by the Cooperating Teacher, University Supervisor and Teacher Candidate. All documents related to the Candidate Preservice Assessment of Student Teaching (CPAST) and Pre-CPAST (used during final methods block) will be emailed to the Teacher Candidate, Cooperating Teacher and Supervisor prior to the start of each semester. It is important to protect the integrity of these assessment documents; therefore, we ask that you do not share them with others outside your immediate clinical faculty. See CPAST and Pre-CPAST Assessment form)

### **Formative Assessment:**



- Dispositions – Assessed by the Cooperating Teacher and/or University Supervisor.
- Informal teaching observation – Documented by the Cooperating Teacher and/or University Supervisor.

### **Summative Assessment:**

- Midterm Evaluation of Teacher Candidate's performance – in addition to completing individual assessments of the candidate, the Cooperating Teacher, University Supervisor and Teacher Candidate each complete the CFAST Three-Way Conference Consensus Form prior to a scheduled meeting. The Consensus Form will guide the discussion of the candidate's performance, identify areas for improvement and lead to the identification and implementation of support strategies.
- Final Evaluation on Teacher's Candidate's performance – the Cooperating Teacher, University Supervisor and Teacher Candidate will each complete the final CFAST Three-Way Conference Consensus Form. In addition, program-related specific evaluation forms will be completed at the time of the final. A final evaluation meeting with the Teacher Candidate, Cooperating Teacher and University Supervisor will be held at the end of the clinical experience.

### **Termination of the Clinical Field Placement**

#### **Clinical placement may be terminated for the following reasons:**

- **Withdrawal:** The Teacher Candidate chooses to withdraw from the experience before the last day to withdraw from an individual class, as listed on the SSU website "Important Academic Dates" calendar.
- **Failure:** Evaluations of the University Supervisor, Seminar Instructor and or Cooperating Teacher are unsatisfactory, and termination of the experience is recommended.
- **Emergency Removal:** If a Teacher Candidate's behavior or performance is deemed a detriment to the students and the learning process, the Teacher Candidate may be removed from the classroom at the request of the clinical site administrator, Cooperating Teacher, or upon the recommendation for the University Supervisor and the administrative team at SSU.

### **Academic Hearing**

Academic hearings will be scheduled at the Teacher Candidate's request, within 3 days of the Teacher Candidate's last day in the school. The Teacher Candidate will address the request with the Clinical Field Coordinator. In all cases, an academic hearing will be held to determine whether or not a candidate will be permitted to return to the field.

The Clinical Field Coordinator will begin an investigation surrounding the incident that led to dismissal. The hearing committee may consist of the following: Clinical Field Coordinator as chairperson, qualified faculty, and others depending on the situation. School personnel may be invited or requested to attend the hearing on an ex-officio

basis for the purpose of providing information, not for casting votes. A majority vote will determine the outcome.

The SSU Ombudsman is available in such situations to accompany the Teacher Candidate to the hearing. If the Teacher Candidate chooses, another advocate may accompany them to the hearing in place of the ombudsman. Only one advocate is permitted. The Ombudsman's role is to provide support; their role does not include representing the candidate. The Teacher Candidate may be present at all discussions of the committee, with the exception of the final deliberation, during which only voting members will be in attendance.

A simple majority will determine the outcome. Hearings will be recorded and filed in accordance with university policies concerning confidentiality. The decision of the hearing committee will be forwarded to the department chairperson and others deemed necessary. The Teacher Candidate will be notified in writing of the committee's decision.

If the Teacher Candidate chooses not to attend the hearing, the committee will review the evidence provided, seek further evidence where necessary, and make a determination. The student will be notified by email and by certified mail of the outcome.

If it is the recommendation of the committee to grant the Teacher Candidate an alternate student teaching placement, individualized remediation will be implemented on a case-by-case basis.

In the event that the student does not accept or is not eligible for alternate placement and/or remediation, the student will be offered the option of obtaining a degree without licensure.

**Appeal:** The Teacher Candidate may appeal a decision within 10 calendar days with the Dean. Please review the procedure at:  
<https://www.shawnee.edu/sites/default/files/documents/Student-Conduct-Code-2020.pdf>

### **Procedures for Licensure Applications**

In order to be recommended for licensure, the Teacher Candidate must:

- Complete requirements for the degree program.
- Obtain approval for graduation.
- Pass all required OAE licensure tests as required by the Ohio Department of Education.
- Obtain current Ohio BCII and FBI background checks.

### **Applying for the Ohio 4 Year Resident Educator License**

- Go to the Ohio Department of Education website at: <http://education.ohio.gov>
- Create an Ohio ID Portal account.
- Follow the provided prompts.
- Submit and pay online with a credit card.
- The SSU School of Education will receive an electronic notification of the application, review it and recommend approval of the application online.
- Once approved by ODE, the license will be sent to the student's email address.

### **Kentucky Educator Standards Board Certification Requirements**

(REV. January 2019)

- Complete a CA-1 paper application.
- Forward this application to the SSU School of Education for completion of Section IV on page 5.
- Provide official transcripts of all undergraduate coursework.
- Pass the Praxis II Specialty Area test for each area of certification and the Principles of Learning and Teaching test for the appropriate grade range.
- Pay through iPay online payment service for the certification fees.

For further information, please visit: <http://www.epsb.ky.gov>

## Appendix

### Traditional Student Teaching v. Clinical Model

*Adapted from the Gladys W. and David H. Patton College of Education's Clinical Model of Preparation, Ohio University, with assistance from SEOTDC.*

#### Traditional Student Teaching Model

- Teacher training is a priority
- Student teacher teaches alone for a partial year
- Focus on theory with little support
- Benign neglect of advocacy and social justice
- Passive antagonism between colleges and schools
- Disengaged placement of candidates
- Legislative bodies and corporations lead
- Miscommunication and disconnects
- Self-interest and self-preservation
- Low confidence/limited impact
- College classroom-based outcomes

#### Clinical Model

- P-12 learning is a priority
- Co-teaching for an entire year
- Focus on theory from practice
- Advocacy and social justice
- Collegial collaboration
- Outreach and engagement
- Teachers and educators lead
- Communicate and connect
- Common and public good
- High confidence and impact
- School-based outcomes

### **Co-Teaching and Clinical Practice**

During the course of the clinical year, Teacher Candidates will be expected to participate in co-teaching. Candidates are expected to co-plan, co-teach, and co-assess a variety of lessons with their school clinical faculty. During methods classes, strategies many include one teach/one observe or one teach/one assist. Later, while student teaching, other co-teaching strategies may be used as deemed appropriate.

1. **One teach/One observe** – One has primary instructional responsibility while the other gathers data regarding teaching and/or learning as specified before the lesson.
2. **One teach/One assist** – One has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments.
3. **Station teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the other teacher-led stations.
4. **Parallel teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy.
5. **Supplemental teaching** – This strategy allows one teacher to work with students at their expected grade level while the other teacher works with students who need the information and/or material retaught, extended or remediated.

6. **Alternative (differentiated) teaching** – The two teachers use different approaches to teach the same information.
7. **Team teaching** – Both teachers are actively involved in teaching the lesson by sharing the instruction in a fluid way as deemed appropriate for the situation.

## Ohio Standards for the Teaching Profession

---

1. Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language, skills, and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.

2. Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

5. Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.

- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

School of Education Admission and Retention Requirements (2021)  
To Become “Learning Centered, Inquiring Professionals”

Admission to Teacher Education - Level 1 (Apply on Chalk & Wire in EDUC 1115 Second Month of Semester)	Admission to Licensure Candidacy – Level 2 (Apply on Chalk & Wire with you Ed Advisor)	Admission to Professional Year – Level 3 (Apply on Chalk & Wire in Specified Education Course)						
<ul style="list-style-type: none"> <li>Level 1 Application with Statement of Good Moral Character</li> <li>Background Check – Ohio BCI/FBI Check (<b>Due April 1</b>)</li> <li>EC/ECSE Medical Form</li> <li>At least 24 semester hours of university course work must be completed prior to application</li> </ul>	<ul style="list-style-type: none"> <li>Full Admission to Level 1</li> <li>Level 2 Application with Statement of Good Moral Character</li> <li>Background Check Update – Ohio BCI/FBI Check (<b>Due June 1</b>)</li> <li>Completed Advising Session with Education Advisor</li> </ul>	<ul style="list-style-type: none"> <li>Full Admission to Level 2</li> <li>Level 3 Application with Statement of Good Moral Character</li> <li>Background Check Update – Ohio BCI/FBI Check (<b>Due June 1</b>)</li> </ul>						
<p><b>Basic Competency Skills:</b> Applicants may qualify via a combination of scores/grades (e.g., ACT English, ACT Reading, and a grade of 8 in MATH 1100). ACT, Score Academic Skills Assessment, and grades from specific courses in the GEP may be combined to meet this threshold.</p> <p><b>ENGLISH/WRITING</b></p> <ul style="list-style-type: none"> <li>ACT score in English of 18 or higher</li> <li>Core Academic Skills assessment score in Writing of 162 or higher</li> <li>Grade of 8 or higher in ENGL1101/1102 AND ENGL1105</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>ACT score in Reading of 21 or higher</li> <li>Core Academic Skills assessment score in Reading of 156 or higher</li> <li>Grade of 8 or higher in ENGL1101/1102 AND ENGL1105</li> </ul> <p><b>MATH</b></p> <ul style="list-style-type: none"> <li>ACT score in Math of 22 or higher</li> <li>Core Academic Skills assessment score in Math of 150 or higher</li> <li>Grade of B or higher in GEP Math</li> </ul> <p><b>If the above criteria are met, a C or above is acceptable in the following courses:</b></p> <table border="0"> <tr> <td>• PSYC1101</td> <td>• ENGL1101 or ENGL1102</td> </tr> <tr> <td>• EDUC1115</td> <td>• ENGL1105</td> </tr> <tr> <td>(Note: EC students may take EDEC1150 and EDEC2255)</td> <td>• MATH GEP</td> </tr> </table>	• PSYC1101	• ENGL1101 or ENGL1102	• EDUC1115	• ENGL1105	(Note: EC students may take EDEC1150 and EDEC2255)	• MATH GEP	<p><b>Course Completion:</b> At least 60 hours of coursework must be completed prior to admission.</p> <p><b>Curriculum Content Courses with a 3.0 GPA:</b></p> <ul style="list-style-type: none"> <li>EC: At least 12 hours</li> <li>IS: At least 9 hours</li> <li>MC: At least 9 hours in each content area</li> <li>AYA: At least 18 hours</li> <li>VA: At least 18 hours</li> </ul> <p><b>Professional Education Courses:</b></p> <ul style="list-style-type: none"> <li>All 2000 level courses with a “C” or higher and a 3.0 GPA</li> </ul>	<p><b>Course Completion:</b></p> <ul style="list-style-type: none"> <li>No more than 2 classes of content or curriculum content left to be completed (min 3.0 GPA)</li> <li>All related studies courses completed (C or higher)</li> <li>All Professional Education/Licensure courses with the exception of Methods Courses (C or higher and min. 3.0 GPA)</li> <li>All GEP requirements (C or higher)</li> </ul>
• PSYC1101	• ENGL1101 or ENGL1102							
• EDUC1115	• ENGL1105							
(Note: EC students may take EDEC1150 and EDEC2255)	• MATH GEP							
<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>2.75 minimum overall GPA</li> <li>Dispositional Evaluation</li> <li>Field Experience</li> </ul>	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>2.75 minimum overall GPA</li> <li>Dispositional Evaluation</li> <li>Field Experience</li> </ul>	<p><b>Others:</b></p> <ul style="list-style-type: none"> <li>2.75 minimum overall GPA</li> <li>Self-reflection based on Five Domains of Teacher Capacity</li> <li>Successful completion of ODE’s mandated content test</li> <li>Successful SSU Dispositional Evaluation</li> <li>Field and clinical experience</li> </ul> <p><b>Application for Licensure – Level 4 (Apply online on the ODE Website, Information in EDXX4490)</b></p> <ul style="list-style-type: none"> <li>Completion of the SSU Degree/Licensure Program</li> <li>Pass the Licensure Required OAE Tests</li> <li>Ohio BCII Check/FBI Check</li> <li>Recommendation of School of Education</li> </ul>						





## School of Education Levels

### Level 1 Admission to Teacher Education

- 24 hours of university coursework must be completed prior to applying
- Statement of Good Moral Character
  - Background check
  - **Basic Competency Skills**
- Grade of B- or higher in the following courses:
  - PSYC110
- EDUC1115 (NOTE: EC students may take EDEC1150 and EDEC2255)
  - ENGL1101 or ENGL1102
  - ENGL1105
  - MATH GEP
  - **Other**
- 2.75 minimum overall GPA
- Dispositional Evaluation
- Field Experience

### Level 2 Admission to Licensure Candidacy

- Full admission to Level 1
  - Background check
- Record of Advising Session with Ed Advisor
  - **Course Completion**
- 60 hours of university coursework must be completed prior to admission.
- Curriculum Content Courses with a 3.0 GPA:
  - Early Childhood: 12 hours
  - Intervention Specialist: 9 hours
  - Middle Childhood: 9 hours in each content area
  - Adolescent & Young Adult: 18 hours
  - Visual Art: 18 hours
- Professional Education Courses with a 3.0 GPA:
  - All 2000 level courses with a C- or higher "
  - **Other**
- 2.75 minimum overall GPA
- Dispositional Evaluation
- Field Experience

### Level 3 Admission to Professional Year

- 
- Full admission to Level 2
- Level 3 application with Statement of Good Moral Character
  - Background check
- **Course Completion maintaining 3.0 GPA:**
- No more than 2 classes of content or curriculum content left to be completed
- All related studies courses completed with C- or higher
- All Professional Education/Licensure courses with the exception of Methods Courses with C- or higher
- All Reading/Literature requirements
- All GEP requirements with C- or higher
  - Application for Licensure - Level 4
  - (Apply online; ODE website per instruction during EDXX4490)
- Completion of SSU Degree/Licensure Program
  - Pass Licensure Required OAE Tests
  - Pass Ohio BCI/FBI background check
    - Recommendation of School of Education

## Undergraduate Programs - Program Assessment Snapshot

Adolescent & Young Adult (AYA) - Integrated Language Arts	
<ul style="list-style-type: none"> <li>• Ohio Assessment for Educators               <ul style="list-style-type: none"> <li>○ APK 003</li> <li>○ OAE 020</li> </ul> </li> <li>• Content - Grades</li> <li>• Unit Plan               <ul style="list-style-type: none"> <li>○ NCTE Requirements for Unit</li> <li>○ Fulfillment of Project Requirements</li> </ul> </li> <li>• Student Teaching Perf Assess               <ul style="list-style-type: none"> <li>○ CCAST</li> <li>○ NCTE Addendum</li> </ul> </li> <li>• Designing Instruction for Student learning               <ul style="list-style-type: none"> <li>○ Designing Instruction for Student Learning NCTE</li> <li>○ Designing Instruction for Student Learning Project Req</li> </ul> </li> <li>• Curriculum Map</li> <li>• NCTE Curriculum Mapping Project</li> <li>• Capstone</li> <li>• Dispositions (self-assessment)</li> </ul>	<p>Current enrollment 22</p> <p>Grades 7-12</p> <p>Graduates have a broad background in the core of undergraduate English/humanities coursework and a firm foundation in professional education coursework.</p> <p><a href="#">Sequence Chart</a></p>
Adolescent & Young Adult (AYA) – Integrated Mathematics	
<ul style="list-style-type: none"> <li>• Ohio Assessment for Educators               <ul style="list-style-type: none"> <li>○ APK 003</li> <li>○ OAE 027</li> </ul> </li> <li>• Content Assessment</li> <li>• Pre-CPast</li> <li>• CPast</li> <li>• Teaching Analysis Cycles</li> <li>• Student Teaching</li> <li>• Teaching Analysis Activities</li> </ul>	<p>Current enrollment 9</p> <p>Grades 7-12</p> <p>Graduates have a broad background in the core of undergraduate mathematics and a firm foundation in professional education coursework.</p> <p><a href="#">Sequence Chart</a></p>

<ul style="list-style-type: none"> <li>• Curriculum Map</li> <li>• Professional Portfolio</li> <li>• Dispositions self-assessment</li> </ul>	
<b>Adolescent &amp; Young Adult (AYA) – Integrated Science</b>	
<ul style="list-style-type: none"> <li>• Ohio Assessment for Educators <ul style="list-style-type: none"> <li>○ APK 003</li> <li>○ OAE 024</li> </ul> </li> <li>• Content – GRADES</li> <li>• Unit</li> <li>• CCAST</li> <li>• CCAST Addendum</li> <li>• PRE-CCAST</li> <li>• Capstone</li> <li>• Safety</li> <li>• Dispositions (self-assessment)</li> </ul>	<p>Current enrollment 8</p> <p>Grades 7-12</p> <p>The Department of Natural Sciences, in conjunction with the Department of Teacher Education, offers five baccalaureates in natural science accompanied by licensure.</p> <p><a href="#">Sequence Chart</a></p>
<b>Adolescent &amp; Young Adult (AYA) – Integrated Social Studies</b>	
<ul style="list-style-type: none"> <li>• Ohio Assessment for Educator <ul style="list-style-type: none"> <li>○ APK 003</li> <li>○ OAE 025</li> </ul> </li> <li>• Content Assessment</li> <li>• Unit Plan</li> <li>• Pre-CPast</li> <li>• CPast</li> <li>• Community Action Project</li> <li>• Capstone</li> <li>• Teacher Candidate Assessment</li> <li>• Dispositions Self-Assessment</li> </ul>	<p>Current enrollment 22</p> <p>Grades 7-12</p> <p>Graduates have a broad background in the core of undergraduate social studies and a firm foundation in professional education coursework.</p> <p><a href="#">Sequence Chart</a></p>
<b>Early Childhood (EDEC)</b>	
<ul style="list-style-type: none"> <li>• Ohio Assessment for Educators <ul style="list-style-type: none"> <li>○ Content 012</li> <li>○ Reading 090</li> </ul> </li> </ul>	<p>Current enrollment 53</p> <p>Grades PreK-5</p>

<ul style="list-style-type: none"> <li>○ APK 001</li> <li>● Content Assessment</li> <li>● Unit Plan</li> <li>● CCAST</li> <li>● Capstone</li> <li>● Dispositions (Self-assessment)</li> </ul>	<p>The Early Childhood program prepares students to teach PreK- 3<sup>rd</sup> grade.</p> <p><a href="#">Sequence Chart</a></p>
<b>Early Childhood Special Education (ECSE)</b>	
<ul style="list-style-type: none"> <li>● Ohio Assessment of Educators <ul style="list-style-type: none"> <li>○ APK 001</li> <li>○ ECE 012</li> <li>○ ECSE 013</li> <li>○ Rdg 090</li> </ul> </li> <li>● Unit Plan</li> <li>● CCAST</li> <li>● PRE-CCAST</li> <li>● Capstone Paper</li>   <li>● Integrated Lesson Plans</li> <li>● Classroom Management Plan</li> <li>● Dispositions (Self-assessment)</li> <li>● Student Handbook Agreement Form</li> </ul>	<p>Current enrollment 61</p> <p>Grades PreK-5</p> <p>The Early Childhood Special Education program prepares graduates to excel as a special education professional in Ohio.</p> <p><a href="#">Sequence Chart</a></p>
<b>Middle Childhood Education (EDMC)</b>	
<ul style="list-style-type: none"> <li>● Ohio Assessment for Educators <ul style="list-style-type: none"> <li>○ APK 002</li> <li>○ Reading 090</li> </ul> </li> <li>● Additional OAE Content <ul style="list-style-type: none"> <li>○ OAE Language Arts &amp; Reading 028</li> <li>○ OAE Math 030</li> <li>○ OAE Science 029</li> <li>○ OAE Social Studies 031</li> </ul> </li> <li>● MCE Content Grades</li> <li>● Curriculum Mapping</li> <li>● Student Teaching</li> </ul>	<p>Current enrollment 26</p> <p>Grades 4-9</p> <p>The Middle Childhood programs at Shawnee State are grounded in the four content areas of Reading &amp; Language Arts, Mathematics, Science, and Social Studies. Students earn a bachelor of science in education degree along with a license to teach in Grades 4-9.</p> <p><a href="#">Sequence Chart</a></p>

<ul style="list-style-type: none"> <li>○ PreCPast</li> <li>○ CPast</li> <li>○ Program Specific</li> <li>● Impact on Student Learning - Capstone Paper</li> <li>● Professional Roles</li> <li>● Case Study</li> <li>● Dispositions self-assessment</li> </ul>	
<b>Multi-Age Visual Arts Licensure (PreK-12) (BFAR)</b>	
<ul style="list-style-type: none"> <li>● Ohio Assessment for Educators <ul style="list-style-type: none"> <li>○ OAE 006</li> <li>○ APK 004</li> </ul> </li> <li>● Content</li> <li>● Unit</li> <li>● CCAST</li> <li>● Dispositions (self-assessment)</li> </ul>	<p>Current enrollment 15</p> <p>Grades PreK-12</p> <p>The art education licensure program adheres to the Ohio Academic Content Standards in Fine Arts for PreK-12.</p> <p><a href="#">Sequence Chart</a></p>
<b>Multi-Age Intervention Specialist (IS)</b>	
<ul style="list-style-type: none"> <li>● Ohio Assessment for Educators <ul style="list-style-type: none"> <li>○ OAE 043</li> <li>○ Rdg 090</li> <li>○ APK 004</li> </ul> </li> <li>● EDIS 3311 <ul style="list-style-type: none"> <li>○ Comprehensive Learner Profile (CLP)</li> </ul> </li> <li>● EDIS 4423 <ul style="list-style-type: none"> <li>○ Unit Lesson Plan</li> </ul> </li> <li>● Content</li> <li>● Unit</li> <li>● eFolio</li> <li>● Pre_CCAST</li> </ul>	<p>Current enrollment 19</p> <p>Grades Multi-Age</p> <p>The Intervention Specialist program at SSU prepares candidates to meet the needs of individuals with exceptionalities by providing a quality program that meets the high standards set by the Council for Exceptional Children (CEC) Initial Preparation Standards.</p> <p><a href="#">Sequence Chart</a></p>

- |                                                                                                                                                                                                                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>• CFAST</li><li>• Lesson Plan Unit Development</li><li>• Capstone<ul style="list-style-type: none"><li>○ Capstone Addendum for IS, ECSE, EDEC, EDPE, EDPI</li><li>○ Generic Capstone_CAEP</li></ul></li><li>• IEP Projects</li><li>• Transition IEP</li><li>• Dispositions (self-assessment)</li></ul> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

